

## HH3036 (Semester 2, AY 2019-20) South Asia and the World

Note: This is a syllabus-in-progress and is subject to change.

<b>Academic Year</b>	2019-20	<b>Semester</b>	2
<b>Course Coordinator</b>	Tapsi Mathur		
<b>Course Code</b>	HH3036		
<b>Course Title</b>	South Asia and the World		
<b>Pre-requisites</b>	None		

### Course Aims

This module examines how the region of South Asia has interacted with the rest of Asia and with other parts of the world. In this course, we will track the complexity of these interregional connections through a focus on empire, oceans, slavery, labor flows, law, pilgrimages, migration, and diaspora. These interconnections are as varied as they are complex, but they allow us to rethink the history of South Asia as part of both an interregional arena and a world system.

### Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of South Asia as a region.
2. Compare and contrast major historical approaches in the history of mobility.
3. Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
4. Develop an historical argument based on primary sources related to the themes of the module.

### Course Content

This course takes a comparative perspective on movements and encounters of South Asia with the rest of the world to understand how these have shaped regional and world history. Through a focus on mobility, we will study themes like ideologies of empire; commodities like maps or money moving out of the sites of their production; as well as travel, trade, and pilgrimage. This focus on mobility will allow students to understand the making of both the region of South Asia as well as the modern world, one that is characterized as much by its interrelatedness as its inequality.

### Assessment

Component	Weightage
Group presentation	20%
In-class activities	20%

Midterm Essay	30%
Final essay	30%

**Description of assessments:**

*Presentation based on group work (20%):* in-class presentations in groups. Each group will choose a commodity or concept and trace its location in world history for the class. To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

*In-class activities (20%):*

This component will be determined by your weekly reading responses, in addition to participation in other in-class activities. Weekly reading responses should be one page only and provide your view on one or more of the readings for each week. They will be graded on a check minus/check/check plus scale: a check minus for submitting the response but below average work, a check for average work, and a check plus reserved for outstanding work.

*Midterm Essay (30%):*

Midway through the semester, you will have an opportunity to demonstrate your understanding of the course’s key concepts and methods of analysis through a short close- reading essay of 1000 words.

*Final essay (30%):*

This assessment component consists of a research essay of 2000 words. You will be required to develop your own topic in consultation with the instructor, to collect primary sources appropriate to that topic, and develop a clear historical argument.

**Reading and References**

Texts subject to changes.

Colley, Linda. *The Ordeal of Elizabeth Marsh: A Woman in World History*. Knopf Doubleday Publishing Group, 2009.

Ghosh, Amitav. *In an Antique Land: History in the Guise of a Traveler’s Tale*. Knopf Doubleday Publishing Group, 2011.

Bose, Sugata. *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Harvard University Press, 2009.

Richards, John F. “Early Modern India and World History.” *Journal of World History* 8, no. 2 (1997): 197–209.

Subrahmanyam, Sanjay. “Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia.” *Modern Asian Studies* 31, no. 3 (November 28, 2008): 735–62.

Pearson, M. N. *The Indian Ocean*. 2003.

Ho, Engseng. “Empire through Diasporic Eyes: A View from the Other Boat.” *Comparative Studies in Society and History* 46, no. 02 (2004). 210–46.

Parthasarathi, P. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600–1850*. Cambridge University Press, 2011.

Bayly, Christopher Alan. *Imperial Meridian: The British Empire and the World 1780-1830*.

Routledge, 2016.

Simon Schaffer et al., eds.. *The Brokered World: Go-Betweens and Global Intelligence, 1770–1820*. Uppsala: Science History Publications, 2009.

Subramanian, Lakshmi. "Baniyas and the British: The Role of Indigenous Credit in the Process of Imperial Expansion in Western India in the Second Half of the Eighteenth Century." *Modern Asian Studies* 21, no. 3 (1987): 473–510.

Visram, Rozina. *Ayahs, Lascars and Princes: Indians in Britain 1700-1947*. Routledge, 1986.

Carter, Marina. *Voices from Indenture: Experiences of India Migrants in the British Empire*. Burns & Oates, 1996.

Fisher, M.H., and Sake Deen Mahomet. *The First Indian Author in English: Dean Mahomed (1759-1851) in India, Ireland, and England*. Oxford University Press, 1996.

Fisher, M. H. *Counterflows to Colonialism: Indian Travellers and Settlers in Britain, 1600-1857*. Orient Blackswan, 2006.

Stephens, Julia. "An Uncertain Inheritance: The Imperial Travels of Legal Migrants, from British India to Ottoman Iraq." *Law and History Review* 32, no. 4 (November 2014): 749–72.

Gole, S. *Early Maps of India*. Humanities Press International, 1976.

Raj, Kapil, "Circulation and the Emergence of Modern Mapping: Great Britain and Early Colonial India, 1764–1820," in *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650–1900*. Palgrave Macmillan, 2007.

Ballantyne, Tony. "Race and the Webs of Empire: Aryanism from India to the Pacific." *Journal of Colonialism and Colonial History* 2, no. 3 (2001)

Ganter, Regina. "Turning the Map Upside Down," *History Compass* 4 (2006): 26–35.

Green, N. *Bombay Islam: The Religious Economy of the West Indian Ocean, 1840–1915*. Cambridge University Press, 2011.

Alavi, S. *Muslim Cosmopolitanism in the Age of Empire*. Harvard University Press, 2015.

Mishra, S. *Pilgrimage, Politics, and Pestilence: The Haj from the Indian Subcontinent, 1860-1920*. Oxford University Press, 2011.

Markovits, C. *The Global World of Indian Merchants, 1750–1947: Traders of Sind from Bukhara to Panama*. Cambridge University Press, 2000.

Markovits, Claude. "Thinking India in South Africa: Gandhi's Conundrum." *South Asia Multidisciplinary Academic Journal*, no. 10 (2014).

Banerji, A. *Old Routes: North Indian Nomads and Bankers in Afghan, Uzbek and Russian Lands*. Three Essays Collective, 2011.

Banerjee, S. *Becoming Imperial Citizens: Indians in the Late-Victorian Empire*. Duke University Press, 2010.

Burton, Antoinette M. *At the Heart of the Empire: Indians and the Colonial Encounter in Late Victorian Britain*. University of California Press, 1998.

Das, Saranghadar. "Why We Must Emigrate to America?" (1911). Available at: <https://www.saada.org/item/20101216-154>

Shah, N. *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West*. University of California Press, 2012.

Ramnath, M. "Two Revolutions: The Ghadar Movement and India's Radical Diaspora, 1913-1918." *Radical History Review* 2005, no. 92 (April 1, 2005): 7–30.

Broeze, F. J. A. "The Muscles of Empire—Indian Seamen and the Raj 1919-1939." *Indian Economic & Social History Review* 18, no. 1 (1981): 43-67.

Brown, J. M. *Global South Asians: Introducing the Modern Diaspora*. Cambridge University Press, 2006.

Prashad, V. *The Karma of Brown Folk*. University of Minnesota Press, 2000.

Mishra, Sanjay. "Race, Religion, and Political Mobilization: South Asians in the Post-9/11 United States." *Studies in Ethnicity and Nationalism* 13, no. 2 (2013): 115–37.  
Amrith, Sunil S. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Harvard University Press, 2013.

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

This is an advanced seminar class intended for third and fourth year history students. This module is intended to be both an intensive reading seminar as well as a writing workshop. You are expected to complete all assigned readings before class, attend all lectures and tutorials punctually, and submit all scheduled assignments by their due dates.

#### *Absenteeism*

This course requires you to be in class to contribute to discussions and team presentations. These in-class activities make up a significant portion of your grade. Absence from class without a valid reason can affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

#### *Plagiarism*

Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University's policies on plagiarism and collaboration. The University has recently clarified and strengthened its rules regarding plagiarism. Plagiarism does not have to be intention in order for it to count as an infringement. Start work early so you are not rushing to complete things at the last minute. Breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

#### *Late work and extensions:*

Any submitted work that is late will result in the deduction of one letter grade per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade for that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

### **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.

### Course Instructors

Instructor	Office Location	Email
Tapsi Mathur	HS 05-11	tapsi.mathur@ntu.edu.sg

### Planned Weekly Schedule

Week	Topic	Readings/ Activities
1	Introduction	
2	Early Modern South Asia in the World	Richards and Subrahmanyam.
3	Oceans and Empires	Pearson and Ho.
4	Conquest and Trade	Parthasarathi and Colley.
5	Intermediaries and Go-Betweens	Schaffer and Subramanian.
6	Routes of Labor in British India	Visram and Carter.
7	Counterflows to Colonialism	Visram and Fisher.
8	Global and Imperial Knowledge I: South and Central Asia	Stephens and Raj.
9	Global and Imperial Knowledge II: South Asia and the Pacific	Ballantyne and Ganter.
10	Cosmopolitanism and Religion	Green and Alavi.
11	Paths of Pilgrims	Mishra and Bose.
12	Global Merchants and Bankers	Markovits and Banerji.
13	Connections in the 21st Century	Mishra and Amrith.