

Communities and Conflict in India
Soc 268, meets LinC M5 requirement
Fridays, 10:20-12:20; PPHAC 338

Professor Daniel Jasper

PPHAC 316

Office Hours: Tuesdays & Thursdays 1:15-2:15; Fridays 8:00-10:00; other times by appointment

[*djasper@moravian.edu*](mailto:djasper@moravian.edu)

610.625.7882

Course Overview: This course is an introduction to the history, culture, and society of India. The primary objective of this course is to introduce students to the social complexity of modern India. We will pay particular attention to the Indian experience of modernity. We will look at the historical, political, cultural and social forces that have shaped Indian modernity and how these have shaped the uniqueness of the Indian experience. The experience and effects of colonialism, nationalism, and globalization are central to the Indian experience. We will look at how these forces, and others, have constituted India as a country composed of different communities, commonly understood through the trope of ‘unity in diversity’.

The central organizing theme of the course is how do disparate communities come to see themselves as communities. In order to develop a thorough understanding of the different forces that have shaped the experiences of different communities, we will employ a variety of types of sources. Historical and social scientific works will provide the academic and analytic foundations for this course. Literature, cinema, public debates, journalism, political reports and pamphlets will be utilized as social texts providing insight into the experiences of different communities.

Course Requirements and Expectations: It is expected that all students conduct themselves as professional scholars in this course. This means that students will arrive for class on time, prepared to participate in the collective work of the course. Students will have all necessary materials with them—including the texts under discussion, and leave unnecessary distractions (such as cell phones) behind.

It is expected that all students will have thoroughly and thoughtfully completed the assigned readings and be prepared to discuss these. Students are expected to regularly contribute to in-class discussions with reactions and responses that deal directly with the issues and texts being considered.

A blackboard site has been established for this course. Supplementary readings and other course materials will be distributed through this site. Students should check the site regularly for updates.

Students must abide by the conventions of scholarly work, most importantly, the conventions of citation. All students should read and be familiar with the college policy on Academic Honesty included in the student handbook. All written work must include full and proper citations. There are no exceptions, including ignorance. Cheating and plagiarism will result in failing this course.

Students are expected to demonstrate a sustained effort at understanding Indian society and culture. This entails reading (and re-reading) assigned texts, participating in class presentations and discussion, and preparing thoughtful and well written assignments. Course time will be divided between lecture, seminar discussions, small group work and informal presentations.

Assessment: Student learning will be assessed through a variety of means during the course of the semester. **Weekly Response Notes** provide students with an opportunity to reflect upon the assigned readings. **Quizzes** are designed to assess the thoroughness and depth of each student’s regular engagement with course materials. A cumulative **final exam** will assess each student’s ability to synthesize, analyze, and apply course material. **Essays** are designed to assess each student’s ability to reflect upon and analyze a society and culture, and to conduct research into that society and culture. **Participation** assesses the degree to which students have contributed to the collective work of the class.

Grading:

Weekly Reading Responses (2 pts. each)	_____/16
Quizzes (3 pts. each)	_____/9
Final Exam	_____/15
Historical Cinema Essay	_____/15
Communalism Essay	_____/15
Annotated Bibliography Essay	_____/15
Course Participation	_____/15
Total Points	_____/100

Final Grades

	87-89.9 = B+	77-79.9 = C+	67-69.9 = D+
94-100 = A	83-86.9 = B	73-76.9 = C	63-66.9 = D
90-93.9 = A-	80-82.9 = B-	70-72.9 = C-	60-62.9 = D-
Below 60 points = F			

Text: The following text is required, and can be purchased through the Moravian College Bookstore.

Wolpert, Stanley. 2005. *India*, 3E. Berkeley: University of California Press.

These texts will form the basis of our inquiry, but will be supplemented by many others. Additional texts will be placed on reserve, posted via blackboard, or distributed in class.

For background information on India, consult the following.

The CIA world fact book on India:

<https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>

World Bank’s India at a glance:

http://devdata.worldbank.org/AAG/ind_aag.pdf

United Nations Development Program (UNDP): <http://www.undp.org.in/>

Esp. UNDP Human Development Report, excerpts on India and South Asia: <http://data.undp.org.in/hdr2007/SAExtracts.pdf>
Prof. Tim Lubin of Washington and Lee University has compiled an extensive list of web links on South Asia:
<http://home.wlu.edu/~lubint/Links.htm>
India: A Country Study from the Library of Congress is quite thorough:
<http://lcweb2.loc.gov/frd/cs/intoc.html>
Tasveer Ghar: A Digital Network of South Asian Popular Visual Culture
<http://www.ektaramusic.com/tg/index.html>

Course Schedule

Please note, the outline below is merely a guide. Changes are possible as the semester progresses. Changes will be announced via the course Blackboard site.

Week 1 (August 29) **Introduction to the Course**

Read: Wolpert, Prefaces

Introduction to India

Week 2 (September 5) **India: Geographic and Historic Context**

Read: Wolpert, Parts 1 & 2

Study: maps of Asia, South Asia, and India. Basic, but worthwhile, maps can be found at <http://worldatlas.com/webimage/countrys/asia/in.htm> and www.mapsofindia.com. Historic and academic maps can be found at the Digital South Asia Library (<http://dsal.uchicago.edu/maps/index.html>) and at Perry-Castañeda Library at the University of Texas (<http://www.lib.utexas.edu/maps/india.html>)

Explore: the timeline of South Asian history at <https://dart.columbia.edu/southasia/timeline/index.html> and the Indian History Sourcebook at <http://www.fordham.edu/halsall/india/indiasbook.html>

Week 3 (September 12) **India: Intellectual and Cultural Context**

Read: Wolpert, Parts 3 & 5

Bring: One primary source relevant to this week's material

Week 4 (September 19) **India: Social and Political Context**

Read: Wolpert, Parts 4 & 6

Due: Annotated Bibliography Question with Justification

Week 5 (September 26) **Colonialism, Nationalism, and Indian Modernity**

Read: Macaulay's *Minute on Education*:

<http://www.english.ucsb.edu/faculty/rraley/research/english/macaulay.html>

Tilak's 1907 *Address to the Congress*:

<http://www.fordham.edu/halsall/mod/1907tilak.html>

Gandhi on *Home Rule*:

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/gandhi.html

Watch: *Lagaan* (link on BB site)

Due: Historical Cinema Essay

Communities in Modern India

Week 6 (October 3) Making sense of Caste

Read: Gupta, Dipankar “Hierarchy and Difference: An Introduction”

<http://members.tripod.com/~ascjnu/heirarc.html>

Beteille, Andre. *Anti-Utopia. Essential Writings of Andre Beteille* (Oxford U. P., 2005), Chs. 8-9.

Skim: Ambedkar, Bhimrao, *The Annihilation of Caste*

<http://ccnmtl.columbia.edu/projects/mmt/ambedkar/index.html>

Human Rights Watch report, *Broken People*.

<http://www.hrw.org/reports/1999/india/>

Week 7 (October 10) Gender

Read: Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity* (Farrar, Straus, and Giroux, 2005), Chapter 11.

Nussbaum, Martha. *The Clash Within: Democracy, Religious Violence and India's Future* (The Belknap Press of Harvard U. P., 2007), Chapter 6

Beteille, *op cit*. Chapter 7.

Week 8 (October 17) Gender: Examples and Analysis from Maharashtra

Read: Kosambi, Meera. *Crossing Thresholds: Feminist Essays in Social History* (Permanent Black, 2007), Chapters. 1, 3, 4, 7

Due: Annotated Bibliography List of Potential Sources

Week 9 (October 24) Religious Conflicts and their Response

Read: Nussbaum, *op. cit*. Chapters 1, 5, 10.

Human Rights Reports: *We Have No Orders to Save You:*

<http://hrw.org/reports/2002/india/>

Politics By Other Means: <http://www.hrw.org/reports/1999/indiachr/>

Government of India, *The Srikrishna Commission Report*.

<http://www.sabrang.com/srikrish/sri%20main.htm>

Week 10 (October 31) The Symbolic Shivaji in Maharashtra

Read: Laine, James, *Shivaji* (Oxford U.P., 2002), selections

Due: Communalism Essay

Globalization and the ‘New’ India

Week 11 (November 7) The ‘New’ Middle Class

Read: Ablett, Jonathan et. al. “The ‘Bird of Gold’: The Rise of India’s Consumer Market” McKinsey Global Institute Report. May, 2007.

Beinhocker, Eric D., Diana Farrell, and Adil S. Zinubhai. “Tracking the growth of India’s middle class” *The McKinsey Quarterly*. 2007, Number 3.

Week 12 (November 14) **Reconstructing Categories**

Read: Dewey, Susan, *Making Miss India Miss World* (Syracuse U. P., 2008), selections.

Dalrymple, William, “Serving the Goddess” *The New Yorker*, August 4, 2008.

Peruse: Websites for ‘Global’ Indians, including Water, No Ice (www.waternoice.com), Manas (www.sscnet.ucla.edu/southasia/index.html)

Week 13 (November 21) **Mumbai as a Metaphor for Modern India**

Read: D’Monte, Darryl, *The Decline of Mumbai and Its Mills* (Oxford U.P., 2002), Chapters 1 – 2.

“Vision Mumbai” A Bombay First – McKinsey Report.

Government of Maharashtra, “Transforming Mumbai into a World-Class City” First Report of the Chief Minister’s Task Force. February, 2004.

Explore: website of Mumbai Metropolitan Region Development Authority (<http://www.mmrdamumbai.org/index.htm>)

Due: Final Annotated Bibliography

Week 14 (November 28) **No Class – Thanksgiving Break**

Week 15 (December 5) **Course Conclusion**

Read: Luce, Edward. *In Spite of the Gods: The Strange Rise of Modern India* (Doubleday, 2007), Chapter 8 and Conclusion

Final Exam during scheduled exam time: Friday December 19 at 1:30 pm.

Guidelines for weekly reading responses

Reading responses are brief preparations that should assist students in formulating reactions to and raising questions about the shared texts. Responses should briefly articulate the main idea of the text(s). This should be a clear statement, in your own words, as to what the text(s)—as a whole—is about. You should also include two or three other key sub-points of the text(s). Again, the point is to clearly and concisely state the main ideas of the text.

After presenting the main ideas, the reading response should include two or three questions that are raised in the reader's mind by the text(s). These questions should not be factual or content specific. Rather, they should be larger theoretic questions that address the key analytic arguments of the text and link these arguments to the wider body of knowledge about South Asia.

Responses should be typed, include a proper citation for the text, and have your name on them. Notes will be graded on a scale (0 – 2) for a possible total of sixteen points. Notes lacking a proper citation will receive no credit (0). You may turn in reading notes for any week with assigned readings unless noted otherwise in the course schedule. You may turn in a total of ten responses, the eight highest scoring will be included in your final grade.

Reading responses are **due on Tuesdays before 10:00 pm**. They should be sent as an email attachment to djasper@moravian.edu. Please attach only MSWord or PDF files. Include 'Reading Response' in the subject line.

Historical Cinema Essay

Lagaan presents a cinematic vision of the colonial encounter and the national struggle for independence in India. For this essay, you should analyze the colonial or national viewpoint and aspirations presented in the film. Use the words of Thomas Babington Macaulay to represent the colonial and Bal Gangadhar Tilak and/or Mohandas K. Gandhi to represent the national. In your analysis, show how character(s) in the film share (or do not share) the perspective and desires of these historical figures. All materials are available through the blackboard site for the course.

Essays should be typed, double-spaced, approximately 1000-1250 words. Include page numbers. Include full and proper references for any sources consulted (including *Lagaan*, any handouts from class, any websites, etc.).

Emailed essays must be attached to an email message as an MS Word or PDF document. I must receive emailed essays by 10:00 pm the night before the due date. If you do not receive a confirmation email from me, I have not received your essay.

Due: September 26th at 10:20 am.

Communalism Essay

For many years, India has been troubled by the phenomena known as communalism, whereby different collective identities are posited as fundamentally opposed to others. This label is most often invoked to explain religious difference. As an explanatory concept, communalism fails to recognize the ways in which religious identities are constructed, articulated, and deployed for 'communal' projects.

Based upon your reading of course materials and supplementary materials available through the course blackboard site, prepare an essay that shows how in particular contexts identities become communalized.

Essays should be typed, double-spaced, approximately 1000-1250 words. Include page numbers. Include full and proper references for any sources consulted.

Emailed essays must be attached to an email message as an MS Word or PDF document. I must receive emailed essays by 10:00 pm the night before the due date. If you do not receive a confirmation email from me, I have not received your essay.

Due: October 31st at 10:20 am.

Annotated Bibliography Essay

The primary purpose of this essay is to conduct preliminary research into South Asian Culture and Society. The primary tasks of this essay will be to (1) formulate a significant research question; (2) go through the preliminary steps of researching this question; and (3) reflecting upon how the research process impacts one's thinking about the question.

Over the course of the semester, you will submit three components of this assignment:

First, a research question that is worthy of investigation. You should include a justification as to why this is a significant question to investigate. (2 points)

Second, a list of ten (10) potential academic resources that might bear on this question. These will be identified through academic journals and databases available through Reeves Library. (We will discuss how to use these in class.) For each potential resource, you should state why and how you believe the article will bear on the question that you posed. (5 points)

Third, the final Annotated Bibliography Essay. In addition to the question, justification, and list of potential resources, the final version will include your annotations of three of the articles to be agreed upon by you and me. (We will discuss annotations in class.) You should also include a summary (approximately 500 words) of your new thinking on the question after reading the sources, and suggestions for future inquiry. (8 points)

Due Dates:

September 19th: Question with Justification

October 17th: Bibliography of 10 potential sources

November 13th: Final Annotated Bibliography