

History 103
INTRODUCTION TO SOUTH ASIAN HISTORY

BULLETIN INFORMATION

HIST 103 – Introduction to South Asian History (3 credit hours)

Course Description:

Political, cultural, and economic forces that have conditioned the development of institutions and ideas in South Asia.

SAMPLE COURSE OVERVIEW

Today home to approximately 1.7 billion people, South Asia is one of the most socially, geographically, culturally, and religiously diverse places on the planet. This course introduces students to the history of modern South Asia, beginning in the Mughal era and ending with consideration of the modern nation-states that make up the region, particularly India, Pakistan, and Bangladesh. This course incorporates a substantial amount of primary sources. Those sources will be used to raise and discuss questions about particular historical actors and developments.

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 103, students will be able to:

1. Demonstrate principles of historical thinking to understand human societies, specifically through an introduction to South Asian civilization.
2. Define and summarize major events, developments, and themes of South Asian history.
3. Evaluate significant themes, issues, or eras in South Asian history.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

Sugata Bose and Ayesha Jalal. *Modern South Asia: History, Culture, and Political Economy*, 3rd Edition. London: Routledge, 2011.

Ramachandra Guha. *India After Gandhi: History of the World's Largest Democracy*. New York: Harper's, 2008.

Other required readings are available on Blackboard.

SAMPLE ASSIGNMENTS AND/OR EXAMS This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

Class Participation

Quizzes

Reading Responses

Midterm Exam, Final Exam

Paper Assignment: You are responsible for writing a 1500-word paper. In this paper you will be asked to draw on material in this course—both lectures and assigned readings—in order to respond to one of four prompts. For your paper, you will need to formulate a thesis and defend it in a cogent, analytical manner, drawing on various sources to back up your arguments. You are required to select your prompt by CLASS 19. The four possible prompts are:

- How, and why, did the British in India transform from being merchants to rulers of a territorial empire?
- In his “Minute on Education” in 1835, Thomas Babington Macaulay supported western education for select group of Indian elites so that this group could “form a class who may be interpreters between us and the millions whom we govern,—a class of persons Indian in blood and colour, but English in tastes, in opinions, in moral and in intellect.” Was Macaulay’s prediction borne out? How?
- How did M.K. Gandhi transform the Indian nationalist movement?
- Was Partition in 1947 unavoidable? Identify the key moments in the run-up to Partition that support your argument.

SAMPLE GRADING SCHEME AND WEIGHTS

A = 100-90

B+ = 89-85

B = 84-80

C+ = 79-75

C = 74-70

D+ = 69-65

D = 64-60

F = 59 and below.

Class Participation—15 percent

Quizzes—5 percent

Reading Responses—20 percent

Midterm Exam—20 percent

Final Exam—20 percent

Paper Assignment—20 percent

SAMPLE ATTENDANCE POLICY

See the University of South Carolina attendance policy: <http://bulletin.sc.edu/content.php?catoid=36&navoid=3738>

Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar's Web site (<http://registrar.sc.edu/>).

ACCOMODATIONS POLICY

Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations.

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

An Introduction to South Asia

CLASS 1: An Overview of South Asia

CLASS 2: Myriad Peoples and Faiths: Religions and Cultures of South Asia

Bose & Jalal, *Modern South Asia*, chs. 1 ("South Asian History: An Introduction"), 2 ("Modernity and Antiquity: Interpretations of Ancient India"), & 3 ("Pre-Modern Accommodations of Difference: The Making of Indo-Islamic Cultures"), pp. 1-26

Key Questions: How do we challenge notions of South Asia as a static, timeless society? How have people of different faiths, cultures, and social backgrounds been accommodated in South Asia, and learn to accommodate others' differences?

Key Concepts and Vocabulary: syncretism, reactions to Vedic Hinduism, Indo-Islamic civilization, multilingualism

South Asia on the Brink of European Colonization

CLASS 3: The Mughal Empire

CLASS 4: From European Trade to European Colonization

Primary Source: Correspondence between Emperor Jahangir and King James I of England, selections

Primary Source: François Bernier, "Letter to Monseigneur Colbert Concerning Hindoustan," selections

Bose & Jalal, *Modern South Asia*, chs. 4 ("The Mughal Empire: State, Economy, and Society") & 5 ("India Between Empires: Decline or Decentralization?"), pp. 27-44

M.N. Pearson, "Shivaji and the Decline of the Mughal Empire," *Journal of Asian Studies*, February 1976, pp. 221-35.

Key Questions: How did the Mughals maintain authority in a highly decentralized state? What tactics did they deploy in order to co-opt potential rivals? Why were Europeans so drawn to India for trading opportunities in the 16th and 17th centuries? How did the British emerge as the most powerful European power in India?

Key Concepts and Vocabulary: Ibadat Khana, *din-i-illahi*, Akbar, Aurangzeb, Shivaji, *mansabdari* system, Mughals as a source of legitimacy and authority, "military fiscalism," spice trade, Indian Ocean trade, Estado da India, East India Company, Dutch East India Company, joint-stock company, factories

From Oceanic Empires to Territorial Empires

CLASS 5: The Rise of the East India Company

Primary Source: "Lord Clive's Speech in the House of Commons" (1772), selection Ashin Das Gupta, "The Merchants of Surat, c.1700-50," in *Elites in South Asia* (1970), pp. 201-22

C.A. Bayly, *Indian Society and the Making of the British Empire* (2006), ch. 2 ("Indian Capital and the Emergence of Colonial Society"), pp. 45-78

Bose & Jalal, *Modern South Asia*, ch. 6 ("The Transition to Colonialism: Resistance and Collaboration"), pp. 45-52

Key Questions: How did the East India Company transition from being a commercial enterprise into a political and military entity? Why did the East India Company feel the need to acquire territory and challenge local rulers?

Key Concepts and Vocabulary: Calcutta, Battle of Plassey, Battle of Buxar, nabobs, transformation of the economy of Bengal, *diwani*

Company Rule

CLASS 6: Imperial Consolidation and Annexation—India under Company Rule

CLASS 7: The Mutiny-Rebellion of 1857

Images: Felice Beato, photographs of Delhi in 1857-58

Primary Source: Karl Marx, "The Indian Revolt," *New York Daily Tribune*, 16 September 1857

C.A. Bayly, *Indian Society and the Making of the British Empire* (2006), ch. 5 ("Peasant and Brahmin: Consolidating 'Traditional' Society"), pp. 136-68

Bose & Jalal, *Modern South Asia*, chs. 7 ("The First Century of British Rule: State and Economy"), 8 ("Company Raj and Indian Society: Reinvention and Reform of 'Tradition'"), & 9 ("1857: Rebellion, Collaboration, and the Transition to Crown Raj") pp. 53-77

Key Questions: What reasons impelled the British to begin educating select Indians in the English language? Was the uprising of 1857 a mutiny, rebellion, or jihad? Was it “backward”- or “forward”-looking?

Key Concepts and Vocabulary: Thomas Macaulay and his “Minute on Indian Education,” Orientalist-Anglicist debates, sepoy, Mutiny-Rebellion of 1857, Bahadur Shah Zafar, Proclamation of 1858, transition from Company Raj to Crown Raj

Crown Rule

CLASS 8: Jewel in the Crown—India and the British Empire in the Late Nineteenth Century

CLASS 9: Famine, Deindustrialization, Devastation—The Cost of Empire

Video: Shashi Tharoor at the Oxford Union (2015)

Primary Source: Dadabhai Naoroji, “India Must be Bled” (1900), in *Poverty and Un-British Rule in India*, pp. 643-7

Bose & Jalal, *Modern South Asia*, ch. 10 (“The High Noon of Colonialism: State and Political Economy”), pp. 78-85

Mike Davis, ch. 1 (“Victoria’s Ghosts”) in *Late Victorian Holocausts*, pp. 25-60

Key Questions: What major roles did India—and Indian resources—play in the British Empire? How did Indian political figures employ the “drain of wealth theory” to their advantage? Do the British deserve blame for the horrific famines of the late 19th century?

Key Concepts and Vocabulary: drain of wealth theory, princely states, famines, famine codes, deindustrialization, Indian army, imperial darbars, Indian civil service, Lord Curzon

Economy and Society in Colonial India

CLASS 10: India in the Global Economy

CLASS 11: Religious and Social Reform Movements and Religious Revival

Primary Source: Rammohun Roy, “A Precious Gift to Those Who Believe in One God” and “The Need for a More Humane Morality and a Purer Method of Worship” in *Sources of Indian Traditions*, ed. 2, vol. 2 (1988), pp. 22-4

Primary Source: Dayananda Saraswati, “A Debate with a Christian and a Muslim” (1877) and “Against the Hindu Reform Movements of the Nineteenth Century” in *Sources of Indian Traditions*, ed. 2, vol. 2, pp. 56-60

Bose & Jalal, *Modern South Asia*, ch. 11 (“A Nation in the Making? Rational Reform, ‘Religious’ Revival and Swadeshi Nationalism”), pp. 86-94

Amar Farooqui, ch. 2 (“Bombay and the Trade in Malwa Opium”) in *Opium City: The Making of Early Victorian Bombay* (2006), pp. 17-50.

Geraldine Forbes, ch. 1 (“Reform in the Nineteenth Century: Efforts to Modernize Women’s Roles”) in *Women in Modern India* (1996), pp. 10-31

Key Questions: What role did opium play in the economy of the British Empire? To what degree do Indians themselves bear responsibility for the opium trade with China? What central

ideas propelled religious and social reform in India? How did Indian reformers and conservatives contest the role of women in society?

Key Concepts and Vocabulary: opium trade, Brahma Samaj, Rammohun Roy, Arya Samaj, Dayananda Saraswati, Sayyid Ahmad Khan, *sati*, female education, rationalism and positivism, Young Bengal, Young Bombay, Urdu vs. Hindi, religious revivalism

South Asian Diasporas

CLASS 12: South Asian Diasporas

CLASS 13: Midterm Exam

Thomas Metcalf, ch. 5 (“‘Hard Hands and South Healthy Bodies’: Recruiting ‘Coolies’ for Natal”) in *Imperial Connections: India in the Indian Ocean Arena* (2007), pp. 136-64

Rozina Visram, ch. 4 (“Through Indian Eyes”) in *Asians in Britain* (2002), pp. 105-22

Key Questions: What factors impelled particular Indians to migrate or travel beyond the shores of South Asia, and what taboos and stigmas kept others from doing so? How did Indians figure in the Indian Ocean economy?

Key Concepts and Vocabulary: “India Beyond the Ganges,” *kala pani*, Indian Ocean economy, Indian students and professionals in Great Britain, “imperial citizenship”

Nationalism, Part 1

CLASS 14: The Emergence of Indian Nationalism

CLASS 15: Gandhi and the Emergence of Mass Nationalism

Primary Source: M.K. Gandhi, *Hind Swaraj* (1909), selections

Primary Source: Dadabhai Naoroji, excerpts from speeches in the House of Commons, 14 August 1894 and 12 February 1895

Primary Source: Bal Gangadhar Tilak, “Tenets of the New Party” (1907) in *Sources of Indian Traditions*, ed. 2, vol. 2, pp. 143-7

Bose & Jalal, *Modern South Asia*, chs. 11 (“A Nation in the Making? Rational Reform, ‘Religious’ Revival and Swadeshi Nationalism”), 12 (“Colonialism under Siege: State and Political Economy after World War I”) & 13 (“Gandhian Nationalism and Mass Politics in the 1920s”), pp. 94-119

Key Questions: Was early Indian nationalism a failure? Was it, as later critics charged, far too moderate in its aims, and far too elitist in its makeup? What key changes does Gandhi bring to the nationalist movement? What factors influenced the development of Gandhi’s unique political thought? What role did India play in the First World War?

Key Concepts and Vocabulary: Indian National Congress, Dadabhai Naoroji, Bal Gangadhar Tilak, moderate-extremist divide, Indian representation in the British Parliament, Indianization of the civil services, partition of Bengal, Swadeshi Movement, India in the First World War, Jalianwala Bagh, M.K. Gandhi, *satyagraha*, *ahimsa*, non-cooperation, *swadeshi*

Nationalism, Part 2

CLASS 16: Gandhi and his Critics—Caste and Communalism

CLASS 17: Muslim Political Movements in the 1920s and 1930s

Video: “Gandhi Fast Brings New Indian Crisis!” (1939 [?], British Pathé)

Introduction to South Asian History

Primary Source: B.R. Ambedkar, *What Gandhi Has Done to the Untouchables* (1946), Selections

Primary Source: Maulana Abul Kalam Azad, “The Muslims of India and the Future of India” in *Sources of Indian Traditions*, ed. 2, vol. 2, pp. 237-41

Primary Source: Muhammad Iqbal, “Presidential Address” (1930) in *Sources of Indian Traditions*, ed. 2, vol. 2, pp. 218-22

Primary Source: M.A. Jinnah, “Presidential Address to the Lahore Session of the Muslim League” (1940)

Bose & Jalal, *Modern South Asia*, ch. 14 (“The Depression Decade: Society, Economics and Politics”), pp. 120-7

Christophe Jaffrelot, *Dr. Ambedkar and Untouchability* (2005), ch. 4 (“In the Political Arena, against Gandhi”), pp. 52-73

Key Questions: What were Gandhi’s attitudes toward caste and untouchability, and was Ambedkar right in condemning them? How do many Muslims become alienated from Gandhi? What were the ideological foundations of Pakistan? How did the idea of Pakistan evolve?

Key Concepts and Vocabulary: Dalits or untouchables, B.R. Ambedkar, Sanskritization theory, communal reservations, two nation theory, Pakistan, Sayyid Ahmad Khan, Muslim League, Muhammad Iqbal, M.A. Jinnah, Khilafat Movement, “Hindu-Muslim Unity”

End of Empire

CLASS 18: South Asia and the Second World War

CLASS 19: Quitting India—Decolonization and the Specter of Partition

- *Select your prompt or topic for final paper*

Video: “The Indian Army in World War II, Part 1” (BBC: “The Forgotten Volunteers”)

Primary Source: M.K. Gandhi, “Quit India” (1942)

Bose & Jalal, *Modern South Asia*, ch. 15 (“Nationalism and Colonialism During World War II and its Aftermath: Economic Crisis and Political Confrontation”), pp. 128-34

Raghu Karnad, “Bodley Head/FT Essay Prize Runner-up,” *Financial Times*

Yasmin Khan, chs. 2 (“Changing Regime”) & 3 (“The Unravelling Raj”) in *The Great Partition: The Making of India and Pakistan* (2007), pp. 23-62

Key Questions: Why is Indian involvement in the Second World War known as the “Forgotten War”? Was the Congress and Gandhi justified in opposing Indian involvement in the war? How does World War Two transform the imperial relationship between India and the United Kingdom? What factors nudge India toward Partition?

Key Concepts and Vocabulary: Quit India Movement, Subhas Chandra Bose, Indian National Army, Cripps Mission, Cabinet Mission Plan, communalism, Lord Mountbatten

New Nations

CLASS 20: Partition

CLASS 21: Picking Up the Pieces—The First Years of an Independent India and Pakistan

Primary Source: M.A. Jinnah, “Presidential Address to the Constituent Assembly of Pakistan” (1947)

Saadat Hasan Manto, “Toba Tek Singh” (1955)

Guha, *India After Gandhi* (2008), chs. 1 (“Freedom and Parricide”) & 2 (“The Logic of Division”), pp. 19-50

Ian Talbot, ch. 2 (“Understanding the Failure of Pakistan’s First Experiment with Democracy”), in *Pakistan: A New History* (2012), pp. 47-74

Key Questions: Was Partition inevitable? Who bears the most blame for the human tragedy that ensued? Did Jinnah truly want the partition of British India? What religious and secular foundations did Jinnah accord to Pakistan? How did Gandhi respond to Partition?

Key Concepts and Vocabulary: Vallabhbhai Patel, Jawaharlal Nehru, Indian Constitution, partitions of Bengal and Punjab, assassination of Gandhi, Rashtriya Sevak Sangh, Hindutva

Creating a Postcolonial India

Newsreel: “Bulganin in India” (1955, British Pathé)

CLASS 22: India and the Nehruvian Vision

CLASS 23: South Asia in the Cold War

Primary Source: Jawaharlal Nehru, “To Peace Through Nonalignment and Freedom from Fear” (1949) in *Sources of Indian Traditions*, ed. 2, vol. 2, pp. 349-50

Guha, *India After Gandhi*, chs. 7 (“The Biggest Gamble in History”) & 8 (“Home and the World”), pp. 137-88

Key Questions: What were Nehru’s motivations in helping spearhead the Nonaligned Movement? How does he conceive of India’s role in the world? How does Nehru balance ties between the US and the Soviet Union? Why does democracy take off India, while it fails in Pakistan? Why does the army become so powerful in Pakistani politics?

Key Concepts and Vocabulary: nonalignment and the Nonaligned Movement, Bandung Conference, India-China relations, Tibet and Tibetan refugees, 1962 Indo-Chinese War, economic planning, IITs, Liaqat Ali Khan, Ayub Khan, CENTO

Postcolonial Conflict

CLASS 24: The Kashmir Dispute

CLASS 25: “Two Wings Without a Body”: Pakistan and the Birth of Bangladesh

Primary Source: Chaudhuri Muhammad Ali, "The Origins of the Dispute" in *Sources of Indian Traditions*, ed. 3, vol. 2 (2014), pp. 774-6

Primary Source: Jahanara Imam, "Wartime Diary" in *Sources of Indian Traditions*, ed. 3, vol. 2, pp. 852-7

Guha, *India After Gandhi*, chs. 4 ("A Valley Bloody and Beautiful") & 20 ("The Elixir of Victory"), pp. 74-96, 417-44

Key Questions: Why has Kashmir been the source of so much tension between India and Pakistan? How have the Kashmiris themselves fared throughout India-Pakistan rivalry? What have been the suggested solutions? What were the dynamics of political balance between East and West Pakistan? How does East Pakistan transform into Bangladesh? Why did India intervene in the war for Bangladeshi liberation? How was the war interpreted by the US and the Soviet Union?

Key Concepts and Vocabulary: Line of Control, Azad Kashmir, Sheikh Abdullah, Sheikh, Mujahadeen Insurgency, 1999 Kargil War, Sheikh Mujibur Rehman, Mukti Bahini, Yahya Khan, Indira Gandhi, Indian involvement in the Bangladesh war, the concept of martyrdom in the idea of Bangladesh

Contemporary Challenges, Part 1

(First draft of final paper due, if you wish to receive comments)

CLASS 26: Indian Democracy from the Emergency to Narendra Modi

Primary Source: Gopalkrishna Gandhi, "An Open Letter to Narendra Modi" (2014)

Primary Source: Ministry of External Affairs, press release on India-Bangladesh Enclave swap (August 2015)

Willem Van Schendel, "Stateless in South Asia: The Making of the India-Bangladesh Enclaves," *Journal of Asian Studies* (2002), pp. 115-47

Guha, *India After Gandhi*, ch. 22 ("Autumn of the Matriarch"), pp. 491-518

Key Questions: How did Indira Gandhi change the nature of Indian politics and democracy? What factors pushed India toward economic liberalization? Are the forces of Hindutva truly ascendant in India?

Key Concepts and Vocabulary: Indira Gandhi, Emergency, Janata Party, Punjab insurgency and Operation Blue Star, Babri Masjid, Bharatiya Janata Party, Manmohan Singh, Narendra Modi, economic liberalization, India-Bangladesh enclaves

Contemporary Challenges, Part 2

CLASS 27: Pakistan and the Hazards of Geostrategic Importance

CLASS 28: Wrapping up and review; final paper due.

Primary Source: Pervez Musharraf, "The Symbiosis of Religion and Terrorism," in *Sources of Indian Traditions*, ed. 3, vol. 2, pp. 819-21

Primary Source: Farida Shaheed & Tahmina Rashid, "Women and the Women's Movement in Pakistan," in *Sources of Indian Traditions*, ed. 3, vol. 2, pp. 810-11

Mohsin Hamid, "The Third Born" (excerpt from *How to Get Filthy Rich in Rising Asia*), *New Yorker* (2012)

Ian Talbot, *Pakistan: A New History* (2012), ch. 5 ("Zia and the Quest for Pakistan's Stability"), pp. 115-42

Key Questions: How do Cold War dynamics shape the rise of fundamentalist Islam in Pakistan and Afghanistan? How does the security state get even more entrenched in Pakistan through the 1980s and 1990s? How has Pakistan balance regional politics with its alliance with the US?

Key Concepts and Vocabulary: Soviet war in Afghanistan, Afghan Mujahadeen, Zia ul-Haq, Benazir Bhutto, Taliban, Pervez Musharraf, Osama bin Laden

FINAL EXAM according to university exam schedule