

HISTORY450: Making of Modern South Asia

3 Credits

Instructor: Dr. Mou Banerjee, meeting in-person,

TuTh 1:00PM - 2:15PM

Classroom: HUMANITIES 2211

Email: mbanerjee4@wisc.edu



Office hours: Through Zoom 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 (75 minutes per class session, 2 sessions per week – a total of 150 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.

Course Requirements:

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 are 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.

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:

The main objective of the course is to help you think and write critically about the South Asian subcontinent. 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.

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

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

Course Requirements and Grading:

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.

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. You might loan them from Memorial Library or buy them online. The Readings for class will be posted on Canvas in the “Files” section ahead of class. Readings may change at instructor discretion but will be announced and posted on the Canvas site a week in advance.

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:

<https://www.bbc.co.uk/programmes/b05rptbv/episodes/downloads>

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.

Students will be evaluated on the basis of:

**1. Participation, Attendance, and Class Prep (Discussion Board posts) -
10%+10%+15% = 35%:**

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 often the subject of debate.

Discussion Board Posts Rubric:

You are **required** to post to the Discussion Board every week, concentrating on critically analyzing the readings. Each post should be about 300 words long at the minimum. 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.

a. Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident.

b. Direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated.

2. In the last 5 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 - 5% (Draft to Writing Fellows) + 15% (Final submission) – Choose a historical film that depicts a particular historical period in India between 1947 and the present day, 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.

DRAFT due to Writing Fellow: 10th February, 11.59 PM

Final submissions: 17th February, 11.59 PM

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 the historical context, the narrative arc and overarching themes. Provides relevant examples/illustrations from the film, compares and contrasts them to the historical facts, 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.

3. Op-Ed - 5% (Draft to Writing Fellows) + 10% (Final submission) – 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>

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 POV you are advocating for. 3 distinct points which support your argument that this POV 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.

DRAFT due to Writing Fellow: March 10th, by 11:59 PM

Final submissions: March 17th, 11.59 PM

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 - 10% (Draft to Writing Fellows) + 20% (Final submission): Due on May 10th, by 11.59 PM. Not less than 6 pages in length and not to exceed 10 pages in length. 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.

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. The tone should be consistently professional and appropriate for an academic research paper. Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. References are primarily peer-reviewed professional journals or other approved historical and archival sources. The reader is confident that the information and ideas can be trusted.

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 if the instructor is not informed in advance and has given an extension, so more than three days of delay means an automatic 0%.

DRAFT due to Writing Fellow: April 28th, by 11:59 PM

Final submissions: May 10th, 11.59 PM

HELP WITH WRITING ASSIGNMENTS:

1. Writing Fellows Program:

We are extremely fortunate to have three undergraduate Writing Fellows assigned to our class who will assist you in developing your writing skills this semester, and you will be assigned to work with one of them by the instructor:

Maya Reinfeldt: mreinfeldt@wisc.edu

Emma Helstrom: ehelstrom@wisc.edu

Siri Nibhanupudi: nibhanupudi@wisc.edu

The Writing Fellows program is based on two beliefs that are supported by current research in writing instruction: 1) that writers of all skill levels can improve their writing by sharing work in progress and revising based on constructive criticism, and 2) that collaboration among student peers is a particularly effective mode of learning. The Writing Fellows are skilled undergraduate writers selected through a competitive application process. They are trained to read student papers carefully and respond constructively to them.

You will be providing the drafts of your literature review and your research proposal draft to your Writing Fellow so they can provide feedback to you. After they've commented on your work, you are required to meet with them (online or in person) to discuss your writing assignment. Their feedback will be aimed at helping you present your ideas more effectively and express them more clearly. Writing fellows are not subject experts on rainforests and reefs, and do not grade your papers. Their role is to read your drafts, provide extensive feedback, and meet with you face-to-face to discuss ways to improve your writing.

Please take full advantage of this amazing opportunity to become a better writer in your freshman year, and thus produce better papers throughout your college career!

2. The History Lab: If you wish to improve your chances of writing an excellent paper, you are also strongly encouraged to consider visiting The History Lab:

<https://history.wisc.edu/undergraduate-program/the-history-lab/>

Primary source documents freely accessible can be found here:

Costs of War Project at Brown University: <https://watson.brown.edu/costsofwar/>

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/>

Dr. Adam Tooze's Substack on Afghanistan:

<https://adamtooze.substack.com/archive?sort=search&search=afghanistan>

Foreign Relations of the United States volumes (FRUS):

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

CIA Records Search Tool (CREST):

<https://www.cia.gov/readingroom/collection/crest-25-year-program-archive>

<https://www.cia.gov/the-world-factbook/>

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

South Asia related digital archives accessible through UW-Madison including periodicals, newspapers and other sources:

<https://search.library.wisc.edu/search/database?q=South+Asia>

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.

Learning during a Pandemic

These are unusual times, to say the least. 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. 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.

Let us make a pact to be kind to ourselves and to each other.

Readings:

Week 1: Introduction

1. Aminah Mohammad-Arif, "Introduction. Imaginations and Constructions of South Asia: An Enchanting Abstraction?", *South Asia Multidisciplinary Academic Journal* [Online], 10 | 2014, Online since 25 December 2014, connection on 21 January 2022. URL: <http://journals.openedition.org/samaj/3800>; DOI: <https://doi.org/10.4000/samaj.3800>

2. Anouck Carsignol, "The Construction, Mobilization and Limits of South Asianism in North America", *South Asia Multidisciplinary Academic Journal* [Online], 10 | 2014, Online since 25 December 2014, connection on 21 January 2022. URL: <http://journals.openedition.org/samaj/3766>; DOI: <https://doi.org/10.4000/samaj.3766>
3. Ashis Nandy (2005) "The idea of South Asia: a personal note on post-Bandung blues." *Inter-Asia Cultural Studies*, 6:4, 541-545, DOI: 10.1080/14649370500316828

Week 2: 1947 and 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".
5. Recommended Reading: Hanif, Mohammed. *A Case of Exploding Mangoes*. 1st U.S. ed., Alfred A. Knopf, 2008.

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.
6. "Women and War: Trauma and Triumph of Women in '71." directed by Catherine Masud, and Tareque Masud. , produced by Shaheen Akhtar, et al. , Tareque Masud Memorial Trust, 1999. Alexander Street: <https://video.alexanderstreet.com/watch/women-and-war-trauma-and-triumph-of-women-in-71>

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. Recommended Reading: The UN Report on the Sri Lankan Civil War. Stable URL: <https://digitallibrary.un.org/record/737299?ln=en> (Links to an external site.)

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 discussion.
2. Palme d'Or award winning "Dheepan", directed by Jacques Audiard, 2016: <https://www.youtube.com/watch?v=g7VZoE4vB2s>
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> (Links to an external site.)

Week 9: Afghanistan

1. Roy, Arundhati. "The Algebra of Infinite Justice." *The Guardian*, Guardian News and Media, 29 Sept. 2001: <https://www.theguardian.com/world/2001/sep/29/september11.afghanistan>
2. Barfield, Thomas. *Afghanistan: A Cultural and Political History*. Princeton University Press, 2010. Chapters 4, 5, 6.
3. Lee, Jonathan L. *Afghanistan: A History from 1260 to the Present*. Reaktion Books, 2018. Chapters 14.
4. 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".
5. Aslami, Zarena. "'We cannot conquer it—we cannot leave it alone': Victorian Afghanistan and Its Afterlives." *Contemporaries cluster, "Extraordinary Renditions,"* edited by Kalyan Nadiminti, Post45, September 11, 2020: <https://post45.org/2020/09/we-cannot-conquer-it-we-cannot-leave-it-alone-victorian-afghanistan-and-its-afterlives/>
6. Zohra Saeed: "Woman, Hand, Pen": <https://zohrasaeed.com/2017/11/11/woman-hand-pen/>

7. Recommended reading: Adam Tooze on Afghanistan:
<https://adamtooze.substack.com/p/adam-tooze-chartbook-30-back-to>
<https://adamtooze.substack.com/p/chartbook-35-its-not-the-fall-that>
8. Recommended viewing: DreamWorks Pictures, directed by Marc Forster. *The Kite Runner*. Hollywood, Calif. :Paramount Home Entertainment, 2008:
<https://www.youtube.com/watch?v=SsK8gurEsxE>

Week 10: The Global Problem of Afghanistan

1. Khan, Taran. *Shadow City: A Woman Walks Kabul*. Chatto & Windus, 2019. Chapters 1 and 7.
2. Dalrymple, William. *A Deadly Triangle*. Brookings Institution Press, 2013.
3. "The 'India Question' in Afghanistan." *Lawfare*, 31 Oct. 2019:
<https://www.lawfareblog.com/india-question-afghanistan>
4. De Leede, Seran. *Afghan Women and the Taliban: An Exploratory Assessment*. International Centre for Counter-Terrorism, 2014:
www.jstor.org/stable/resrep17470
5. 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
6. Ferguson, Jane. "Peace Talks, the Taliban, and Afghan Women's Uncertain Future." *The New Yorker*, The New Yorker, 18 Dec. 2019:
<https://www.newyorker.com/news/dispatch/peace-talks-the-taliban-and-afghan-womens-uncertain-future>
7. Recommended reading: Famine: new battleground for displaced Afghans – a photo essay: <https://www.theguardian.com/world/2022/jan/15/famine-new-battleground-for-displaced-afghans-a-photo-essay>

Week 11: Myanmar: From Freedom to Genocide

1. 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".
2. Topich, William J., and Keith A. Leitich. *The History of Myanmar*. Greenwood, 2013. Chapters 9-12.
3. 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.

4. Beech, Hannah, and Adam Dean. "How Myanmar Covered Up Ethnic Cleansing." *The New York Times*, 15 Oct. 2019: <https://www.nytimes.com/interactive/2019/10/15/world/asia/myanmar-ethnic-cleansing.html>
5. Al Jazeera. "Who Are the Rohingya?" Myanmar | *Al Jazeera*, 18 Apr. 2018: <https://www.aljazeera.com/features/2018/4/18/who-are-the-rohingya>
6. Recommended listening: Thant Myint-U speaking on Myanmar: <https://asiasociety.org/blog/asia/asia-depth-podcast-what-happened-myanmar>

Week 12: China, USA 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).
4. Atapattu, Sumudu, et al., editors. *The Cambridge Handbook of Environmental Justice and Sustainable Development*. Cambridge University Press, 2021. Chapter 15.
5. Smith, Paul J. "The Tilting Triangle: Geopolitics of the China–India–Pakistan
6. Pink, Ross Michael. "Water Rights in China and India: A Human Security Perspective." *Asian Affairs: An American Review* 43.2 (2016): 19-35.
7. Meltzer, Joshua P. "China's One Belt One Road Initiative: A View from the United States." *Brookings*, 28 June 2017: <https://www.brookings.edu/research/chinas-one-belt-one-road-initiative-a-view-from-the-united-states/>
8. Recommended Reading: China's Massive Belt and Road Initiative." *Council on Foreign Relations*: <https://www.cfr.org/backgrounders/chinas-massive-belt-and-road-initiative>

Week 13: Hauntings of the Past

1. India's Citizenship Amendment Act, 11 December 2019: Documents: <https://egazette.nic.in/WriteReadData/2019/214646.pdf>
2. <https://www.uscirf.gov/sites/default/files/2020%20Legislation%20Factsheet%20-%20India%200%200.pdf>
3. <https://blogs.cul.columbia.edu/global-studies/2020/12/10/citizenship-amendment-act-cao-and-national-register-of-citizens-nrc/>
4. Assam Accord, 15 August 1985: [IN 850815 Assam Accord.pdf \(un.org\)](https://www.un.org/News/Press/docs/1985/850815_Assam_Accord.pdf)

5. On the Nelli Massacre in Assam:
<https://www.youtube.com/watch?v=599LmFwHJwU&t=68s>

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. "Haider" – directed by Vishal Bharadwaj.
<https://www.netflix.com/watch/70303432?>
5. "Where have you hidden my new moon crescent?" – dir. Iffat Fatima:
https://www.youtube.com/watch?v=RZK_J96O6gQ&t=591s
6. Recommended viewing: Article 377 and decriminalization of homosexuality in India - #IndiaPride: One India, Equal in Love:
<https://www.youtube.com/watch?v=AbY-8XmaoY>

End of Spring Semester, 2022. Submission of Final Paper, May 10th, 11.59 PM.

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for Hist. 450 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. **If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a**

qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] **Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities.** Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

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. McBurney Disability Resource Center: <https://mcburney.wisc.edu/>

DIVERSITY & INCLUSION STATEMENT: <https://diversity.wisc.edu/>

Diversity 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.