

Hist. 450: The Making of Modern South Asia (3 Credits)

Instructor: Dr. Mou Banerjee

(Draft Syllabus, subject to changes at instructor's discretion)

Email: mbanerjee4@wisc.edu

Class Hours: TuTh 9:30AM - 10:45AM. Online, through the BBCollaborate link on this Canvas site.

Office hours: On Thursdays from 1.00-2.00 PM, through BBCollaborate on Canvas and by email appointments. Students need to schedule an appointment through email, even for meeting within the designated office hours. Students are required to meet with me at least once by the end of the third week of the semester, so please set up your appointments.

Credit Hours: The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), guided individual research, dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

Syllabus: This syllabus is subject to change at the discretion of the Instructor.

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Course Requirements:

1. This course is a historical introduction to the postcolonial history, political identity and political consciousness in the South Asian nation-states of India, Pakistan, Bangladesh, Sri Lanka, Afghanistan and Myanmar. We shall study the evolution of modern South Asia and the intricate relationship between the neighboring sovereign states that emerged out of the partition of colonial India in 1947 and their interactions with their immediate postcolonial neighbors, through close readings of primary sources and relevant historiographical and theoretical literature. Some of the ways to do this fruitfully is to compare the evolution of different political regimes in the regions of South Asia, and to pay attention to inter-Asian narratives of sectarian violence, terrorism and internecine war.
2. By exploring the interactions between India, Pakistan, Bangladesh, Sri Lanka, Afghanistan and Myanmar, from an India-centric point-of-view, we shall examine how such encounters and debates, in relation to the realities of postcolonial international political, ecological and economic relations, shaped a modern discourse on a nation and its perceived “Others”, the creation of categories of those who belong and those who do not in national narratives. This course will help students to understand the shifting regional dynamics by mapping the changing shape of geopolitics in this region that has the largest population, in numbers and density, in the world – close to 1.75 billion.

Course Learning Objectives

By the end of this course, students will have achieved the following course learning outcomes:

- Demonstrate a strong basis of knowledge of the history of inter-regional relations between South Asian countries.
- Demonstrate the ability to do historical research and analysis, including the use of primary sources.

Course Requirements and Grading:

1. The main objective of the course is to help you think and write critically about the discourses of postcolonial nation formation and constructions of imagined communities, from the perspective of civil wars, failures of diplomatic ties, and last, in sectarian violence against minority populations.
2. We will do this through close-reading and analysis of primary sources and secondary material, as well as through writing assignments. In the written assignments, we shall work on identifying and engaging with historical arguments through examination and contextualization of primary sources and through critiques of academic monographs or articles.

Recommended Textbooks: The recommended background readings for the course are listed below.

The primary background reading for the course is the textbook by Sugata Bose and Ayesha Jalal. *Modern South Asia: History, Culture, Political economy* (4th Ed.). New York: Routledge, 2017. You can also consult the third edition of Thomas and Barbara Metcalf's *A Concise History of Modern India*. As background preparation, listen to Sunil Khilnani's excellent podcast on BBC, [India in 50 Lives](#).

1. Ayesha Jalal. *The Struggle for Pakistan: A Muslim Homeland and Global Politics*. Harvard UP, 2014.
2. Willem Van Schendel. *A History of Bangladesh*. Cambridge; New York: Cambridge UP, 2009.
3. Holt, John Clifford. *The Sri Lanka Reader: History, Culture, Politics*. Durham [N.C.]: Duke UP, 2011.
4. Barfield, Thomas J. *Afghanistan: A Cultural and Political History*. Princeton, NJ: Princeton UP, 2010.
5. Topich, William J., and Leitich, Keith A. *The History of Myanmar*. Santa Barbara, Calif.: Greenwood, 2013.

Course Objectives:

1. The main objective of the course is to help you think and write critically about the South Asian subcontinent, the makings and multiple markers of colonial and postcolonial modernity, and the creation of political identities and the ideological discourses of political practice.
2. We will do this through close-reading and analysis of primary sources and secondary material, as well as through writing assignments. In the written assignments, we shall work on identifying and engaging with historical arguments through examination and contextualization of primary sources and through critiques of academic monographs or articles.

Availability of required texts: All readings for the class will be posted on the course website at the beginning of the semester. You may choose to purchase the required reading textbook online. Readings may change at instructor discretion but will be announced and posted on the Canvas site a week in advance.

Students will be evaluated on the basis of:

1. Participation, Attendance, and Class Prep (Discussion Board posts) - 5%+5%+10% = 20%:

Attendance and participation are mandatory. It is essential in a course of this nature to approach the course material and your classmates with respect and an academic mindset and attitude: much of the material we will cover, particularly that regarding religion, caste, and ethnicity in South Asia, is controversial and the subject of heated debate. You are required to post to the

Discussion Board every week, concentrating on critically analyzing the readings, and writing 400 words. Please do not write summaries. I want thoughtful critiques and opinions, and you should always quote or cite from the readings to substantiate your arguments. You are strongly encouraged to reply to and engage with the opinions of your peers, both in class and in the Discussion threads.

In the last 15 minutes of every lecture, we will perform a debriefing exercise – I will ask a member of the class what they found to be the most compelling or instructive issue in their assigned readings, and we will have a short discussion of what you take away from the day's class. Be prepared to answer if I call on you and engage in the discussion.

Be constructive, kind, collegial.

2. Film Review (15%) – Choose a historical film (not a mythological/superhero film, say, for e.g., *Bahubali*) that depicts a particular historical period in India, and analyze the narrative of the film in context of the historical period it describes. Reflect on the many ways in which historical facts are used to depict a particular understanding or POV, and think about the many ideological ways in which history can be interpreted. 4-5 pages, 1500-2000 words, cited and annotated clearly.

3. Op-Ed (20%) – Write an Op-Ed on any issue that highlights the inter-regional socio-political complexity of South Asia, drawing on both present events and on the history of the last seventy years. This is original creative non-fiction, and you're free to write what you want. 5 pages. Model your Op-ed on any of the major media-outlets mentioned above. You also can take the help of the wonderful website: <https://www.theopedproject.org/oped-basics>.

4. Final combined review which is a reflection on a historical monograph paired with historical fiction set in the same historical period or about the same event (25%) : Citations are mandatory, and you should use the MLA or Chicago Manual of Style for citatory practices. I have a zero-tolerance policy on plagiarism, so if you're unclear on any aspect of writing the paper, please schedule a meeting with me before submission, and we can have a discussion on your draft.

Choose a historical book/film that depicts a particular historical period within the context of the course and analyze the narrative in the context of the historical period it describes. Reflect on the many ways in which historical facts are used to depict a particular understanding or POV, and think about the many ideological ways in which history can be interpreted. Cited and annotated clearly.

5. Class presentation (20%): Each group will be required to give one oral presentation in the regular course of the semester. At the beginning of the semester, you are going to be assigned a particular week for presentation, at the discretion of the instructor. The presentation will be on that week's readings and should be about 30 minutes long with another 10 minutes for discussion. You will summarize the texts, their main arguments and then critically evaluate the strength of the argument. You will also be required to engage with your fellow students' comments and questions.

Rubrics:

Class presentation: Each group will be required to give one oral presentation in the regular course of the semester. At the beginning of the semester, you are going to be assigned a particular week for presentation, at the discretion of the instructor. The presentation will be on that week's readings and should be about 30 minutes long with another 10 minutes for discussion. You will summarize the texts, their main arguments and then critically evaluate the strength of the argument. You will also be required to engage with your fellow students' comments and questions.

Film Review Rubric: Director, title, year and lead actors/characters listed. Great opening sentence that attracts the interests of the reader and demonstrates the tone of the review. Provides a succinct plot synopsis without divulging too much about the film, giving away "spoilers." I do not want a scene by scene summary or synopsis. More attention should be paid to narrative arc and overarching themes. Provides relevant examples/illustrations from the film to back-up the reviewer's opinion about the film's effectiveness. Makes a provable case for the film's merit and analyzes what worked and did not work in the film. Properly edited, vibrant vocabulary, with no spelling mistakes. Your paper should be in 12-point font, double spaced, with 1-inch margins. The pages should be numbered. You should use either Chicago or MLA style for your footnotes and endnotes.

Op-Ed Rubric: It must include the following components:
A lede or opener which draws the reader into your argument. A clear, easy to understand description of the design change you are advocating for. 3 distinct points which support your argument that this design change would create a positive impact on society, each of which is undergirded with concrete evidence. Acknowledgement of 1 or more obvious counterarguments, with effective argumentation disarming each. A conclusion which includes a clear recommendation for what should be done differently.
Your op-ed has a strict word limit of 800 words.

Combined Review Rubric: Title and author of books listed. Introduction is attractive and provides genre and details. Short summary consists of a clear discussion of themes, ideas and characters from the books, with examples which are clearly annotated and footnoted. Thorough critique of the themes, subject and narrative of the book. The student will clearly and elegantly articulate their own understanding of the novel/non-fiction monograph under review, and also analyze whether the monograph succeeds or fails in its intent. A clear concise paragraph explaining the overlaps and differences between the fiction and the non-fiction books, and the reasons such differences

emerge. Structure of the paper smoothly transitions from paragraph to paragraph, the arguments and evidence are clearly signposted, the sequence of topics is clearly organized and logical. There is a clear introduction, body and conclusion. Properly edited, vibrant vocabulary, with no spelling mistakes. Your paper should be in 12-point font, double spaced, with 1-inch margins. The pages should be numbered. You should use either Chicago or MLA style for your footnotes and endnotes.

I expect polished, exciting essays. Barring extremely urgent and unforeseen medical or personal circumstances, in which case, please contact me as soon as you can, **extension of the deadline for the final essay will not be allowed. You lose 1/3 of the grade for each day of delay in submission of coursework, so more than three days of delay means an automatic 0%.**

I am open to reading one draft for the short reviews and allowing for rewrites, and up to 2 drafts of the longer final review. You should have shown me a draft at least a week before deadline to allow for a re-write.

1. **The History Lab:** If you wish to improve your chances of writing an excellent paper, you are strongly encouraged to consider visiting [The History LabLinks to an external site.](#)
2. **Primary source documents freely accessible can be found here:**

National Archives of India, Digitized Collection (NAI):

<https://www.abhilekh-patal.in/jspui/digitized-collections>

South Asia Open Archives, JStor

<https://www.jstor.org/site/saoa/>

Foreign Relations of the United States volumes (FRUS):

<https://history.state.gov/historicaldocuments>

CIA Records Search Tool (CREST):

<https://www.cia.gov/library/readingroom/document-type/crest>

3. **Research Guide to South Asia:** <https://researchguides.library.wisc.edu/HistSA>

Assessment Rubric for Class Presentation

CATEGORY

	A	B	C	D	F
Content					
20 pts.	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	Does not understand or address any topic.
Audience Engagement					
20 pts.	Makes good use of the chosen medium to engage the audience's attention.	Makes fair use of chosen medium to engage audience attention.	Makes some use of medium to engage audience attention.	Makes little or any use of medium, or does not attempt to engage audience attention.	Makes no real use of any medium. No audience engagement
Preparedness					
10 pts.	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student did not seem at all prepared to present.	Student did not present.

Grade Cutoffs:

92-100% A

87-91.9% AB

82-86.9% B

77-81.9% BC

72-76.9% C

67-71.9% D

0-66.9% F

Absences:

Over the course of the semester, you are allowed up to two absences, for any reason, without penalty, provided you inform the instructor in advance through email. Every additional absence will result in a three-point deduction from your overall final grade. **Rare** exceptions to this policy will be made at the professor's discretion in cases of health or family emergency or due to religious observances. Absences due to routine schedule conflicts (job interviews, exams in others classes, etc.) will not result in additional excused absences beyond the three already allotted.

If you are late to class, it is your responsibility to make sure at the end of that day's class that you are counted as present for the day. Excessive lateness will also count as absences at the instructor's discretion. If I am late for class, please wait for fifteen minutes, unless you are informed otherwise.

Late Coursework Submission Policy: Extensions will be granted only in exceptional circumstances. Late assignments without prior notification to the instructor will lose 1/3 of a letter grade for each day's delay.

Learning during a Pandemic

These are unusual times, to say the least. For that reason, we don't have to pretend this course will go exactly as it would've 6 months or even a year ago.

You most likely know people who have lost their jobs, people who have tested positive for COVID-19, have been hospitalized, or perhaps have even died. You all have increased (or possibly decreased) work responsibilities and increased family care responsibilities – you might be caring for extra people (young and/or old!) right now, and you are likely facing uncertain job prospects (or have been laid off).

I'm fully committed to making sure that you learn everything you were hoping to learn from this class! I will make whatever accommodations I can to help you finish your assignments, do well on your projects, and learn and understand the class material. Under ordinary conditions, I am

flexible and lenient with grading and course expectations when students face difficult challenges. Under pandemic conditions, that leniency is intensified.

If you tell me you are having trouble, I will not judge you or think less of you. You **never** owe me personal information about your health (mental or physical). You are **always** welcome to talk to me about things that you are going through, though. If I can't help you, I can find someone who can. If you need extra help, or if you need more time with something, or if you feel like you're behind or not understanding the course material, **do not suffer in silence!** Talk to me. I will work with you. **I promise.**

I hope that you will learn lots of things from this course and that you will enjoy your time in my classroom. But primarily, I want you to stay healthy, balanced, and grounded during this crisis.

Readings:

Week 1: Introduction

1. "Strategic Passing: Why India Will Not Be Pakistan 2.0 in U.S. Asia Policy". Jayita Sarkar, Foreign Policy.com, March 6, 2015. Stable URL: <http://foreignpolicy.com/2015/03/06/strategic-passing-why-india-will-not-be-pakistan-2-0-in-u-s-asia-policy/>
2. "The Important Difference in the US-India and US-Pakistan Relationships". Harsh Pant, *The Diplomat*, March 10 2016.
3. Ibrahim, Azeem. *The Rohingyas: Inside Myanmar's Hidden Genocide*. London: C. Hurst & Co. (Publishers) Ltd., 2016. Selections from chapter 4 "Implications for the Rohingyas (2008-2015)".

Week 2: Aftermath of the "Tryst with Destiny"

1. Sugata Bose, 'Nation, Reason and Religion: India's Independence in International Perspective' in Economic and Political Weekly, 1 August, 1998, pp. 2090-2097
2. Urvashi Butalia. *The Other Side of Silence: Voices from the Partition of India*. New Delhi, India: Penguin Books India, 1998. "Women", pgs.143-171, "Honour", pgs., 193-235.

3. *Memories of madness: Stories of 1947*. New Delhi: Penguin, 2002. Selections from Anis Kidwai, *In Freedom's Shade*, Sadat Hasan Manto, "Toba Tek Singh", Faiz Ahmed Faiz's poem "This is not that dawn".

Week 3: Kashmir, The Roots of Conflict

1. Srinath Raghavan. *War and Peace in Modern India*. "Kashmir 1947-1948", Pg. 101-148.
2. Sumantra Bose. *Kashmir: Roots of Conflict, Paths to Peace*. Cambridge, Mass.: Harvard UP, 2003. Chapter 1, "Origins of the Conflict" and Chapter 4, "Sovereignty in dispute".

Week 4: Kashmir, Paradise Lost?

1. Sumantra Bose. *Transforming India: Challenges to the World's Largest Democracy*. 2013. Chapter 5.
2. Balraj Puri, *Kashmir: Towards Insurgency*, pp. 54-69
3. Basharat Peer, "Kashmir Unrest: A Letter to an Unknown Indian" and Mridu Rai, "Making A Part Inalienable: Folding Kashmir into India's Imagination" in Sanjay Kak (ed.), *Until My Freedom Has Come*, pp.43-46, 250-278.
4. Agha Shaheed Ali. "The Country without a Post Office", "I see Kashmir from New Delhi at Midnight", "From Amherst to Kashmir: Zainab's Lament in Damascus".

Week 5: The Language Movement and Nationalism in East Pakistan

1. Willem van Schendel. *A History of Bangladesh*. Cambridge; New York: Cambridge UP, 2009. "The Pakistan Experiment and the Language Issue". Pg. 107-120.
2. Eds. Meghna Guhathakurta and Schendel, Willem Van. *The Bangladesh Reader: History, Culture, Politics*. Durham; London: Duke UP, 2013. Rounaq Jahan, "The Vernacular Elite" and Rehman Sobhan, "East and West Pakistan: Economic Divergence". Pgs. 184-190.

Week 6: 1971: Genocide and the birth of Bangladesh

1. Willem van Schendel. *A History of Bangladesh*. Part IV "War and the Birth of Bangladesh".
2. Rounaq Jahan. *Pakistan: Failure in National Integration*. Dacca: Oxford UP; UP, 1973. Pgs. 185-204.
3. Gary Bass. *The Blood Telegram: Nixon, Kissinger, and a Forgotten Genocide*. First ed. 2013. "Mute and horrified witnesses" and "The Blood Telegram".

4. Eds. Meghna Guhathakurta and Schendel, Willem Van. *The Bangladesh Reader: History, Culture, Politics*. Durham; London: Duke UP, 2013. Basanti Guhathakurta, "The Jagannath College Concentration Camp", pgs. 283-285.
5. Sharlach, L. (2000). "Rape as Genocide: Bangladesh, the Former Yugoslavia, and Rwanda." *New Political Science*, 22(1), 89-102.

Week 7: India and Sri Lanka: Part 1

1. Gupta, Shekhar, et al. "28 Years after Rajiv Gandhi's Death, a Look Back at the LTTE-Lanka Nexus That Killed Him." *The Print*, 21 May 2019, theprint.in/opinion/28-years-after-rajiv-gandhis-death-a-look-back-at-the-ltte-lanka-nexus-that-killed-him/238366/.
2. Samanth Subramanian. *This Divided Island: Stories from the Sri Lankan War*. London, Atlantic Books, 2015. The Endgame: 5-7.
3. Thiranagama, Sharika. *In My Mother's House: Civil War in Sri Lanka*. University of Pennsylvania Press, 2011. Chapters 1 and 5
4. Holt, John. *The Sri Lanka Reader: History, Culture, Politics*. Durham [N.C.]: Duke UP, 2011. Selections from Part IV, "The Great Divide", and "Neither Sinhala nor Tamil - On Being a South Asian in Sri Lanka". Part V, *Political Epilogue*, in entirety.
5. The UN Report on the Sri Lankan Civil War. Stable URL: <https://digitallibrary.un.org/record/737299?ln=en>

Week 8: India and Sri Lanka: Part 2

1. Selections from ed. Pereira, Sharmini. *The Incomplete Thombu* by T. Shanaathanan. London: Raking Leaves, 2011. In Class viewing.
2. Palme d'Or award winning "Dheepan", directed by Jacques Audiard, 2016. [Dheepan](#)
3. Selvadurai, Shyam. *Write to Reconcile: An Anthology*. First ed. 2013. "Nayomi Munaweera: One House: Meditations on Home, Return and Breaking Silence."
4. "The Defeated: Sri Lanka's Tamils pick up the pieces after the war". *Caravan Magazine*, 1 February 2012. Stable URL: <http://www.caravanmagazine.in/reportage/defeated>

Week 9: The Problem of Afghanistan

1. Roy, Arundhati. "The Algebra of Infinite Justice." *The Guardian*, Guardian News and Media, 29 Sept. 2001, www.theguardian.com/world/2001/sep/29/september11.afghanistan.
2. Nojumi, Neamatollah. *The Rise of the Taliban in Afghanistan: Mass Mobilization, Civil War, and the Future of the Region*. 1st ed. New York: Palgrave, 2002. "Afghanistan in the International System".
3. Dalrymple, William. *A Deadly Triangle*. Brookings Institution Press, 2013.

4. "The 'India Question' in Afghanistan." *Lawfare*, 31 Oct. 2019, www.lawfareblog.com/india-question-afghanistan.
5. De Leede, Seran. *Afghan Women and the Taliban: An Exploratory Assessment*. International Centre for Counter-Terrorism, 2014, www.jstor.org/stable/resrep17470. Accessed 15 Feb. 2020
6. Ferguson, Jane. "Peace Talks, the Taliban, and Afghan Women's Uncertain Future." *The New Yorker*, *The New Yorker*, 18 Dec. 2019, www.newyorker.com/news/dispatch/peace-talks-the-taliban-and-afghan-womens-uncertain-future.
7. Engelbrecht, Cora. "The Taliban Promise to Protect Women. Here's Why Women Don't Believe Them." *The New York Times*, *The New York Times*, 13 July 2019, www.nytimes.com/2019/07/13/video/afghanistan-women-taliban.html.
8. Marc Foster, "The Kite Runner", motion picture based on Khaled Hosseini's novel of the same name. 2007. [The Kite Runner](http://www.kite-runner.com)

Week 10: Myanmar and a continuing Genocide

1. Syeda Naushin Parnini, Mohammad Redzuan Othman, and Amer Saifude Ghazali. "The Rohingya Refugee Crisis and Bangladesh-Myanmar Relations." *Asian and Pacific Migration Journal*. March 2013, 22: 133-146.
2. Thant Myint-U. *Where China Meets India: Burma and the New Crossroads of Asia*. 1st American ed. New York: Farrar, Straus and Giroux, 2011. Selections from Part III, "The Edge of Hindustan", and "Forgotten Partitions".
3. Beech, Hannah, and Adam Dean. "How Myanmar Covered Up Ethnic Cleansing." *The New York Times*, 15 Oct. 2019, www.nytimes.com/interactive/2019/10/15/world/asia/myanmar-ethnic-cleansing.html?action=click&module=RelatedLinks&pgtype=Article.
4. Al Jazeera. "Who Are the Rohingya?" Myanmar | *Al Jazeera*, 18 Apr. 2018, www.aljazeera.com/indepth/features/2017/08/rohingya-muslims-170831065142812.html.

Week 11: China and the shadows of empire in the Indian Ocean

1. Srinath Raghavan. *War and Peace in Modern India*. Chapters 7 and 8.
2. Amrith, Sunil S. *Unruly Waters : How Rains, Rivers, Coasts and Seas Have Shaped Asia's History*. First ed., Basic Books, 2018. Chapters 1, 9 and Epilogue.
3. Brewster, David. "Murky Waters, Dangerous Currents: India, Pakistan, China and the Coming Nuclearization of the Indian Ocean." *Journal of the Indian Ocean Region* 11.2 (2015). 7
4. Smith, Paul J. "The Tilting Triangle: Geopolitics of the China-India-Pakistan Relationship." *Comparative Strategy* 32.4 (2013): 313-30.
5. Pink, Ross Michael. "Water Rights in China and India: A Human Security Perspective." *Asian Affairs: An American Review* 43.2 (2016): 19-35.

Week 12: China and USA, a New Equation.

1. Meltzer, Joshua P. "China's One Belt One Road Initiative: A View from the United States." *Brookings*, 28 June 2017, www.brookings.edu/research/chinas-one-belt-one-road-initiative-a-view-from-the-united-states/.
2. "China's Massive Belt and Road Initiative." *Council on Foreign Relations*, <https://www.cfr.org/backgrounder/chinas-massive-belt-and-road-initiative>

Week 13: Hauntings of the Past

Ghosts of colonial pasts.

1. India's Citizenship Amendment Act, 11 December 2019:

<http://egazette.nic.in/WriteReadData/2019/214646.pdf?fbclid=IwAR311L5IOerUqJQr43yLA4XVMPKeN-sejqe5jezjO3-jcP3YwpmOI1Pe9D8>

2. Assam Accord, 15 August 1985:

https://peacemaker.un.org/sites/peacemaker.un.org/files/IN_850815_Assam%20Accord.pdf

3. Chotiner, Isaac. "India's Citizenship Emergency," *New Yorker*, 18 December 2019. <https://www.newyorker.com/news/q-and-a/indias-citizenship-emergency>

Films to be watched by students as prep work:

1. "Where have you hidden my new moon crescent?" – Iffat Fatima. [Where Have You Hidden My New Moon Crescent](#)
2. "Haider" – Vishal Bharadwaj. <https://www.netflix.com/title/70303432>

Week 14: Meaning and Memory in the Present Day

1. Waheed, Mirza. "India's Crackdown in Kashmir: Is This the World's First Mass Blinding?" *The Guardian*, Guardian News and Media, 8 Nov. 2016, www.theguardian.com/world/2016/nov/08/india-crackdown-in-kashmir-is-this-worlds-first-mass-blinding.
2. Jayal, Niraja Gopal. "Citizenship Amendment Act: 'Principle of Discrimination Based on Faith Will Be Difficult to Limit'." *The Indian Express*, 24 Dec. 2019, indianexpress.com/article/explained/indian-constitution-citizenship-amendment-act-modi-govt-6181761/
3. Singh, Amrita. "In Assam's NRC, a near-Impossible Trial Followed by Inhuman and Indefinite Detention." *In Assam's NRC, a near-Impossible Trial Followed by Inhuman and Indefinite Detention*, 19 Dec. 2018, caravanmagazine.in/policy/assam-nrc-near-impossible-trial-inhuman-indefinite-detention.
4. Kashmir: Memories of Colonial Unknowing. <https://www.arcgis.com/apps/Cascade/index.html?appid=905d3055675049f593290428102ea55f>
5. Article 377 - <https://www.thehindu.com/society/section-377-judgement-one-year-later/article29342570.ece>
6. https://www.youtube.com/watch?v=AbY-_8XmaoY

End of Spring Semester 2020

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See information about [privacy of student records and the usage of audio-recorded lectures](#)[Links to an external site.](#).

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Care Networks at UW-Madison

- [University Health Services](#)[Links to an external site.](#)
- [Undergraduate Academic Advising and Career Services](#)[Links to an external site.](#)
- [Office of the Registrar](#)[Links to an external site.](#)
- [Office of Student Financial Aid](#)[Links to an external site.](#)
- [Dean of Students Office](#)[Links to an external site.](#)

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES[Links to an external site.](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON BADGER PLEDGE[Links to an external site.](#)

UW-MADISON FACE COVERING GUIDELINES ([Links to an external site.](#))

While on campus all employees and students are required to [wear appropriate and properly fitting \(Links to an external site.\)](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptomsLinks to an external site.](#) and get [testedLinks to an external site.](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to me as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). I will work with the student to provide alternative ways to complete the course work.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, [AEFISLinks to an external site.](#) In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See:

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource CenterLinks to an external site.](#))

DIVERSITY & INCLUSION STATEMENT

[DiversityLinks to an external site.](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

