Frederick S. Pardee School of Global Studies, Boston University

**The United States in South Asia since 1940**

**IR 377**

Mondays & Wednesdays, 4:30-5:45 PM in CAS B06B

**Professor Jayita Sarkar**

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**Course Description**

What were the characteristics of U.S. presence in South Asia during the Second World War? How did decolonization influence South Asia, and how did decolonized South Asia influence U.S. policies in the region? What were the characteristics of U.S. political, diplomatic and economic policies toward India, Pakistan, China, Burma and Afghanistan? How did interstate wars and crises elsewhere affect U.S. policies in the region, notably, the Korean War, the Cuban Missile Crisis, and the Vietnam War? What are the long-term trends in the global history of South Asia since WWII till this day? What can we understand about current foreign policy problems like refugee issues, separatist movements, nuclear weapons, communal violence and terrorism from studying the recent past of South Asia? These are some of the questions that this course will examine. No prior background in South Asia is required for taking this course.

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**Study Tracks**

Foreign Policy & Security  
Asia

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**Course Hub Outcomes**

**HUB CAPACITY: Philosophical, Aesthetic and Historical Interpretation**

**AREA: Historical Consciousness**

In IR377, the students will routinely analyze primary source documents inside the classroom on U.S. foreign policy during the Cold War in South Asia. These primary sources — textual documents, photographs and video clippings — will teach the students to identify various factors that influenced U.S. foreign policy in the region and the countries’ response (India, Pakistan, Bangladesh and Afghanistan) to U.S. policies. Students will learn to challenge the historical national narratives of the states in the region regarding their foreign policy choices in the Cold War, and their relationship with the United States.

**HUB CAPACITY: Diversity, Civic Engagement, Global Citizenship**

**AREA: Global Citizenship and Intercultural Literacy**

Students will be comparing the two different political systems of India and Pakistan, and how that influenced their foreign policy choices in terms of their relationship with the
United States in the Cold War. In this course, students will contrast the large complex democracy of India and the relatively small weak democracy with frequent military rule of Pakistan to understand their distinct foreign policy behaviors in the Cold War—a nonaligned non-adversary of the United States (India) on the one hand, and a Cold War U.S. ally with a tight military alliance with the United States (Pakistan) on the other. During the course, students will also understand global diversity through comparative analysis based on language during the week when the course will examine the 1971 war leading to the creation of Bangladesh—a conflict fought on the premise of language and language-based discrimination of Bengali-speaking Muslims and Hindus in east Pakistan. Finally, students will interpret the differences in political systems and cultural differences, and their impact on the Soviet war in Afghanistan beginning in 1979.

**HUB CAPACITY: Intellectual Toolkit**

**AREA: Research and Information Literacy**

In this course, students will be locating a range of publicly available declassified documents from the Cold War-era, and combine those in their research questions, which they would be pursuing for their research paper. These documents form part of multiple publicly archival databases, like the Foreign Relations of the United States (FRUS) published by the U.S. State Department’s Office of the Historian, the CIA Records Search Tool (CREST) published by the Central Intelligence Agency’s historical unit, the Digital National Security Archive (DNSA, accessible through ProQuest with BU login) based at George Washington University, and the Woodrow Wilson Center’s Digital Archive. Students will be guided throughout the course on how to (a) identify the appropriate declassified documents, (b) indicate their relevance to the course material and in formulation of their research questions and hypotheses, (c) interpret their meaning against the historical context in which the documents were produced, (d) critique the documents with regard to their research questions and hypotheses, and finally (e) communicate the findings in the form of the research paper.

**Course Learning Objectives**

By the end of this course, students will have achieved the following course learning outcomes:

- Demonstrate a strong basis of knowledge of the history of US relations with South Asian countries.
- Demonstrate an understanding of dominant explanations for patterns of US-South Asia and intra-South Asia relations.
- Demonstrate the ability to do historical research and analysis, including the use of primary sources.

**Instructional Format, Course Pedagogy, & Approach to Learning**

This is a lecture course organized around required weekly readings. Students are expected to come prepared with the required readings, and participate in class discussions. The instructor will lecture for half of the duration of each session. The other half is kept for class discussions. Students are also encouraged to participate in online discussions on Blackboard about relevant themes discussed in the course. Online and onsite (classroom) discussions will account for the participation grade.

Occasionally, the instructor will circulate primary source material (i.e. declassified government document) relevant to the course content, and the students will examine this material during the session, and engage in class discussion.

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Please note that students are not required to come prepared with items mentioned under ‘additional readings’. Additional readings are resources for students to use to write their research paper for this course.

Books and Other Course Materials
There are no required textbooks for this course. There are required readings that will be made available to the students through Blackboard and course reserves at BU’s Mugar Library. There will also be a course packet containing a selection of primary source documents.

Courseware
Required readings will be made available through Blackboard. The course link can be accessed here:

https://learn.bu.edu/webapps/blackboard/execute/modulepage/view?course_id=_40997_1&cmp_tab_id=_122528_1&editMode=true&mode=cpview

Students will also be given a course packet with primary source documents curated specifically for this course. These documents will be analyzed and discussed in class throughout the semester.

Students are encouraged to practice the analysis of primary source documents relevant to the course that are freely accessible here:

- Foreign Relations of the United States volumes (FRUS): https://history.state.gov/historicaldocuments
- Digital National Security Archive (Documents access through ProQuest BU): http://nsarchive.gwu.edu/publications/dnsa.html
- Wilson Center Digital Archive: http://digitalarchive.wilsoncenter.org

Assignments and Grading Criteria

A. Research Paper: The research paper is the main assignment for this course that accounts for 50% of the final grade. This assignment is broken down into three steps in order to help students to obtain feedback on their writing and analysis, and help them learn to write well and conduct better research. The three steps are explained below.

1. Memo on Research Paper (10%): Students will submit a one-page memo during Week 5. This memo will outline the puzzle, research question(s), bibliography comprising of secondary sources, relevant primary sources, methodology, expected findings, and policy relevance. Students are encouraged to meet with the instructor to receive feedback on their memo.

2. Draft of Research Paper (15%): Students will share the draft version of the term paper (60% completed= 2400 words approx.) with the instructor for feedback on
Week 10. The instructor will then evaluate the quality of research done, arguments made, and validity of findings, and offer suggestions for improvement. Students are expected to use the feedback offered at this stage to complete the final research paper.

3. Final Research Paper (25%): Students will write a research paper on any topic relevant to U.S. policy in South Asia during the Cold War or after using primary and secondary sources. This paper is expected to be about 4,000 words (at least 3500 words) in length including footnotes, and will account for 40% of the total grade. The final research paper is due a week after the last day of class. This final paper cannot be modified since upgrades are allowed only in the preceding steps of memo and draft.

C. Analytical Commentary & Presentation (25%): Each student will write one analytical commentary on one or more assigned readings of a particular week. Each commentary is expected to be between 1000-1,200 including footnotes. Each student will then present the commentary for 7-10 minutes in class, which will be followed by a 5-minute Q&A. Each commentary with class presentation and Q&A will be worth 25% of the total grade. A sign-up sheet will be circulated during Week 2 for students to choose their readings and corresponding dates of presentations.

D. Class Attendance & Participation (25%): Regular attendance in class is mandatory. Attendance and regularly active class participation based on critical analysis of the assigned readings will account for 25% of the total grade.

Explanation of grades and GPA at Boston University can be found by following this link: https://www.bu.edu/reg/academics/grades-gpa/

How to Succeed in This Course

Students are encouraged to contact the instructor and meet during office hours to discuss how they are learning in the course. Any difficulty regarding the course must be immediately brought to the attention of the instructor.

Disabilities: BU is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible and no later than 14 days from the first exam/assignment. After you turn in your letter, please meet with your professor to discuss the plan for accommodations so we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

Community of Learning: Class and University Policies

1) This is a screen down class. No laptops, tablets, cellphones are allowed. If you need to use any of the devices for accessibility, please submit a letter from the Office of Disability Services.

2) Course members’ responsibilities for ensuring a positive learning environment. Students are expected to be punctual in class. Late arrivals will affect class participation grade.
3) It is important to be respectful, logical and evidence-based in class discussions.
   - On argumentation, see: http://www.csun.edu/~hcpas003/argument.html
   - On logical fallacies, see: http://writingcenter.unc.edu/handouts/fallacies/

The instructor will respond to emails within 24 hours of receiving them, except on weekends. So, clarifications related to Monday sessions must be sought during the previous week, and not over the weekend.

The instructor will make grades available within 48 hours of the completed assignment. If the student is dissatisfied with their grade, please wait 48 hours from receiving the grade, and then meet the instructor.

4) Attendance & Absences
Students’ attendance in this class is mandatory. If a student cannot attend a session, they must email the instructor in advance in order to excuse themselves. Any more than two absences during the semester will result in a deduction in the participation grade by one grade letter. Students who must be absent from class for religious observance must notify the instructor as early as possible, and at least two weeks in advance.

5) Assignment Completion & Late Work
All assignments must be sent by email to the instructor before 5pm (Eastern Standard Time) on the day it is due. Late work without adequate justification will be penalized by one letter grade for that assignment. Students who will miss examinations for unforeseen factors or factors beyond their control must contact me as early as possible so that makeup assignments can be scheduled.

6) Academic Conduct Statement
Plagiarism is a serious offence, and will not be tolerated. The members of this class will follow the “Academic Code of Conduct” of Boston University, accessible here: https://www.bu.edu/academics/policies/academic-conduct-code/
CLASS MEETINGS
An updated syllabus will be uploaded on Blackboard two weeks before class in January 2020.

Schedules and topics are subject to change. If and when there are changes, the instructor will notify the students in advance.

WEEK 1: South Asia and the World

WEEK 2: Empires and Imperial Networks: British India & British Burma

WEEK 3: World War II in South Asia

WEEK 4: Partition, Nation-States and Borderlands

WEEK 5: Frontiers: South Asia, Southern Asia, Central & Southeast Asia

WEEK 6: Violence during Nation-Building

WEEK 7: Violence after Nation-Building

WEEK 8: Nonalignment: Hopes and Tensions

WEEK 9: 1971: Another Partition and the Cold War

WEEK 10: Northeast India: Insurgencies and Citizenship

WEEK 11: Nuclear Weapons and the Afghanistan War

WEEK 12: 1998-1999: Nuclear Flashpoint?

WEEK 13: Kashmir: What was and is at Stake?

WEEK 14: Rohingyas: What was and is at Stake?
RESOURCES FOR RESEARCH PAPER

1. FACT-CHECKING:
   - “Fake or Real? How to Self-Check the News and Get the Facts?,” NPR, 5 December 2016.
     http://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts

2. WRITING AND RESEARCH GUIDES:

3. CITATIONS:
   Please only use Chicago Manual of Style (16th or the new 17th edition).

   - Citing primary sources:
     o How to Cite Primary Sources:
       http://libguides.gwu.edu/c.php?g=258673&p=1727875
     o Using Primary Sources using the Chicago Manual of Style:
       http://www.loc.gov/teachers/usingprimarysources/chicago.html

   Use bibliographic software like Zotero or Endnote for improved efficiency.