



Introduction to India and South Asia

Department of History
Boston University

Professor Benjamin Siegel



Unidentified temple in South India, painted in Trichinopoly c. 1860 (Victoria and Albert Museum, London)

About the Course

It is easy to think of the Indian subcontinent, home of nearly 1.7 billion people, as a region only now moving into the global limelight, propelled by remarkable growth against a backdrop of enduring poverty, and dramatic contestations over civil society.

Yet since antiquity, South Asia has been a dynamic global crossroad, a region where cultures met and exchanged ideas, goods, and populations. The subcontinent was the site of the most prolonged and intensive colonial encounter in the form of Britain's Indian empire, and Indian individuals and ideas entered into long conversations with counterparts in Europe, the Middle East, East and Southeast Asia, and elsewhere.

Since India's independence and partition into two countries in 1947, the region has struggled to overcome poverty, disease, ethnic strife and political conflict. Its three major countries – India, Pakistan, and Bangladesh – have undertaken three distinct experiments in democracy with three radically divergent outcomes. Those

countries' large diaspora populations have played important roles in these nation's development, even as the larger world grows more aware of how important South Asia remains, and will become.

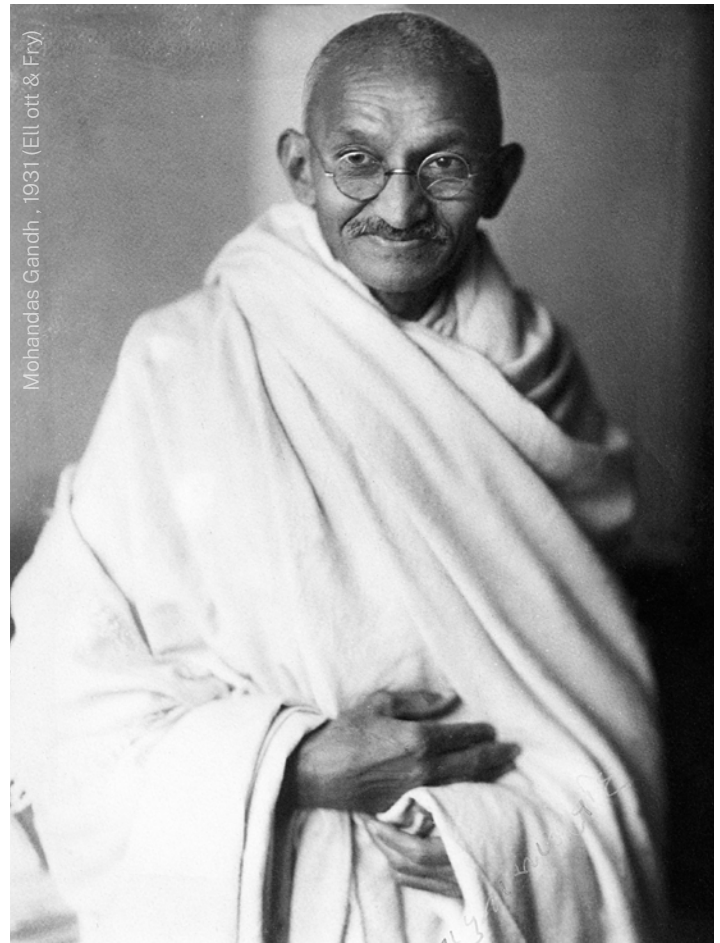
This survey of South Asian history from antiquity to the present focuses on the ideas and encounters that have formed this region. For the first two-thirds of the course, we will focus on the history of South Asia from ancient times to 1947, privileging the two-and-a-half centuries of British colonial rule in India and the political, social, and cultural contestations that culminated in independence. In the course's final third, we will focus on the region since India's partition, honing in on India but touching upon important comparative developments in Pakistan and Bangladesh.

Class sessions: T/Th 9:30 -10:45 AM • Office Hours TBD
In-person location: CAS 214
Remote session Zoom address [REDACTED]
Passcode: [REDACTED]

Learning Outcomes and BU Hub

This course satisfies two BU Hub areas in two capacities, Historical Consciousness (Philosophical, Aesthetic, and Historical Interpretation), and Diversity, Civic Engagement, and Global Citizenship (Global Citizenship and Intercultural Literacy), and fulfills a single component of the Intellectual Toolkit (Research and Information Literacy).

More broadly, upon completing this course, you will have a wide understanding of the course of South Asian history from antiquity to the present day, and exposure to contemporary themes in South Asian politics, culture, and society. You will be able to meaningfully place contemporary events within a longer historical context, and you will have strong insight into current events taking place on the Indian subcontinent. This course will help you build strong qualitative analytical skills, and through the PechaKucha project, give you experience working collaboratively to build strong and clear narratives in a new medium.



Instructional Format and Pedagogy

This lecture-based *Learn from Anywhere* course will revolve around lectures, participation in online activities, and in-person or Zoom discussion sessions. Students will be divided into four groups (two remote and two in-person) for purposes of our discussion sections; they will meet on alternating Tuesdays and Thursdays, meeting with Professor Siegel one week and our teaching fellow, Tom Sojka, the next. A student who has been learning in-person but who needs to learn remotely may do so, and is requested to notify the TF beforehand.

For each week's course, you will have a number of preparatory assignments. There will be a lecture (and occasionally two lectures) to watch; these will be divided into shorter units so that you may watch at your own pace. One or more questions must be submitted after every lecture. Each week, there will also be reading from a main text, and some supplementary assignments which will require you to reflect upon something that you have read, watched, or explored. While you can do these assignments at your own pace, any uploads to Blackboard must be done by 5 PM (EST) the night

before your scheduled discussion session. These assignments will be graded for completeness; any assignment submitted after midnight will not be counted for credit.

A good portion of your course grade will be based upon three exams, one at the end of each unit. These exams will be given via Blackboard and will consist of three short essay prompts; you will be asked to choose two of them, and to incorporate materials, themes, and terms which we have covered over the unit. You will be given 48 hours to complete and upload these exams.

Over the course of the semester, you will be asked to work towards and produce a PechaKucha presentation — twenty slides held on screen for exactly twenty seconds each — on a subject of your choosing. At the end of the semester, we will premiere these presentations online. You may present on any subject related to South Asian history, culture, politics, or economics, subject to approval by the professor or teaching fellow. In the lead-up to the presentation, you will complete a short proposal, a draft bibliography, and a draft presentation, all of which will make up part of your final grade.

Course Materials

There is one required book for this course, and you must procure a physical copy of it: Sugata Bose and Ayesha Jalal's *Modern South Asia: History, Culture, Political Economy*. This book is in its fourth edition, but you may work from any earlier version, as well, since the material is substantively the same.

Other materials will be drawn from a course reader, available online via Blackboard. A number of the secondary materials come from the first and second volumes of *Sources of Indian Tradition*, and you may wish to acquire copies of these books for your own reference. There will be other materials available online.

Policies and Procedures

In-Person Classroom Policies

An appropriate mask must be worn at all times in the classroom, and six to nine feet of social distancing must be maintained. Masks must be made of two layers of fabric, and cover both nose and mouth; a bandana or buff is not sufficient protection.

Prior to entering the classroom, please sanitize your hands; upon entering, please help to ensure that the windows are and remain open.

Because of these Covid-19 policies, no eating or drinking is possible during our class sessions.

With the exception of documented accessibility requirements, no computers, tablets, or phones are to be used during our discussion sessions. If you prefer note-taking via an electronic device, you may do so via a remote session.

Remote Session Policies

On our collective Zoom sessions, please do not have other programs, websites, or other distractions open. Please keep your video on when possible, and audio muted unless speaking. Using the "raise hand function" will help your instructor know when you wish to speak.

Academic Conduct and Plagiarism

Academic Conduct: In a changed classroom context, where exams are entirely essay-driven, it will be all the more important to avoid deliberate or accidental plagiarism or academic dishonesty. Exams will be checked via Turnitin and other methods.

Plagiarism is a serious offense and, if suspected, will be referred to the Dean's Office; a copy of Boston University's code of conduct is available at <http://www.bu.edu/academics/resources/academic-conduct-code/>.

Each year this class has been taught, at least one student has been referred to the Dean's Office for plagiarism.

Late Work

No late work will be accepted for credit, nor will make-up assignments or exams be given. All assignments must be submitted digitally via e-mail, and handed in to the instructor in hard copy where indicated.

Office Hours

The professor and teaching fellow will be available via regular Zoom office hours, to be announced at the beginning of the semester. We encourage you to make regular use of these office hours for questions about readings, assignments, or general concerns.

Grading Rubric

<i>Assignment</i>	<i>Grade Percentage</i>
Submission of 12 lecture questions	5%
Submission of 8 short responses	16%
In-class Exam 1 (September 24)	15%
In-class Exam 2 (October 29)	15%
In-class Exam 3 (December 9)	15%
PechaKucha - Proposal	6%
PechaKucha - Draft bibliography	6%
PechaKucha - Rough Draft	6%
PechaKucha - Peer Review	6%
PechaKucha - Final presentation	10%



About the Instructors

Professor Benjamin Siegel
siegelb@bu.edu

Benjamin Siegel is a historian whose transnational archival work places South Asia at the center of global economic, environmental, and political transformations. His first book, *Hungry Nation: Food, Famine, and the Making of Modern India* (Cambridge University Press, 2018), interrogated the ways in which questions of food and scarcity structured Indian citizens' understanding of welfare and citizenship since independence.

Professor Siegel's work has been published in the *American Historical Review*, the *Caravan*, the *Christian Science Monitor*, *Comparative Studies of South Asia, Africa, and the Middle East*, *Contemporary South Asia*, *Humanity*, the *Indian Economic Social and History Review*, the *International History Review*, *Modern Asian Studies*, the *World Policy Journal*, and *VICE*.

Dr. Siegel received his B.A. from Yale and his A.M. and Ph.D. from Harvard, where his dissertation won the 2014 Sardar Patel Award for "the best doctoral dissertation on any aspect of modern India." Prior to coming to Boston University, Professor Siegel was a reporter for *Time* in New Delhi and Hong Kong, a Yale University Fox International Fellow at Jawaharlal Nehru University in New Delhi, a visiting fellow with Hong Kong University's Centre for Medicine and the Humanities, an affiliate researcher at the Indian Agricultural Research Institute, a Graduate Fellow at the Harvard Academy for International and Area Studies, and an affiliate fellow at Yale University's program in Agrarian Societies.

Tom Sojka
tsojka@bu.edu

Tom Sojka received a dual BA in History and Political Science from Roger Williams University in 2013 before obtaining his M.Litt in Modern History from the University of St Andrews. He entered Boston University's PhD program in 2017 after a stint at the John Carter Brown Library. Tom's dissertation considers the geography of elite sociability in interwar Britain, with a focus on social space, nightlife, and the Bright Young People. He is interested in how forms and representations of sociability changed across spaces, namely urban London, rural Scotland, the French Riviera, and in the interwar gossip column. His work has appeared in the *Modernist Review*, *George Orwell Studies*, and elsewhere.



PechaKucha Presentation

PechaKucha is Japanese for "chit-chat," and refers to a short presentation wherein twenty slides are shown for twenty minutes each. In recent years, enthusiasts of various subjects around the world have shared interests, hobbies, and stories, and proposals through PechaKucha Nights, where participants gather to listen and present. These six minute and forty second presentations are fast-paced, and force quick and concise exchanges of new ideas and information.

In this course, you will select any subject in South Asian history, religion, literature, culture, or current events to deliver as a recorded PechaKucha presentation. You are encouraged to narrow down your subject in conversation with the instructors.

On Thursday, October 1, 2020, you will upload a 250-300 word proposal for your PechaKucha assignment.

On Thursday, October 22, you will upload an annotated draft bibliography for your PechaKucha presentation with at least six items.

On Thursday, November 19, you will upload the rough draft of your PechaKucha project that will give the overall "arc" of the narrative you are crafting, and give a concrete sense of the final project. Over the next week, you will be divided into groups of 4-5 to offer peer review to your classmates.

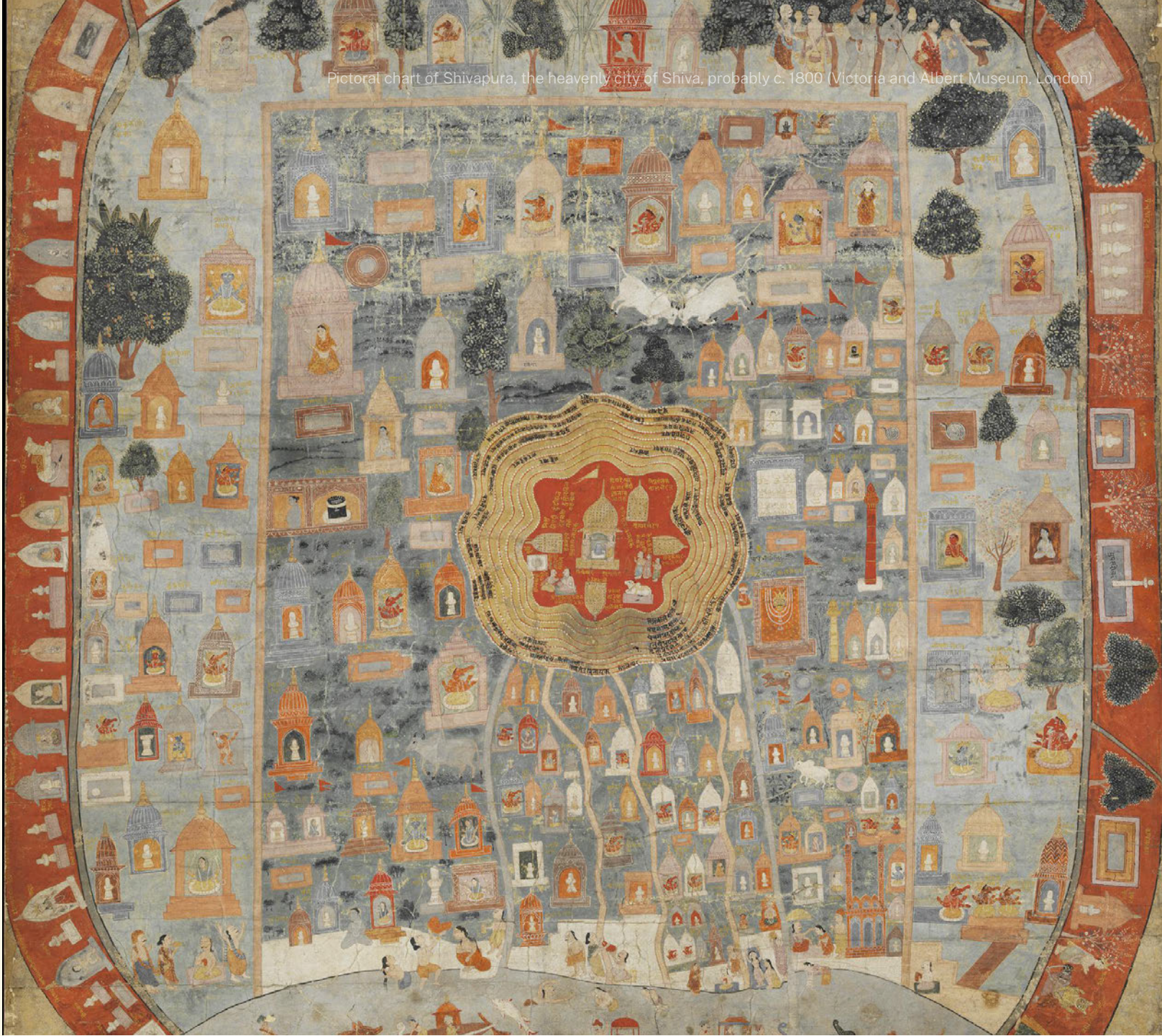
By the morning (EST) of Sunday, November 29, you will **upload** your final presentation to Blackboard. It will be a *.MOV or *.MP4 file with a 16:9 widescreen ratio and will contain your narrative, in either audio or video format.

A depiction of the Bhairava Raga musical form painted by students of Mr. Sayyid Ali, 1591 (Victoria and Albert Museum, London)



Unit I: Early India

Pictorial chart of Shivapura, the heavenly city of Shiva, probably c. 1800 (Victoria and Albert Museum, London)



Week 1: The Idea of India

Thursday, September 3, 2020

- Watch this week's first lecture, "[The Idea of India](#)" [1] on Blackboard.
- Before this week's class session, take a piece of paper, a pen, and a watch. In five minutes, **brainstorm** and write down a list of all the words, people, or ideas that come to mind when you think about "India." The ideas can be big or small, serious or frivolous, specific or somewhat abstract. Upload a typed version of your list to our Blackboard site by the end of the week.
- In lieu of our usual discussion sections, we will meet virtually as an entire class on Thursday, September 3, 2020, in our regular Zoom room. We will introduce ourselves and discuss class procedures before beginning our small group sessions.

Terms to know: the Deccan, The Discovery of India, Dravidian languages, Himalayas, Indo Aryan languages, Indo Gangetic Plain, Indus, Ganges, and Brahmaputra Rivers, James Mill



Relief panel depicting a scene from the Ramayana, Bengal, 17th century (Victoria and Albert Museum, London)

Week 2: Pre-Modern India

Tuesday, September 8, 2020 and Thursday, September 10, 2020

- Watch each unit of this week's lectures, "[Ancient India From Mohenjo-Daro to the Gupta Empire](#)," [2] and "Indo-Islamic Exchanges" [3]. Ask one or more questions about the material via our Blackboard site.
- Read chapters one to three of Bose and Jalal's *Modern South Asia*, "South Asian History: An Introduction," "Modernity and Antiquity: Interpretations of Ancient India," and "Pre-Modern Accommodations of Difference: The Making of Indo-Islamic Cultures."
- Consider "Computing a Rosetta Stone for the Indus Script," a TED talk by computer scientist Rajesh Rao (<https://www.youtube.com/watch?v=kwYxHPX-Iaao>) or the first few episodes of the *Spoken Sanskrit Series* (<https://www.youtube.com/channel/UCfRau-UnvkjE-kUulFXCUMyg>). What ideas about ancient

India do these presentations advance? Write a 200-word reflection and **upload** to Blackboard by 5 PM (EST) the night before your discussion session.

Terms to know: Adi Granth, Ahimsa, Alexander the Great, Ashoka, Bhakti, Brahmins, Buddha, Buddhism, Calpih, Chachnama, Conquest of Sindh, Delhi Sultanate, Five Pillars of Islam, the Gupta Empire, Guru Nanak, Harappa and Mohenjo Daro, Indo Aryan Civilization, Indus Valley, Islam, Jainism, Jizya, Kabir, Khalsa, Mahabharata, Mahmud of Ghazni, Mauryan Empire, Muhammad, proto Indo European, Quran, Ramayana, Rig Veda, Rock edicts / Pillars of Ashoka, Shia, Shudras, Sikhism, Somnath Temple, Sufism, Sunni, Ummah, Vedas, Vedic sacrifice ritual



Week 3: The Mughal Empire

Tuesday, September 15, 2020 and Thursday, September 17, 2020

- **Watch** each unit of this week's lecture, "The Mughal Empire" [4]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapters four and five of Bose and Jalal's *Modern South Asia*, "The Mughal Empire: State, Economy and Society," and "India Between Empires: Decline or Decentralization?"
- **Consider** the following short selection from *Sources of Indian Tradition*: Akbar, "The Divine Faith" (pp. 469-471).
- **Explore** Google Arts and Culture's feature on the Taj Mahal at <https://www.google.com/culturalinstitute/beta/entity/mol8cb>. Pay particular attention to the early British photography of the site, and use the 360-degree panoramas to see how the site has been restored today.
- **Find** one piece of Mughal art, architecture, or sculpture from either the Victoria and Albert Museum (<https://collections.vam.ac.uk>), the British Museum (<https://www.britishmuseum.org/collection>), or Boston's Museum of Fine Arts (<https://collections.mfa.org>). Consider not only what it depicts, but how it connects to some of the larger themes of this week's lecture. Think, too, about how this object came to be in the collection in which it is held. **Write** a 200-word reflection on these videos and **upload** it to our Blackboard site by 5 PM (EST) the night before your discussion session.

Terms to Know: Akbar, Aurangzeb, Babur, decentralization / decline debate, Din i Illahi, Fatehpur Sikri, Jagat Seths, Jaipur, Jodha Bai, Marathas, "Military Fiscalism," Mughals, Rajputs, Shah Jahan, Taj Mahal

Week 4: The Rise of the British Empire in South Asia

Tuesday, September 22, 2020 and Thursday, September 24, 2020

- **Watch** each unit of this week's lecture, "The Rise of the British Empire in South Asia" [5]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapter six of Bose and Jalal's *Modern South Asia*, "The Transition to Colonialism: Resistance and Collaboration."
- **Consider** the following two short sections on wealth and power in the years surrounding the transition to British Rule from *Sources of Indian Tradition*: "Business Men are the Glory and Ornament of the Kingdom" (22-23), and Ghulam Husain Khan, "The Nawab of Bengal, the Marathas, and the Jagat Seths" (24-25). What, for these writers, is "power?" How do the tie these ideas to earlier understandings of religious, cultural, economic, or political power? **Write** a short reflection on these selections and **upload** it to our Blackboard site by 5 PM (EST) the night before your discussion session.
- **Prepare** for your first exam. The exam will consist of three short essay prompts; you will be asked to choose two of them, and to incorporate materials, themes, and terms which we have covered over the unit. You will be given the exam shortly after the end of Thursday's scheduled discussion session, and will have 48 hours to return the exam via Turnitin / Blackboard.

Terms to know:
Battle of Buxar (1757),
Battle of Plassey (1764),
"Black Hole of Calcutta,"
Bombay, Calcutta, Madras,
Diwani, East Indies,
English East India Company,
"factories," Nawab,
Robert Clive



Unit II: The British Empire in South Asia



An oil seller and his wife, Thanjavur, c. 1800

(Victoria and Albert Museum, London)

Week 5: Indian Society Under Company Raj

Tuesday, September 29, 2020 and Thursday, October 1, 2020

- **Watch** each unit of this week's lecture, "Indian Society Under Company Raj" [6]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapter seven of Bose and Jalal's *Modern South Asia*, "The First Century of British Rule, 1757 to 1857: State and Economy."
- After reading the short note at <http://www.vam.ac.uk/content/articles/i/indian-company-paintings/>, browse the Victoria and Albert Museum's extensive collection of Indian "company paintings," painted after the golden age of Mughal art. **Select** two that interest, inspire, or puzzle you and consider what these paintings might tell us about culture and society during the first century of British rule on the subcontinent.
- By 5 PM (EST) on Thursday, October 1, **upload** a 250-350-word proposal for your PechaKucha assignment. Describe the subject you will investigate, and why it interests you. Identify two or three questions that you hope to answer. And identify one book, film, television show, or other piece of popular media that is connected to your chosen subject. Prepare to discuss and present your proposal at next week's discussion.

Terms to know: British "Residents," Lord Cornwallis, opium, Permanent Settlement (1793), Raj, Royal Asiatic Society of Bengal, Sepoys, Subsidiary Alliance / Princely State, Thug / Thuggee, Tipu Sultan, Warren Hastings, zamindar



An oil seller and his wife, unknown artist from Thanjavur, c. 1800 (Victoria and Albert Museum, London)



Week 6: Reform and Rebellion

Tuesday, October 6, 2020 and Thursday, October 8, 2020

- **Watch** each unit of this week's lecture, "Religious and Social Reform in British India and the 'Great Mutiny' of 1857" [7]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapters eight and nine of Bose and Jalal's *Modern South Asia*, "Company Raj and Indian Society, 1757 to 1857: Reinvention and Reform of 'Tradition,'" and "Eighteen Fifty-Seven: Rebellion, Collaboration and the Transition to Crown Raj."
- **Consider** the following short selections from *Sources of Indian Tradition*: Thomas Babington Macaulay, "Speech to Parliament on the Government of India Bill," "The Minute on Education," (68-72) and Rammohan Roy, "Hinduism is Not Inferior to Christianity" (74-75).
- **Compare** the anonymous, company-era painting of sati made in Thanjavur district, at <http://collections.vam.ac.uk/item/O15842/sati-ceremony-painting-unknown/> and above, with Bengali painter Nandalal Bose's 1943 depiction of the same practice at <https://www.wikiart.org/en/nandalal-bose/sati-1943>. Is there a "message" to each one of these depictions? Who were their intended audiences?
- **Contrast** the following perspectives on the "Great Mutiny" from *Sources of Indian Tradition*: the Azamgarh Proclamation (98-101), The Rani of Jhansi: An Eyewitness Account (101-106), and Bahadur Shah: The Last Days of the Last Mughal Emperor (106-108). With these accounts in mind, would you consider the events of 1857 to be "nationalist" in character? **Write** a 200-word reflection on this question and **upload** it to our Blackboard site by 5 PM (EST) the night before your discussion session.

Terms to know: Awadh / Oudh, Bengal Renaissance, Bhadrak, Brahmo Samaj, (the Marquis of) Dalhousie, Doctrine of Lapse, Government of India Act (1858), Great Rebellion / Great Mutiny / First Indian War of Independence, Kanpur, "martial races," Meerut, Minute on Education (1835), Rammohan Roy, Sati, Sayyid Ahmad Khan, Shah Waliullah, William Bentinck, Young Bengal

Week 7: Crown Raj & Late Colonial Economy

Thursday, October 15, 2020

- **Watch** each unit of this week's lecture, "Crown Raj and Late Colonial Economy" [8]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapter ten of Bose and Jalal's *Modern South Asia*, "High Noon of Colonialism, 1858 to 1914: State and Political Economy"
- **Consider** the following perspectives on late colonial economy and the beginnings of Indian "nationalism" from *Sources of Indian Tradition*: Dadabhai Naoroji, "The Pros and Cons of British Rule" (188-191), Romesh Chunder Dutt, "The Causes of India's Poverty" (211-216), and Sayyid Ahmed Khan, "The Indian National Congress as a Danger and a Folly" (216-224). What might account for Khan's different understanding of the benefits and costs of colonial rule?
- **Draw** a diagram, illustration, or cartoon which illustrates the workings of the late colonial economy. (You will not be graded on artistry!) **Upload** it to Blackboard by 5 PM (EST) Thursday evening.
- Because there is only one class period this week, our in-person / remote groups will not meet; we will resume regular discussion sections the following week.

Terms to know: Crown Raj, Dadabhai Naoroji, "Drain of Wealth" theory, Hill Stations, Indentured Indian Labor, Indian Civil Service, Indian National Congress

3008. Cotton Shed & Merchants.

Bombay.

3008.

Cotton shed and merchants, Bombay, mid-nineteenth century (Victoria and Albert Museum, London)





Week 8: A Nation in the Making

Tuesday, October 20, 2020 and Thursday, October 22, 2020

- **Watch** each unit of this week's lecture, "From Swadeshi Nationalism to Gandhian Nationalism." [9]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapters eleven, twelve, and thirteen of Bose and Jalal's *Modern South Asia*, "A Nation in the Making? 'Rational' Reform, 'Religious' Revival and Swadeshi Nationalism, 1858 to 1914," "Colonialism Under Siege: State and Political Economy after World War I," and "Gandhian Nationalism and Mass Politics in the 1920s."
- **Watch** Mohandas K. Gandhi's first TV interview at <https://www.youtube.com/watch?v=ZtMmVBUv84>.
- **Assess** Gandhi's earlier writing in *Hind Swaraj*, taken from *Sources of Indian Tradition*: "Hind Swaraj and the Proper Relationship Between Means and End," "Hindu-Muslim Tension, Its Cause and Cure," and "Untouchability and Swaraj" (345-363). How does Gandhi view civilization? **Write** a 200-word reflection and upload it to our Blackboard site by 5 PM (EST) the **night** before your discussion session.
- By 5 PM (EST) on Thursday, October 22, **upload** a draft bibliography for your PechaKucha presentation. Include at least six items – academic books or articles (which should make up at least three of your items), reputable popular or online texts, films, radio programs or podcasts, or anything else that you've vetted with the instructor beforehand. For each item, include a short (several-sentence) analysis of its contents and claims. Prepare to discuss this bibliography at next week's discussion.

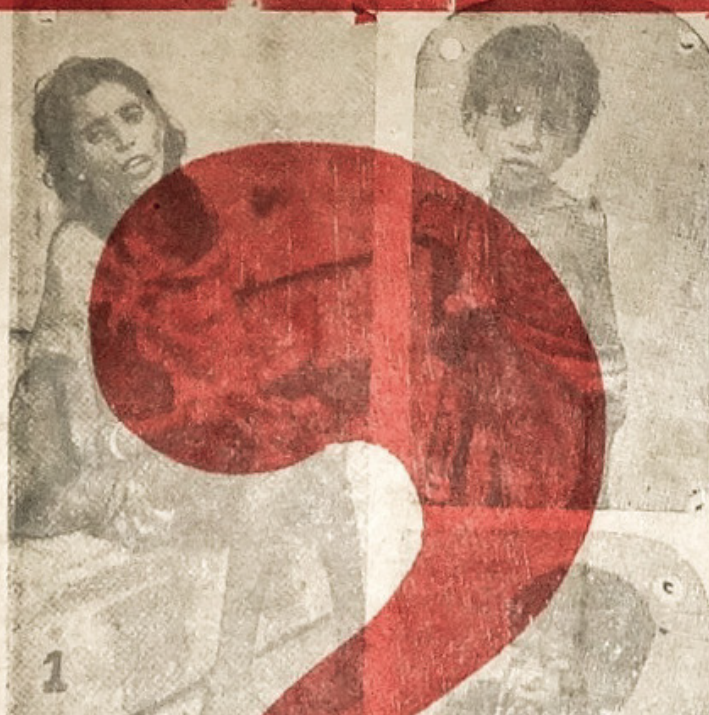
Terms to know: Arya Samaj, Bal Ganghadar Tilak, Bhagat Singh, Caste, Chauri Chaura, Communalism, Cow Protection Movement, Deoband, Ghadr Movement, Hartal, Hind Swaraj (1909), Jallianwalah Bagh, Khilafat Movement, Lord Curzon, Lucknow Pact, Mohandas Karimchand Gandhi, Morley Minto Reforms, Non Cooperation Movement, Partition of Bengal, Purdah, Purna Swaraj, Rowlatt Acts, Salt March, Swadeshi, Swaraj, Vande Mataram, Vivekenanda

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Week 9: The Great Depression & World War II

Tuesday, October 27, 2020 and Thursday, October 29, 2020

- **Watch** each unit of this week's lecture, "The Great Depression and World War II in India." [10]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapters fourteen and fifteen of Bose and Jalal's *Modern South Asia*, "The Depression Decade: Society, Economics and Politics," and "Nationalism and Colonialism during World War II and its Aftermath: Economic Crisis and Political Confrontation"
- **Watch** the short, Hindi-language film "Famine in India," produced by the Eastern India Film Advisory Board around 1945, available online at <https://youtube.com/QI6qgiERmGE>. Who was the intended audience for this film? What images are most striking to you in this film? What British figures do we see in this film, and what are they doing?
- **Prepare** for your second exam. Like the first exam, this will consist of three short essay prompts; you will be asked to choose two of them, and to incorporate materials, themes, and terms which we have covered over the unit. You will be given the exam shortly after the end of Thursday's scheduled discussion session, and will have 48 hours to return the exam via Turnitin / Blackboard.

Terms to know: Azad Hind Fauj / Indian National Army, B.R. Ambedkar, Bengal Famine (1943), Bombay Plan, Cripps Mission, "Dilli Chalo," Government of India Act (1935), Great Depression, INA Trials, Poona Pact, Quit India Resolution, Royal Indian Navy Mutiny, Subhas Chandra Bose, World War I



Unit III: Making Modern South Asia

Week 10: Communalism and the Call for Pakistan

Tuesday, November 3, 2020 and Thursday,
November 5, 2020

- **Watch** each unit of this week's lecture, "Communalism" and the Call for Pakistan." [11]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** "The Struggle for Muslim South Asia," taken from Anatol Lieven's *Pakistan: A Hard Country* (Allen Lane, 2011).
- **Consider** the following short selections from *Sources of Indian Tradition*: Muhammad Iqbal's "A Separate State for Muslims Within India" (488-491), Choudhary Rahmat Ali's "Fatherland of the Pak Nation" (494-496), and Muhammad Ali Jinnah's "Hindus and Muslims: Two Separate Nations" (500-503). What do these Indian Muslims mean when they speak of a Muslim "nation?" What earlier thinkers are they referencing? Do they have a specific territory in mind for Indian Muslims? **Write** a 200-word reflection on these readings and **upload** it to our Blackboard site by 5 PM (EST) the night before your discussion session.

Terms to know:

Terms to know: 1945 1946 Elections, 1946 Cabinet Mission, Choudhry Rahmat Ali, Jawaharlal Nehru, Muhammad Ali Jinnah, Muhammad Iqbal, Muslim League, Pakistan, Shimla Conference, Two nation theory





Week 11: Independence, Partition and the Birth of the World's Largest Democracy

Tuesday, November 10, 2020 and Thursday, November 12, 2020

- **Watch** each unit of this week's lecture, "Partition, Independence, and the Birth of the World's Largest Democracy." [12]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** chapters fourteen and fifteen of Bose and Jall's *Modern South Asia*, "The Depression Decade: Society, Economics and Politics," and "Nationalism and Colonialism during World War II and its Aftermath: Economic Crisis and Political Confrontation"

Terms to know: Abducted Women, Chandigarh, Communist Party of India, Constituent Assembly, Direct Action Day, Five Year Plans, Hyderabad, Kashmir, Line of Control, Linguistic Reorganization, Lok Sabha, Lord Mountbatten, Nathuram Godse, Partition, Planning Committee, Potti Sriramulu, Radcliffe Line, Republic Day, reservations, Scheduled Castes and Tribes (Dalits), secularism, "Socialist Pattern of Society," zamindari abolition



Week 12: Politics & Economics in Modern South Asia

Tuesday, November 17, 2020 and Thursday,
November 19, 2020

- **Watch** each unit of this week's two lectures, "Pakistan and the Birth of Bangladesh" [13] and "Poverty and Development in Modern India" [14]. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** the three chapters on the birth of Bangladesh in Willem van Schendel's *A History of Bangladesh* (Cambridge University Press, 2009), "Pakistan Experiment," "Pakistan Falls Apart," "Armed Conflict," and "A State is Born."
- **Read** cartoonist Joe Sacco's short comic, "Kushinagar," taken from his collection entitled *Journalism* (Metropolitan Books, 2012).
- By the end of the day on Thursday, November 19, **upload** your PechaKucha draft. This may take a number of different forms – a script, an outline, a PowerPoint with extensive notes – but give a concrete sense of what the final project will look like. You will be divided into groups of 4-5. Review your groups' rough drafts, and offer them feedback on what could be added, removed, or changed.

Terms to know: Awami League, Bangalore, Bangladesh Famine (1974), Basic Democracies, Bengali Language Movement, Bhoodan, Bhopal Union Carbide Disaster, Community Development, East Pakistan, Emergency, "Garibi Hatao," Green Revolution, "Hindu Rate of Growth," Hudood Ordinance (1979), Import Substitution, Indira Gandhi, Jayaprakash Narayan, License Raj, Manmohan Singh, Naxals, NRIs, Rajiv Gandhi, Rana Factory collapse, Sheikh Mujibur Rahman, Six Point Program, Structural Adjustment, Swatantra, Yahya Khan, Zia ul Haq, Zulfikar Ali Bhutto

Week 13: Caste and Religion in Modern South Asia

Tuesday, November 24, 2020

- **Watch** each unit of this week's lecture, "The Silent Revolution and the Saffron Wave." [15] and the short concluding lecture [16] that rounds out the narrative portion of this course. Ask one or more questions about the lecture material via our Blackboard site.
- **Read** Arundhati Roy's essay, "The Doctor and the Saint," which is the introduction to a new edition of B.R. Ambedkar's *The Annihilation of Caste*.
- **Read** the selection from Gond artists Subhas Vyam and Durgabai Vyam's *Bhimayana: Experiences of Untouchability* (Navayana, 2011). Why would the authors pick this particular style (at right) to illustrate the life of B.R. Ambedkar? **Consider** these two interpretations of untouchability and Dalit experience in modern India. Is caste in India analogous to race in the United States? **Write** a 200-word reflection on these readings and **upload** it to our Blackboard site by 5 PM (EST) before your discussion session.
- Because there is only one class period this week, our in-person / remote groups will not meet.
- By 10 AM (EST) on Sunday, November 29, **upload** your final PechaKucha assignment to our Blackboard site.

Terms to know: Ahmedabad, Ayodhya, BJP (Bharatiya Janata Party), Hindu Mahasabha, Hindutva, Janata Dal, Jarnail Singh Bhindranwale, Kashmiri Pandits, Khalistan, Mandal Commission, Operation Bluestar, Other Backward Castes, Reservations, RSS (Rashtriya Swayamsevak Sangh), Scheduled Castes / Tribes, V.D. Savarkar

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Weeks 14 and 15: Ideas of India

Tuesday, December 1, 2020, Thursday, December 3, 2020, Tuesday, December 8, 2020, and Thursday, December 10, 2020

- **Watch** the first two PechaKucha compilations that will be uploaded to our Blackboard site by Sunday, November 29.
- **Watch** the third PechaKucha compilation that will be uploaded to our Blackboard site by Sunday, December 6, 2020.
- **Prepare** for your third exam. Like the previous two exams, this exam will consist of three short essay

prompts; you will be asked to choose two of them, and to incorporate materials, themes, and terms which we have covered over the unit. This exam will also ask you several questions related to the PechaKucha presentations you watched over the past several days. You will be given the exam on the morning (EST) of Wednesday, December 9, and will have 48 hours to return the exam via Turnitin / Blackboard.