

History 790: Proseminar: Empire and Colonialism in South Asia
(3 credits/In-person)

Dr. Mou Banerjee, UW-Madison

Spring 2022, Tuesdays 3:30PM - 5:25PM, Humanities 5255

Office Hours: By Zoom Appointment only (Email Instructor)

Course Description: Designed to develop historiographic command of colonial and postcolonial South Asian history as a teaching and research field. Carefully explores the master narratives or “schools” of historiography of South Asia, and analyzes the erasures as well as the normative theoretical and archival axes around which the sub-field has developed. Topics include pre-colonial modes of representing the past; the social, cultural and economic turns in colonial and nationalist historiography; legal and environmental historiographical methods; South Asia in the world/global South Asia. Intended for students in the Humanities and Social Sciences, with a background in graduate level research and writing. No prior experience of the field of South Asian history is required, but would be helpful.

Additional Course Information: The class will follow the Jigsaw Method – with students being assigned predetermined texts according to their division into 2 groups by instructor. The 2 groups will each present to their peers for 15+15 minutes at the beginning of each class, and then the floor will be open for general debate and discussion on the themes for each particular week.

Requisites: Graduate Standing

Course Designations: Graduate Attribute

Regular and Substantive Student-Instructor Interaction: This class includes:

1. Direct instruction
2. Assessing and providing feedback on student coursework
3. Facilitating group discussions regarding the course content

Credit Policy Statement: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled seminar meetings, reading, writing and other student work as described in the syllabus.

Assignments: Students must participate in class discussions based on a critical analysis of weekly readings.

1. A ten-page double-spaced mid-term paper critically evaluating a particular historiographical method and an example of its practice due in the 5th week
2. A sample syllabus (and justifying essay) for an undergraduate lecture the student would like to teach in the future, will be due in the 7th week.
3. By the end of the 9th week, the topic for the final paper must have been chosen in consultation with the instructor and a full bibliography prepared. The paper could be:
 - a. A critical historiographic appraisal of three monographs on any of the themes discussed in this seminar – a classic, pioneering work, a revisionist critique of the classic, and a recent monograph (published within the last 8 years) that expands on the research and methodology of the two earlier books. Essentially, the essay would be a survey of the state of the subfield.
 - b. A research paper of publishable quality using primary archival sources, that uses the critical methodologies of at least one theme discussed in the seminar to make an argument about why that particular methodology was used and how it helps to shed light on the historical event that is being analyzed.
4. An oral presentation of the main arguments being developed for this paper will be required on an appropriate day during the last week of the course.
5. The final revised version of twenty-five double-spaced pages will be due on the 10th of May. I am available to read a draft of the final paper in the last week of the semester, if the student so chooses.

Grades will be based on class discussions (20%), mid-term paper (20%), sample syllabus (20%), oral presentation and final paper (10% + 30%).

Participation and Oral Presentation Rubric:

Excellent (90-100)	Good (80-89)	Competent (70-79)	Inadequate (60-69)	Fail (0-59)
<ul style="list-style-type: none"> -Mastery over readings and previous discussion -Explores questions rigorously -Comes to class with 	<ul style="list-style-type: none"> -Knows readings well -Consistent preparation and involvement -Offers analysis of texts in class 	<ul style="list-style-type: none"> -Basic grasp of reading -Mostly offers facts or surface-level interpretations -Contributes when called upon but not 	<ul style="list-style-type: none"> -Insufficient command of reading -Attempts to contribute facts or interpretations when called but 	<ul style="list-style-type: none"> - Uninvolved - Unexcused -Disruptive

interpretations and questions -Engages others		actively engaged	unable to offer substance	
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Paper Grade Rubric:

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

Learning Outcomes:

1. Acquire a critical understanding of the major debates and scholarly trends in South Asian history.
2. Master several approaches to historiographic analysis.
3. Develop the scholarly apparatus for comparative and critical study of South Asia by writing historiographical essays.
4. Create an undergraduate survey course in South Asian history and develop the tools to guide undergraduate student research on colonial and postcolonial South Asia.

Required Textbooks: All assigned readings will either be uploaded to Canvas or be on hold at the Memorial Library for student use.

Representative list of readings:

Week 1 (January 25): What is the state of the field of postcolonial South Asian historiography?

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Sugata Bose, 'Post-Colonial Histories of South Asia: Some Reflections' in *Journal of Contemporary History*, 38, 1 (2003), 133-146

Week 2 (Feb 1): Past, power and knowledge: Representations in colonial and postcolonial historiography

Romila Thapar. *Somanatha: The Many Voices of a History*. New York: Verso, 2005. (Chapters 1, 7, 8)

Ashin Das Gupta. "Pieter Phoonsen of Surat, C. 1730–1740." *Modern Asian Studies* 22, no. 3 (1988): 551-60.

Priya Satia. *Time's Monster: How History Makes History*. Cambridge, Massachusetts: Belknap Press of Harvard University Press, 2020. (Chapter 6, "The Past and Future of History")

Chatterjee, Kumkum. "History as Self-Representation: The Recasting of a Political Tradition in Late Eighteenth-Century Eastern India." *Modern Asian Studies*, vol. 32, no. 4, Cambridge University Press, 1998, pp. 913–48, <http://www.jstor.org/stable/313055>.

Dipesh Chakrabarty. *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*. London: University of Chicago Press, 2015. (Chapters 1,2,4)

Recommended Film: Dutta, Amit., Eberhard Fischer, B. N. Goswamy, and Museum Rietberg. *Nainsukh*. Zurich: Museum Rietberg, 2011. (Film):
<https://vimeo.com/ondemand/nainsukh>

Week 3 (Feb. 8): Historiographical trends in the study of Colonialism and Anticolonial resistance

C.A. Bayly. *Empire and Information : Intelligence Gathering and Social Communication in India, 1780-1870*. New York: Cambridge University Press, 1996. (Chapters 3,4,5,9)

Bernard S. Cohn. *An Anthropologist among the Historians and Other Essays*. New York: Oxford University Press, 1987. (Chapters 1,2,3)

Partha Chatterjee. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press, 1993. (Chapters 1,4,5)

Chatterjee Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Zed Books, 1986. (Chapters 3,4,5)

Sugata Bose. *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Cambridge, Mass.: Harvard University Press, 2006. (Chapter 1, 5, 7, Conclusion)

Week 4 (Feb. 15): Nationalism and Communalism: Religion and Politics

Partha Chatterjee. *The Black Hole of Empire : History of a Global Practice of Power*. Princeton, N.J.: Princeton University Press, 2012. (Chapters 2,3,5,6)

Manu Goswami. *Producing India: From Colonial Economy to National Space*. Chicago: University of Chicago Press, 2004. (Chapter 6)

Ayesha Jalal. *Self and Sovereignty: Individual and Community in South Asian Islam since 1850*. New York: Routledge, 2000. (Chapters 2,5,10)

Priyamvada Gopal. *Insurgent Empire: Anticolonial Resistance and British Dissent*. New York: Verso Press, 2019. (Introduction and Chapter 1)

Week 5: Partition Historiography Revisited (Feb. 22)

Urvashi Butalia. *Partition : The Long Shadow*. New Delhi: Zubaan, 2015. (Introduction, Chapter 5,6)

Joya Chatterji and David Washbrook. *Partition's Legacies*. Albany: State University of New York Press, 2021. (2,3,4,11,13)

Vazira Fazila-Yacoobali Zamindar. *The Long Partition and the Making of Modern South Asia : Refugees, Boundaries, Histories*. Cultures of History. New York: Columbia University Press, 2007. (Chapters 5.6)

Aanchal Malhotra. *Remnants of a Separation : A History of the Partition through Material Memory*. India: HarperCollins Publishers India, 2017.

Mid-term Paper due by Email on Friday, 5.00 PM

Week 6 (March 1): The Fragment and the Globe: Entangled Histories

Sugata Bose, 'Starvation Amidst Plenty: The Making of Famine in Bengal, Honan and Tonkin' in *Modern Asian Studies*, 24 (1990), 699-727.

C.A. Bayly. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. Malden, MA: Blackwell, 2004. (Introduction, Chapters 4-9, 13)

Seema Alavi. *Muslim Cosmopolitanism in the Age of Empire*. Cambridge, Massachusetts: Harvard University Press, 2015. (Chapters 1,3,5)

Sana Aiyar, "Anticolonial Homelands across the Indian Ocean: The Politics of the Indian Diaspora in Kenya, ca. 1930–1950," in *American Historical Review*.

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Tim Harper. *Underground Asia: Global Revolutionaries and the Assault on Empire*. Cambridge, Massachusetts: Harvard University Press, 2021. (Chapters 4,5,12,14, Epilogue)

Week 7 (March 8): Towards a New History of Ideas (On Zoom/ visitors from Grad Week)

Zoom link:

<https://uwmadison.zoom.us/j/92931903433?pwd=eE9EcG5WZ3RlVklhY0hUMUQ2a25pdz09>

C.A. Bayly, *Recovering Liberties*, pp. 1-25

“Round-Table: *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*.” *Britain and the World* 5:2 (2012): 294-313.

Dipesh Chakrabarty. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton Studies in Culture/power/history. Princeton, N.J.: Princeton University Press, 2000. (Introduction, Chapters 4,6,7)

Andrew Sartori. *Liberalism in Empire: An Alternative History*. Oakland, California: University of California Press, 2014. (Chapters 1,5)

Devji, Faisal. “APOLOGETIC MODERNITY.” *Modern Intellectual History*, vol. 4, no. 1, Cambridge University Press, 2007, pp. 61–76,
<https://doi.org/10.1017/S1479244306001041>

Ayesha Jalal, ‘Striking a Just Balance: Maulana Azad as a Theorist of Trans-national Jihad’ in *Modern Intellectual History*, 4, 1 (April, 2007), pp. 95-107

Sugata Bose, ‘The Spirit and Form of an Ethical Polity: A Meditation on Aurobindo’s Thought’ in *Modern Intellectual History*, 4, 1 (April, 2007), pp. 129-144

Sample Syllabus due by Email on Friday, 5.00 PM

Spring Break (March 12-March 20)

Week 8 (March 22): The Law, the Nation and Everyday Life

Rohit De. *A People’s Constitution: The Everyday Life of Law in the Indian Republic*. Histories of Economic Life. Princeton, New Jersey: Princeton University Press, 2018. (Introduction, Chapter 3,4)

Stephens, Julia. "An Uncertain Inheritance: The Imperial Travels of Legal Migrants, from British India to Ottoman Iraq." *Law and History Review*, vol. 32, no. 4, Cambridge University Press, 2014, pp. 749–72, <https://doi.org/10.1017/S0738248014000443>.

Julia Stephens. *Governing Islam: Law, Empire, and Secularism in Modern South Asia*. Cambridge, United Kingdom ; New York, NY: Cambridge University Press, 2018. (Chapter 2)

Mitra Sharafi. "Abortion in South Asia, 1860–1947: A Medico-legal History." *Modern Asian Studies* 55, no. 2 (2021): 371-428

Mitra Sharafi. "South Asian Legal History." *Annual Review of Law and Social Science* 11, no. 1 (2015): 309-36.

Student should have chosen topic for final paper in consultation with instructor.

Week 9 (March 29): Gender and Sexuality

Durba Ghosh. *Sex and the Family in Colonial India: The Making of Empire*. New York: Cambridge University Press, 2006.(Introduction, Chapters 1,2)

Durba Mitra. *Indian Sex Life: Sexuality and the Colonial Origins of Modern Social Thought*. Princeton, NJ: Princeton University Press, 2020. (Chapters 2,5)

Tanika Sarkar. "Intimate Violence in Colonial Bengal: A Death, a Trial and a Law, 1889-1891." *Law and History Review* 38, no. 1 (2020): 177-200.

Ishita Pande. *Sex, Law and the Politics of Age: child Marriage in India, 1891-1937*. Cambridge: Cambridge University Press, 2020. (Chapters 1,5)

Jessica Hinchy. *Governing Gender and Sexuality in Colonial India: The Hijra, C.1850-1900*. Cambridge: Cambridge University Press, 2019. (Chapters 1,5,6)

Week 10 (April 5): Economic Histories

Tariq Omar Ali. *A Local History of Global Capital: Jute and Peasant Life in the Bengal Delta*. NJ: Princeton University Press, 2018. (Chapters 2,3,5)

Mircea Raianu. *Tata: The Global Corporation That Built Indian Capitalism*. Cambridge, Massachusetts: Harvard University Press, 2021. (Chapters 1,4,6)

Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. Verso, 2001. (Chapters 9, 10)

Birla, Ritu. *Stages of Capital: law, Culture, and Market Governance in Late Colonial India*. Duke University Press, 2009. (Chapters 3,5, Conclusion)

Week 11 (Apr. 12): Histories of Unfree Labour, Slavery and Indenture in the Indian Ocean Arena

Indrani Chatterjee and Richard Maxwell Eaton. *Slavery & South Asian History*. Bloomington: Indiana University Press, 2006. (Chapters 1,4,11,12)

Ananya Chakravarti. "Mapping 'Gabriel': Space, Identity and Slavery in the Late Sixteenth-Century Indian Ocean." *Past & Present* 243, no. 1 (2019): 5-34.

Radhika Singha. *The Coolie's Great War: Indian Labour in a Global Conflict, 1914-1921*. New York, NY: Oxford University Press, 2020. (Chapters 1,4)

Sunil Amrith. *Crossing the Bay of Bengal : The Furies of Nature and the Fortunes of Migrants*. Cambridge, Massachusetts: Harvard University Press, 2013. (Chapter 4)

Gaiutra Bahadur. *Coolie Woman : The Odyssey of Indenture*. Chicago: University of Chicago Press, 2014. (Chapters 4,5,6,11)

Arunima Datta. *Fleeting Agencies*. Cambridge: University of Cambridge ESOL Examinations, 2021. (Chapters 1,4,5)

Week 12 (April 19): Caste

Susan Bayly. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. New York: Cambridge University Press, 1999. (Chapters 1,5,6,9)

Sumit and Tanika Sarkar. *Caste in Modern India: A Reader*. Ranikhet: Permanent Black, 2014. (Vol.1 – Chapters 10,11,15 ; Vol. 2 – Chapters 2,7,13)

Suraj Yengde and Anand Teltumbde. *The Radical in Ambedkar : Critical Reflections*. India: Allen Lane, 2018. (Chapters 6,10,13)

Recommended Reading: Anand Teltumbde. *Dalits*. Second ed. London, UK: Routledge/Taylor & Francis Group, 2020.

Week 13 (April 26): Environmental Histories

Rangarajan, Mahesh., and K. Sivaramakrishnan. *India's Environmental History*. Ranikhet: Bangalore: Permanent Black; Distributed by Orient Blackswan, 2012. (Vol. 1 – 5,15,16; Vol. 2 – Chapters 3,4,15)

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Dipesh Chakrabarty. *The Climate of History in a Planetary Age*. Chicago: University of Chicago Press, 2021. (Chapters 1,2,7)

Sunil Amrith. *Unruly Waters: How Rains, Rivers, Coasts and Seas Have Shaped Asia's History*. First ed. Democracy and Urban Landscapes. New York: Basic Books, 2018. (Chapters 1,2 Epilogue)

Recommended Reading: Ghosh, Amitav. *The Nutmeg's Curse*. University of Chicago Press, 2021.

Week 14: Oral presentations on final papers in class. Instructor available for meetings and for comments on the first draft.

Final paper due on 10th May, through email to instructor (Word.doc format), 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.