**HIST 129: Modern South Asia**  
Summer 2018

Instructor: Dr. Ananya Chakravarti  
Office: ICC 620  
Office hours: TR, 12:00-1:00 or by appointment with instructor. Extra hours will be scheduled in weeks where major assignments are due.  
Phone: 7-6061  
Email: ac1646@georgetown.edu; sgh28@georgetown.edu  
Course schedule: M-R, 1:00-3:00

**Course description:**  
“You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan. You may belong to any religion or caste or creed that has nothing to do with the business of the State.”  
Muhammad Ali Jinnah, 11 August 1947

“All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action.”  
Jawaharlal Nehru, 14 August 1947

The above speeches—given on the eve of the independence of Pakistan and India by their first postcolonial leaders—believe the brutal religious conflict which accompanied the birth-pangs of these two nations. From the Partition onwards, South Asian countries have wrestled with their identity and destiny as post-colonial nation-states, in the face of various nationalisms, whether ethnic, religious or linguistic. Moreover, this experience raises important questions regarding how we live with difference in the modern world. How does a democratic state justify violence against its own citizens? How does a “secular” state negotiate a religious citizenry? What constitutes the difference between a freedom fighter and a terrorist insurgent? This course will explore these questions through an exploration of the post-colonial history of South Asia, focusing specifically on India, Pakistan and Bangladesh. Readings will include ethnographic and historical accounts, theoretical texts, film and literature and primary materials, including speeches and legal judgments.

**Course goals**  
This course will familiarize students with the basic modern colonial and post-colonial history of South Asia and introduce students to some of the major debates in the field. Students will also learn how to research and write an academic essay, using primary sources.

**Classroom etiquette**  
Cellphones must be turned off upon entering the classroom. **If a cellphone goes off in the middle of class, a pop quiz will be given to the whole class.**  
The use of laptops or any other electronic devices are strictly forbidden during class. (If you have disability-related needs requiring electronic aids for note-taking, please see the instructor.)  
Otherwise, all notes must be taken the old-fashioned way— with pen and paper.  
**Students must bring a copy of class readings to all sessions.**
**Attendance policy:**
Students must inform the instructor *during the first week of classes* about any planned absences during the course of the semester (for example, for religious observances or extra-curricular activities). Depending on the number of foreseeable absences, the student may be asked to withdraw from the course.

Students may miss one session with no penalty. Each further absence will result in the loss of half a grade. More than three absences will result in automatic failure.

If students miss a discussion session for unavoidable medical or personal reasons, the absence may be excused by the instructor. Please contact the instructor as soon as possible and bring any relevant documentation (e.g. of illness) to the meeting. Even if absences are excused, students remain responsible for assigned work and will be provided with the opportunity to make up any missed work without penalty.

Students with documented and qualifying learning, physical and psychological disabilities should contact the Academic Resource Center (ARC). Students registered with the ARC must present the instructor with a letter from the ARC outlining the recommended accommodations at the beginning of the semester.

Resources are available for all students, including those not registered with ARC, when they experience overwhelming life events or academic pressures. For more information, please see: [http://caps.georgetown.edu/](http://caps.georgetown.edu/)

**Grading:**

*Participation (25%)*: The success of this course will depend on students coming prepared to sessions and participating actively in our shared conversation. Each session, students will lead the discussion by presenting a succinct summary of the readings and raising questions for the group based on those readings. Furthermore, students will be expected to write three blog posts (minimum 3 paragraphs) over the course of the session. One blog post must be on any of the primary source readings, and one should be on a film. Finally, students will be expected to post a comment (minimum 1 paragraph) in response to any five blog posts over the course of the session. The comments must be on a film or reading that the student has not written about in an individual blog post.

*Map quiz (5%)*

*Basic timelines and terms quiz (10%)*

Throughout the course we will be referring to a standard history textbook assigned to millions of students in South Asia. For the final paper, students will be asked to either re-write a chapter or write a new chapter on a topic that you believe the textbook has overlooked.

*Primary source analysis (15%)*: Students must identify one primary source that he/she will use as evidence for the final paper. These may be drawn from the primary sources provided in the syllabus or found elsewhere. In a 3-page paper, students must explain clearly the context of these sources, provide a brief summary of their contents and shed light upon the time period in question. The analyses may build upon the blog posts the student has posted on Blackboard.
Critical textbook chapter analysis and annotated bibliography (20%): Students must read and critique one of the chapters in the NCERT textbook provided on Blackboard, in preparation for the final essay. The essay must succinctly summarize the argument of the chapter in question and analyze its strengths and weaknesses, particularly any bias in its presentation of evidence or its thesis, and must consider its place in the overall design of the textbook. Supporting evidence for the essay should draw upon a short annotated bibliography of 3-4 academic sources, including at least one monograph not listed in the chapter bibliography, that should be appended to this essay. The essay and annotated bibliography should be limited to 6-7 pages.

Final essay (25%):

The final essay (10-12 pages) should be written in the form of a chapter that would be appropriate in the NCERT textbook provided. The chapter may be on a topic covered in the textbook or on a topic that is left out but which the student must justify as important to the study of South Asian history. The student include an inset with a brief primary source analysis that supports the argument of the chapter and should draw upon at least 3-4 scholarly sources, including at least one academic monograph. Students may draw upon material used for the primary source analysis and annotated bibliography.

Late submission will result in the loss of one grade for each day the assignment is late.

All written work for the course must be double-spaced, paginated, in 12-point Times New Roman type, with one-inch margins on all four sides, and with your name, name of the class and the date, single-spaced and in the upper left-hand corner of the first page. The title of the paper or assignment must be presented in bold 12-point font on the first page. Footnotes must be in 10-point font and single-spaced; do not use endnotes or in-line, parenthetical citations. Please use the Chicago style for all citations: http://www.chicagomanualofstyle.org/tools_citationguide.html

Please familiarize yourself with the provisions of the honor code.

Required textbooks:
Ramachandra Guha, India after Gandhi (Harper Collins, 2007).

E-reserve (Blackboard):
Unless otherwise specified, all readings will be made available online.

Readings:

Hindus and Muslims in pre-colonial India

M, June 4: Barbara D. Metcalf and Thomas R. Metcalf, A Concise History of Modern India, 1-28


Primary source: Carl Ernst, “India as a sacred Islamic land,” in *Religions of India in Practice*, ed. Donald Lopez, (Princeton University, ).: 556-563 (Required)

**Company rule and the foundations of colonialism**


R, June 7: Bernard Cohn, *Colonialism and its Forms of Knowledge*, 16-56

Primary sources:
Thomas Babington *Macaulay's Minute on Education* (1835) (required)

**Creating colonized subjects**


Primary sources:
*Criminal Tribes Act, 1871* (Required)
Film: *Acting like a thief*

**MAP QUIZ**

**The crisis of the colonial order and competing visions of the nation**


R, June 14:

M, June 18:
Primary sources: Sir Mohammad Iqbal’s 1930 Presidential Address to All-India Muslim League, 3-26.

Primary sources: V. D. Savarkar, Essentials of Hindutva (1921): sections 2-3, 5, 12, 19, 21-22, 24-26, 29

T, June 19: Jawaharlal Nehru, The Discovery of India (John Day, 1946), 37-57; 526-548; 570-580

The caste question


Muslims and the constitution of South Asian nations
M, June 25: Ramachandra Guha, India after Gandhi, 74-96; 115-143, 365-377

Primary Sources: Meghna Guhathakurta, Willem an Schendel, eds., The Bangladesh Reader: History, Culture, Politics (Duke University Press, 2013): 159-169; 175-176; 184-186; 214-219; 225-236; 262-263; 332-335

PRIMARY SOURCE DUE

Making nations on the bodies of women


Primary sources:
Report on the Roop Kanwar case

How to riot in modern South Asia

R, June 28: Ramachandra Guha, India After Independence, 624-650


BASIC TERMS AND TIMELINES QUIZ

Pahle kasai, phir isai: Gujarat and the making of New India

Primary sources:
Human Rights Watch, “We have no orders to save you: state participation and communal violence in Gujarat,” Vol. 14, No. 3, April 2002


R, July 5: Instructor out of town, substitute to be announced for film screening of Shubhradeep Chakravorty, Encountered on a saffron agenda

FINAL PAPER DUE