

**HH3008: MODERN SOUTH ASIA**  
Provisional syllabus

**NOTE: This syllabus is merely indicative and is subject to change.**

<b>Academic Year</b>	2018-19	<b>Semester</b>	2
<b>Course Coordinator</b>	Jessica Hinchy		
<b>Course Code</b>	HH3008		
<b>Course Title</b>	Modern South Asia		
<b>Pre-requisites</b>	HH1001 What is History?		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 (weekly seminars of 3 hours)		

<b>Course Aims</b>
<p>India is rapidly emerging as an economic powerhouse and a global power. This course will help you to understand contemporary South Asia by introducing you to the complex modern history of this region. In <i>Modern South Asia</i>, you will explore the fragmentation of the Mughal Empire and the rise of the British East India Company. You will investigate the social, political and economic transformations that occurred under British colonial rule, as well as the emergence of vibrant social reform, religious and nationalist movements. You will also gain an understanding of historical changes in social structures, for instance, caste hierarchies. In <i>Modern South Asia</i>, you will deepen your skills in analysing primary sources. You will also debate various approaches and theories in South Asian history, such as Subaltern Studies. Throughout this course, we will explore themes in South Asian history in a way that connects the past to the present. In class, you will analyse the ways that history is represented in film and in other media in contemporary South Asia. You will also write about the contemporary relevance of South Asian history in both 'scholarly' and 'journalistic' modes, for both specialist and non-specialist audiences.</p>
<b>Intended Learning Outcomes (ILO)</b>
<p>By the end of this course, you (as a student) will be able to:</p> <ol style="list-style-type: none"> <li>1. Investigate and explain the role of a range of historical processes in the formation of modern South Asia.</li> <li>2. Compare and contrast the major approaches and theories in South Asian history.</li> <li>3. Analyze and interpret a wide range of historical primary sources, including written, oral and audio-visual primary sources.</li> <li>4. Collect and synthesize large quantities of historical evidence.</li> <li>5. Develop novel ways of conceptualizing and explaining history and its significance to specialist and non-specialist audiences.</li> </ol>

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### Course Content

The course will discuss the following themes: the fragmentation of the Mughal Empire; the emergence of the East India Company as the primary political power on the subcontinent; transformations in politics, economy and society under British colonial rule; the emergence of social and religious reform movements in the 19th century; changes in caste hierarchies and practices; the emergence of anti-imperialist nationalisms; independence and the partition of British India into Pakistan and India; and society and politics in post-independence South Asia.

### Assessment (includes both continuous and summative assessment)

Component	Weighting
1. Participation and weekly assignments	20%
2. Mid-semester take-home test	20%
3. Research essay	40%
4. Long-form news magazine article	20%

#### Assessment Component 1, Participation and weekly assignments - 20%:

There are two elements to the participation grade:

##### a) Participation in discussion:

Since discussion and debate with fellow students will be an important means by which you will develop your critical thinking and communication skills, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class. Rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

##### b) Blog posts:

In seven weeks of semester you are required to post (i) one 200 word post to the course blog and (ii) one response to another student's post.

In weeks 3, 5, 7, 8, 9 and 11 the post should be a comment on the primary source reading/online lecture for that week which addresses the question: What is the historical significance of this primary source?

In week 6 you will receive feedback on your research essay question on the blog. Your post for week 6 should provide an outline of (i) your essay question; and (ii) the key issues that you will address in the essay. Your second responding post should take the form of a comment on another student's post which provides feedback or a thought for further research.

#### Assessment Component 2, Mid-semester take-home test– 20%:

At the end of week 7, students will be given 3 full days to complete a take-home test. The test is in essay format and is designed to assess (a) your understanding of the arguments of the assigned readings and (b) your ability to critically analyse connections between different case studies we have examined in class.

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### Assessment Component 3, Major essay - 40%:

For the major essay, you are required to develop a research question on a topic pertaining to modern South Asian history. The research essay should be a polished piece of writing that demonstrates your skill in research and critical analysis. The research essay should include interpretation of several primary sources. The essay question should appear at the beginning of all research essays. Please use the Chicago referencing style (outlined in the Course Style Guide). Marks will be deducted for incorrect referencing style.

### Assessment Component 4, Long-form news magazine article - 20%:

Write an article for a magazine that publishes long-form journalism about current affairs. The article should either ...

- a) explore the history behind a current social, political or economic issue in contemporary South Asia,
- b) OR examine a contemporary debate in South Asia about an aspect of South Asian history.

The article should be topical today, although it should explore connections between history and the contemporary context.

The article should be written in a journalistic style, rather than a scholarly style. Examples of different styles of long-form journalism will be posted to Blackboard. The site 'Longform' contains excellent and varied examples of this genre of writing: <https://longform.org>.

In order to write this article, you still need to do research on the historical context using textbooks, journal articles and scholarly books. News and magazine articles, documentaries and (depending on your topic) reports from NGOs will be useful for your research into the contemporary context.

As this is a journalistic piece of writing, footnotes are not necessary. However, a bibliography should be attached to the article. Only sources that you actually read in preparing for the assignment should be included in the bibliography.

### Formative feedback

- You will receive verbal feedback on your discussion in class and blog posts (component 1).
- You will receive written feedback on your research essay proposal (posted to the course blog in component 1), both from your peers and the instructor.
- You will receive written feedback on components 2, 3 and 4.
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### Planned Weekly Schedule

Week	Topic	Readings/ Activities
1	Introduction	No readings; intro lecture; seminar discussions

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2	Early modern South Asia	Metcalf and Metcalf reading, chapter 1 and 2; <i>Jodhaa Akbar</i> film analysis; seminar discussions; primary source activity
3	East India Company rule	Travers and Copland secondary source readings; Macaulay primary source reading; seminar discussions; primary source activity
4	NO CLASS DUE TO CHINESE NEW YEAR HOLIDAY	
5	The rebellion of 1857	Bhadra and Deshpande secondary source readings; Khan primary source reading; seminar discussions; primary source activity; <i>The Rising</i> film analysis
6	The colonial state: c. 1850-1900	Oldenburg and Arnold secondary source readings; seminar discussions; <i>Lagaan</i> film analysis
7	The public sphere: c. 1850-1920	Joshi and Sreenivas secondary source readings; seminar discussions; <i>Umrao Jaan</i> film analysis
8	Gandhian nationalism	Amin secondary source reading; Gandhi primary source reading; seminar discussions; primary source activity; <i>Gandhi</i> film analysis
9	Nationalist politics and religious identity	Tejani and Jaffrelot secondary source readings; Savarkar primary source reading; seminar discussions; primary source activity; <i>Mother India</i> film analysis
10	Caste and nationalism	Bayly and Hodges secondary source readings; Ambedkar primary source reading; seminar discussions; primary source activity; <i>Aarakshan</i> film analysis
11	The demand for Pakistan	Metcalf and Metcalf (p. 203-30) and Sevea secondary source readings; Jinnah primary source reading; seminar discussions; primary source activity
12	Partition	Pandey and Zamindar secondary source readings; Savarkar primary source reading; seminar discussions; primary source activity; <i>Earth</i> film analysis
13	Post-independence India	Metcalf and Metcalf (p. 231-94) reading; in-class analysis of news stories; seminar discussions

**Reading and References**

Texts subject to change.

Books, journal articles and primary sources:

- Ambedkar, B. R. *What Gandhi and the Congress Have Done to the Untouchables*, <http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%20Preface.htm>.
- Amin, Shahid. 'Gandhi as Mahatma, Gorakhpur Dt. Eastern U.P., 1921-22', *Subaltern Studies III*. Oxford University Press, 1984, 1-61.
- Arnold, David. *Everyday Technology: Machines and the Making of India's Modernity*. Chicago: The University of Chicago Press, 2013.

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- Bayly, Susan. *Caste, Society, and Politics in India from the Eighteenth Century to the Modern Age* Cambridge University Press, 1999.
- Bhadra, Gautam. 'Four Rebels of 1857' in *Subaltern Studies No. 4: Writings on South Asian History and Society*, edited by Ranajit Guha. Oxford University Press, 1985, 229-275.
- Copland, Ian. 'Christianity as an Arm of Empire: The Ambiguous Case of India under the Company, 1813-1858,' *The Historical Journal* 49, no. 4 (2006): 1025-54.
- Dalrymple, William. *The Last Mughal: The Fall of a Dynasty, Delhi, 1857*. London, 2006.
- Deshpande, Prachi. 'The Making of an Indian Nationalist Archive: Lakshmibai, Jhansi, and 1857.' *Journal of Asian Studies* 67, no. 3 (2008): 855-879.
- Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India* Princeton University Press, 2001.
- Gandhi, Mohandas. *'Hind Swaraj' and Other Writings*. Cambridge University Press, 1997.
- Hodges, Sarah. 'Revolutionary Family Life and the Self Respect Movement in Tamil South India, 1926-49.' *Contributions to Indian Sociology* 39, no. 2 (2005): 251-77.
- Jaffrelot, Christophe. 'Introduction: The Invention of an Ethnic Nationalism.' In *Hindu Nationalism: A Reader*, ed. Christophe Jaffrelot, 1-25. Ranikhet: Permanent Black, 2007.
- Jinnah, Muhammad Ali. 'Presidential address by Muhammad Ali Jinnah to the Muslim League, Lahore, 1940.' Available at:  
[http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt\\_jinnah\\_lahore\\_1940.html](http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt_jinnah_lahore_1940.html).
- Khan, Sayyid Ahmed. 'The Causes of the Indian Revolt' (1858, translated 1873). Available:  
<http://www.columbia.edu/itc/mealac/pritchett/00urdu/asbab/translation1873.html?>
- Macaulay, T.B. 'Minute on Education,' 2 February 1835. Available at  
[http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt\\_minute\\_education\\_1835.html](http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt_minute_education_1835.html).
- Mani, Lata. *Contentious Traditions: The Debate on Sati in Colonial India*. University of California Press: 1998.
- Metcalf, Barbara, and Thomas Metcalf. *A Concise History of Modern India*. Cambridge: Cambridge University Press, 2006.
- Mytheli Sreenivas, 'Emotion, Identity and the Female Subject in Colonial India, 1890-1940,' *Journal of Women's History* 14, no 4 (2003): 59-82.
- Oldenburg, Veena Talwar. *The Making of Colonial Lucknow, 1856-1877*. Princeton, N.J.: Princeton University Press, 1984.
- Pandey, Gyanendra. *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge University Press, 2001.
- Sanjay Joshi, *Fractured Modernity: Making of a Middle Class in Colonial North India* (New Delhi: Oxford University Press, 2001).
- Savarkar, Vinayak Damodar. 'Extract from *Hindu Sangathan: Saviour of the Dying Race*.' In *Hindu Nationalism: A Reader*, ed. Christophe Jaffrelot, 85-96. Ranikhet: Permanent Black, 2007.
- Sevea, Iqbal Singh. *Islam and Nationalism in Late Colonial India: The Political Philosophy of Muhammad Iqbal*. Cambridge University Press, 2011.
- Tejani, Shabnum. 'Re-considering Chronologies of Nationalism and Communalism: The Khilafat Movement in Sind and its Aftermath, 1919-1927.' *South Asia Research* 27, no. 3: 249-269.
- Travers, Robert. 'Ideology and British Expansion in Bengal, 1757-72.' *The Journal of Imperial and Commonwealth History* 33, no. 1 (2005): 7-27.
- Washbrook, David. 'South India 1770-1840: The Colonial Transition.' *Modern Asian Studies* 38, no. 3 (2004): 479-516.

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Zamindar, Vazira. *The Long Partition and the Making of Modern South Asia*. Columbia University Press, 2007.

### Films:

*Aarakshan* (2011).

*Earth* (1998).

*Gandhi* (1984).

*Jodhaa Akbar* (2008).

*Lagaan* (2001).

*Mother India* (1957).

*The Rising: Ballad of Mangal Pandey* (2005).

*Umrao Jaan* (2006).

### **Course Policies and Student Responsibilities**

#### **(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

#### **(2) Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

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**Course Instructors**

<b>Instructor</b>	<b>Office Location</b>	<b>Phone</b>	<b>Email</b>
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