

Northern Arizona University
College of Arts and Sciences

Department of History
Spring 2008

HISTORY 300W : COLONIALISM AND NATIONALISM IN INDIA

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Meeting : M 1:50-4:20 pm, LA 229
Office Hours: M,W. 12:30-1:30,
and by appointment.¹
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Course Web Page: <http://jan.ucc.nau.edu/~sj6/HIS300W.htm>

NAU Policy Statements <http://www2.nau.edu/academicadmin/plcystmt.html>
Classroom Management Statement <http://www4.nau.edu/stulife/handbookmanagement.htm>

COURSE DESCRIPTION

This course uses written and visual texts to study two key themes in the history of modern India. Starting with the advent of British colonialism, this course then studies the many ways in which Indians responded to colonialism. Our aim is to understand the working of British colonialism in India and to understand how a variety of nationalisms emerged in response to British rule. An important part of the course will be to see why, in 1947, not one but two nation-states, came into being in the Indian subcontinent.

We will be using a variety of sources, traditional historical scholarship as well as film to see how this history is represented in many different ways. The course will ask students to examine and evaluate how cinematic representations of history differ from a variety of written narratives, and, of course, how the latter differ amongst themselves.

COURSE OBJECTIVES

Our aim is to reach a critical understanding and evaluation of different perspectives in the history of one of the most populous areas of the world. As a course designed to meet the Junior Writing Requirement for Liberal Studies and the History Major, writing is, obviously, central to this course. An essential quality for any historian is the ability to be able to express their ideas with clarity and logic. However, good writing cannot come without a proper understanding of the subject matter about which we write. There is, therefore, a mutually reinforcing relationship between content and writing which I shall emphasize throughout the course. Such ability can only come from practice and revision, which this course is designed to initiate.

COURSE STRUCTURE

The course will be run primarily as a readings-based seminar, with some lectures which will usually be given only on student demand. To gain the maximum from any seminar experience, it is absolutely imperative that all students participate in the seminar, both verbally and through their writing.

¹ Except for one Wednesday each month, when I will be gone for a History Department meeting.

READINGS

Only one book has been ordered for this course at the NAU Bookstore.

Barbara and Thomas Metcalf. *A Concise History of India*. Cambridge, UK: Cambridge University Press, 2006. Second Edition.

There are, however, a number of other shorter readings either available on the internet or on electronic reserve via the COURSE WEB PAGE. As a matter of habit, I urge you to visit all course-related web sites in advance, and save or print the required readings. As I am sure most of you are aware, connections to web sites often fail at the very time we need them most! For that reason, having hard copies of the readings in advance will prevent panic the night before, or a few hours before class.

FILMS

We will also be seeing the following films which have been placed on reserve at the Media Center of Cline Library.

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|--|----------|
| 1. Rudyard Kipling's <i>The Man Who Would Be King</i> | DVD 146 |
| 2. <i>Lagaan: Once Upon a Time in India</i> | DVD 1310 |
| 3. <i>Gandhi</i> (Attenborough's version) | DVD 1695 |
| 4. <i>Jinnah</i> | DVD 1290 |
| 5. <i>Pinjar</i> | DVD 1297 |

COURSE REQUIREMENTS AND ASSIGNMENTS

The primary requirement is that you attend all class meetings, and come to the meetings well prepared to discuss the films and the readings. I will attempt to screen the most significant parts of most films in class, but will not be able to do so for all of the films. In cases where we are unable to screen the entire film, it IS your responsibility to come to class having **already** seen the entire film before our discussion of the theme it covers.

There are two different kinds of writing assignments required for this course.

1. **Reviews of Film and Readings:** You are expected to write TWO sets of reviews of films and readings in this course, each of around five to seven double-spaced pages (12 point font, 1 inch margins) reviewing sections II and III of the course. You need to pay equal attention to the films and the course readings. I will provide more detailed assignment guidelines for the reviews closer to the deadlines for their submission, which are on the schedule, below. (15 points each, 30 total)

2. **A Paper:** which will be written and evaluated in four stages. The paper needs to focus on any event or process in South Asian history from 1750 to 1947 and refer to at least **THREE** films AND at least **TWO scholarly** articles OUTSIDE OF SYLLABUS. You must, of course, refer to all the course readings and films from the course which pertain to the topic of your paper. Your objective will be to compare and evaluate different representations in scholarly literature and film and to make a case for which medium yields a better, more nuanced, understanding of the historical issue you choose to examine. The four stages that the paper will go through are as follows:

a. ***A Proposal*** which I expect to be a two to three page double-spaced document, with a **description** of your project with sufficient historical background explaining its relevance and significance. You need also to include a list of films and articles (outside of the syllabus) you will use to write the paper, and a tentative THESIS you will put forward in your paper. Do include a bibliography which includes both FILMS and the SCHOLARLY works you will use to write your paper, including in this part, readings and films from the course.

b. ***A First Draft*** which will be submitted to ME, where I will primarily be looking at CONTENT rather than style. I expect this document to be at least 5 to 8 pages long (double spaced, no more than 12 point font, one-inch margins all around). I expect a relatively finished document, with AT LEAST the research as well as the argument (thesis) to be the one you will use in your final paper. A piece of advice, the closer you can make this version to the final draft, the better the quality of the feedback you will get from me. You will certainly NOT benefit greatly from my comments if I need to spend most of my time simply trying to make sense of your prose!! **I SERIOUSLY ADVISE ALL STUDENTS, REGARDLESS OF ABILITY, TO TAKE APPOINTMENTS WITH THE GRADUATE ASSISTANTS AT HISTORY WRITING LAB BEFORE SUBMITTING THEIR FIRST DRAFT.**

c. ***Peer Review of Paper*** You must carefully proofread, edit, and comment on a classmate's paper, and provide at least one page of written **constructive** feedback to your peers. Please try to provide the sort of feedback on peer papers you would find most helpful yourself. Be considerate of the effort they have put into the paper, and keep in mind that this is **not** an opportunity to "trash" peer work, but rather a process through which everyone can write a substantially better paper than the version they have submitted. Do correct writing errors, but also try to provide more substantive comments on your classmates' work. You will also be giving some verbal comments and suggestion to the person whose paper you review in class on April 21.

d. ***Final Submission*** This is your final revised paper. You should submit this paper as part of a PORTFOLIO of writing, which should include the proposal, your first draft, your revised second draft along with the peer comments you received. Your evaluation will, of course, be based on the quality of your final work, but will also take into account how well you have responded to suggestions you have received in the different stages of the writing process.

The deadlines for each of these stages are in the course schedule, below.

EVALUATION

Grades will be determined using the following criteria:

Two Reviews	30 points (15 points each)
Paper Proposal	10 points
First Draft	10 points
Review of Peer Work	10 points
Final Paper	30 points
Attendance and Participation	10 points

TOTAL FOR COURSE 100 points

in *India*. Princeton: Princeton University Press, 1996, pp. 3-15.

<http://jan.ucc.nau.edu/~sj6/CohnIntroduction.pdf>

2. Francis Hutchins, "Concepts of Indian Character." in *The Illusion of Permanence: British Imperialism in India*. Princeton: Princeton University Press, 1967, pp. 53-78.

http://jan.ucc.nau.edu/~sj6/Concepts_of_indian_character.pdf

3. Edward Said, "Introduction" in *Kim*. New York: Penguin Books, 1987. pp. 7-46.

<http://jan.ucc.nau.edu/~sj6/SaidIntroductionKim.pdf>

February 11 Nationalist Representations of Empire

Screening *Lagaan: Once Upon a Time in India*. (225 minutes, we will screen selections)

Readings

1. Boria Majumdar "Politics of Leisure in Colonial India 'Lagaan': Invocation of a Lost history?" *Economic and Political Weekly of India* (henceforth *EPW*) September 1, 2001.

<http://www.epw.org.in/epw/uploads/articles/5842.pdf>

2. Chandrima Chakraborty "Subaltern Studies, Bollywood and Lagaan." *EPW* May 10,

2003. <http://www.epw.org.in/epw/uploads/articles/2796.pdf>

ASSIGNMENT: Review of Section II Assignment handed out.

February 18 Discussion: History, Empire, and Cinema

Readings

Robert A. Rosenstone, "History in Images History in Words: Reflecting on the Possibility of Really Putting History onto Film," in *Visions of the Past: The Challenge of Film to Our Idea of History*. <http://jan.ucc.nau.edu/~sj6/rosenstonefilmhistory.pdf>

and ALL the readings assigned for the last two weeks!

SECTION III: NATIONALISMS IN SOUTH ASIA

February 25 Historical Background to Nationalisms in India

Readings

1. Metcalfs, Chapter Five.

2. Sumit Sarkar, "Introduction" and "Chapter Two: c.1870-1917." From *Popular Movements and Middle Class Leadership in late Colonial India: Perspectives and Problems from a History from Below*. Calcutta: K.P. Bagchi and Sons, 1983.

<http://jan.ucc.nau.edu/~sj6/SarkarPopularmovements.pdf>

ASSIGNMENT: REVIEW OF SECTION II DUE.

March 3 Gandhi's India

Readings

1. Metcalfs chapter six

2. Shahid Amin "Gandhi as Mahatma" in *Selected Subaltern Studies*. New York: Oxford

University Press, 1988, pp. 288-350. <http://jan.ucc.nau.edu/~sj6/AminGandhiasMahatma.pdf>

March 10 No Class, see the film *Gandhi* on your own (ca. 191 minutes)

ASSIGNMENT: PAPER PROPOSAL DUE IN MY OFFICE BY 2 pm, latest.

MARCH 17-21 SPRING BREAK

March 24 **Gandhi and his Others: Jinnah**
Screening *Jinnah* (ca. 110 minutes)

March 31 **Discussion: *Gandhi and Jinnah* in their historical context.**

Reading

1. Metcalfs Chapter Seven.
2. David Hardiman "Fighting Religious Hatreds" in *Gandhi in His Time and Ours*. New York: Columbia University Press, 2003. DS481 G3 H276 2003 pp. 156-197.
<http://jan.ucc.nau.edu/~sj6/Hardimanreligioushatred.pdf>

ASSIGNMENT: FIRST DRAFT OF PAPER DUE

April 7 **Historical Background to Partition**

Readings

1. Asim Roy "The High Politics of India's Partition." *Modern Asian Studies* 24, 2, 1990.
<http://jan.ucc.nau.edu/~sj6/asimroyhighpolitics.pdf>
2. Urvashi Butalia, "Abducted and Widowed Women: Questions of Sexuality and Citizenship During Partition," in Meenakshi Thapan, ed., *Embodiment: Essays on Gender and Identity*.
<http://jan.ucc.nau.edu/~sj6/butaliaabductedwomen.pdf>
3. Ritu Menon and Kamla Bhasin "Speaking for Themselves: Partition History, Women's Histories" in *Borders and Boundaries: Women and India's Partition*. Delhi: Kali for Women, 1998, pp. 1-64. http://jan.ucc.nau.edu/~sj6/Menon_BhasinHonourablydead.pdf AND
<http://jan.ucc.nau.edu/~sj6/MenonBhasinSpeakingforthemselves.pdf>

ASSIGNMENT: Review of Section III Assignment handed out

April 14 **Representing Partition**
Screening *Pinjar* (ca. 183 minutes, we will be screening selections)

ASSIGNMENT: SUBMIT SECOND DRAFT OF PAPER TO PEER REVIEWER

SECTION IV WINDING UP!

April 21 **Peer Review of Paper**

Objective

Provide helpful feedback to your peers in class on the first draft of their papers. These comments should be based on the written comments as well as comments on the actual paper, both of which you should hand back to the classmate whose paper you reviewed.

April 28 **Short Class Meeting for End of Term Review**

ASSIGNMENT: Review of Section III due.

MAY 5 **FINAL REVISED PAPER DUE IN THE HISTORY OFFICE by noon.**