

HIS 367 D/ ANS 361/WGS 340: Gender in Modern India
(Unique Numbers # 38315/# 31705/ # 44515 respectively)

Instructor: Indrani Chatterjee

Class Times: Mon, Wed, 1-2.30 pm

Classroom: WAG 420

Instructor's Office: GAR 3.412

(All "happy hours"/ "Chats with Chatterjee" by individual appointment. Each group can also request a social appointment for online consultations on Zoom.)

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Description: This course carries the *Global Cultures* flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should expect to stretch your mental horizons to comprehend the practices, beliefs, and histories of people who did not think as you do now, and lived in completely different cultures outside the US. You should expect this to be a challenge, especially if you have never learned the details of South Asian histories, events, names and places formally before this class. Only by learning about others unlike ourselves can we better learn to reflect on our own cultures, build our imaginations and empathies, and enhance our skills of critical thinking. (For definitions of 'Critical Thinking' and related tips, see FAQs at the end of this syllabus)

This is a two-part course. In **PART I**, students will read about the genesis of *South Asian ideas of gender* in the historical past stretching over two millennia. They will read poetry, watch clips from films, listen to music that will help them understand the broader social and political structures in which men, women and inter-sexed persons all interacted with each other in specific contexts of the period. In **PART II**, students will develop a basic understanding of various shifts that occurred in the course of the nineteenth-twentieth century. They will evaluate the contradictory and plural developments of South Asian women's movements as they were shaped by the Anglo-American suffragettes on the one hand, and by their own men's anticolonial political associations and movements on the other. Students will learn to think of these contradictions and pressures in terms of 'intersectionalities' of class, caste, race, religion and regional identities.

Goals of the course : 1) familiarize students with basic concepts and a simplified chronology of events, people, and processes.

2) guide students to learn skills of evidence-based thinking, by distinguishing between 'primary' and 'secondary' sources in the understanding of any past, by recognizing the multiple perspectives offered by sources, and be able to exercise well-grounded analysis of these sources.

3) enable students to clarify their own thought-processes by exposing them to a variety of perspectives and encouraging them to debate and reflect.

4) signpost skills of effective communication both in speaking and in writing clearly and in organized ways.

REQUIREMENTS: **1) Active learning at all times:** this requires students to take responsibility for their own learning by reading first, asking questions in class meetings, rather than be passive consumers of information

2) Face coverings are mandatory for all face-to-face (F2F) meetings till September 2. Every student must wear a cloth face-covering properly (covering both nose and mouth) in class and in all campus buildings at all times. If a student is not wearing a cloth face-covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for obtaining an accommodation working with Services for Students with Disabilities. **Students are also encouraged to participate in documented daily symptom screening.** This means that each class day in which on-campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional. Information regarding safety protocols with and without symptoms can be found at https://healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html

3) Access to a computer is necessary to access lectures delivered synchronously via Zoom. Please enter the portal through UT Canvas, using your utexas email account and id, for both your own and our collective's security. I will try to upload a recording for those unable to log in for whatever reason. Please be aware that regular synchronous checking in for discussions is necessary for your grades. **Class Recordings are reserved for students of this class only and are protected under FERPA. No recording or class-materials should be shared with members outside the class in any other form or social media platform.** Violation of this restriction by a student will lead to Student Misconduct proceedings. Remember that the code of conduct for online classes will be the same as for face-to-face meetings.

4) With a computer, you will also be able to read the course materials for this course: which is Barbara and Thomas Metcalf, *A Concise History of India*, (3rd edition) Cambridge University Press, (2012 paperback), ISBN-13 978-1-107-67218-5 = ebook on PCL. FOR MAPS and illustrations, visit <http://www.lib.utexas.edu/maps> and <http://www.virginia.edu/soasia/resurces.htm> and <http://dsal.uchicago.edu> <http://www.columbia.edu/cu/lweb/indiv/southasia/curl>

5) Buy, borrow or rent Bapsi Sidhwa, *Ice Candy Man*/(older title) *Cracking India* (new title, Penguin Books, 1989, 1991, 2006). ISBN-10: 1571310487 and ISBN-13:978-1571310484 (book also available at second-hand book store)

ALL OTHER READINGS WILL BE POSTED ON CANVAS.

Grading: All assessment will use Bloom's Taxonomy of Educational Objectives (of testing knowledge, comprehension, application, analysis, synthesis, evaluation skills) + performance assessment

LETTER GRADES OF A, B, C, D, F will be given in this course in the following fashion: total of 90-100= A; 80-89=B; 70-79=C; 60-69=D; Under 50 a Fail or F.

- 1) Class Participation (Performance Assessment + tests of knowledge/comprehension/analysis/synthesis): 50:
 - a) At the outset, I will assign students to groups A-E for the semester. Both **group discussions** as well as **group lectures** will be assessed on the extent to which students can coordinate and come together as a group, discuss each other's questions as well as the readings and communicate the groups' discussions to the rest of the class - 20
 - b) Individual Students' comments/questions on particular readings - 20
 - c) Individual Oral presentations on Zoom at the end of the course – 10. Each student takes 3-5 minutes to reflect on their personal intellectual growth between week 1 and week 14, marking the ways in which their understanding of gender, modernity and South Asian histories changed in the course of 14 weeks. The student should also take this opportunity to reflect on the difficulties and challenges they met in the course, either at the beginning or at a particular part of the course, and share tips on how they overcame or met those challenges. Students are encouraged to write this two-part statement out for themselves on a single piece of paper, time themselves to complete the presentation within the 3-5 minute window, and send the paper electronically to the Instructor at the end of the presentation.

- 2) Individual Student's Half-Term Reflection – for 20 marks

- 3) Individual Student's Final Essay Submitted Electronically on Scheduled Date of Exam – for 30 marks

Please note the following:

- 1) **all syllabi are provisional and may change either due to external circumstances beyond my control or in response to the learning needs of a class. So it is every student's responsibility to check in on the syllabus every week on Canvas in the Files page.**
- 2) **During term, I read email only twice a day- at 5 am in the morning and at 6 pm in the evening. So I will respond to your emails according to that schedule and not instantaneously, nor over weekends, unless it is in response to a crisis.**
- 3) **I will try to return graded assignments within a week of submission, unless ill health interrupts.**

- 4) **I will discuss your grades by individual appointment, on Zoom, within seven days of the receipt of the grade. Grade discussions will not be conducted via email correspondence or on the telephone or on social media outlets**
- 5) **No person should expect to get a final grade if they have not completed all segments of the course. Alternately, students can opt out of the grading system entirely by choosing the Pass/Fail option by the appropriate date.**

3) Special Accommodations: Students who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SDD) Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY. I will only accept SSD certificates for the first four weeks at the **beginning** of the semester. I will not make any accommodations if students provide the letters after the mid-term point of the semester.

Harassment Reporting Requirements. [Senate Bill 212 \(SB 212\)](#), which goes into effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". **Please note that both the instructor and the TA for this class are mandatory reporters and MUST share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment.** Note that a report to the Title IX office does not obligate a victim to take any action, but **this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees.** A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).

Schedule of Meetings and Readings:

PART I

F2F: Aug 26 (Wed): Introductions and Carework. Instructor talks about the Syllabus, the use of technologies in class (Zoom, UT mail, Canvas) and checks in. Instructor will assign people to groups A-E to ensure diversity and inclusiveness. Instructor will allow time to group-members to introduce themselves to each other both in class and on zoom simultaneously. *Introductions are 1) to ensure that you can maintain community and communication with that group for the rest of the semester. 2) to enable absent members to find their groups, and reach out to the members of that group on Canvas email/Google/ utmail/zoom, and introduce themselves.* One change of group is allowed right at the outset. So if anybody is uncomfortable in a group, they are to email me directly to request reassignment before August 30. Finally, know that each member of a group has to practice taking notes of their group's discussions and reporting them to the class in turn.

Homework: Read 1) Afsaneh Najmabadi, 'Beyond the Americas: Are Gender and Sexuality Useful Categories of Analysis' ? PDF and 2) 'Definition of Genders' - PDF on Canvas- **Think up one question/ comment/ reflection on the readings for class discussion on Monday. Post it on Canvas Discussion Board by 11.59 of Sunday, Aug 30.**

F2F: Aug 31 (Mon): **Classwork: Instructor will clarify the context of the Cold War and Second Wave Feminism in 1960s-80s, the International Women's Decade and the significance of ' Gender' as stated by Joan Scott in 1986. Then we will move to a) breakout group discussions of students' questions and then b) group representative will report the discussions to the rest of the class for the next 15 minutes. The instructor will tie up the discussion clarifying the ways in which gender can only be studied in concrete terms – in space, time, social group, age etc. Therefore the past is necessary resource for the present and for reimagining modernity itself.**

Homework: Read the following materials on Canvas: 1) *Kamasutra*, 94-130 and 131-160 (PDF on Canvas) AND 2) Ali, 'Censured Sexual Acts in Medieval India' - (PDF on Canvas). **Write 1 question on each reading (minimum) and post both on discussion board on Canvas by 11.59 pm, Tuesday.**

F2F: Sept 2 (Wed): Instructor will clarify the context of the reading and then we will break out in discussion groups to try and connect the reading with previous weeks' texts. Reporting.

Homework: Read the Instructor's Slides marked 'Lecture 2' + Metcalf's *Concise History of India*, pp 1-44. Ask yourself: Is this a history without gender? Or is the gender of this history hidden?

Online Discussion: Sept 9 (Wed) **Classwork:** a) discuss answers to the questions with students.

Homework: Read 1) Lisa Balabanlilar, 'Women, the Imperial Household and the State', PDF on Canvas and 2) Afshan Bokhari, 'Masculine Modes of Female Subjectivity' (PDF on Canvas). **Post 1 comment/question on each reading on Canvas Discussion Board by 11.59 of Sept 13th**

Online Discussion: Sept 14 (Mon): **Classwork:** a) first 15 minutes in groups b) next 10 minutes, group representatives will report on group questions and discussions and c) the instructor will clarify the intersection of women, authority, seclusion and 'voice'.

Homework: Read 1) Sumit Guha at <https://jhiblog.org/2018/05/30/what-did-europeans-contribute-to-the-caste-system-in-india/> and Instructor's Slides' Lecture 3' on Canvas.

Online Sept 16 (Wed): **Classwork:** Instructor clarifies the silences between the historians and the sociologists, and distinctions between slave-using systems in the Old and the New World between 14th and 18th c. Implications for gendering of 'casta' and racism.

Homework: Read Rosalind O'Hanlon, 'Brahman Patriarchy' AND Sharmila Rege 'Hegemonic Appropriation of Sexuality' (PDF on Canvas). Can you see the relationship between state-authority and the ways that intersectionality of caste, gender, marital status, class and religion could shore up different kinds of governments? **Be prepared to discuss your views in class meeting.**

Online Sept 21 (Mon): **Classwork:** Instructor clarifies the readings under the heading of Shared Sovereignties and Co-Governments. Then **Student Discuss Question:** 'Can there be 'Sexualities' or 'Genders' without reference to governments of different kinds?'

Homework: Read 1) Metcalf *Concise History of India* pp. 44- 81 + 2) Rajagopalan, 'Architecture of Begum Samru' PDF + 3) Shweta Jha, 'Mahalaqa Bai' PDF. Ask this question: What is common between these two women? What is different about them? Do their stories enable us to see gender relationships in South Asian pasts in a distinctive manner? Do they push us to think of women's political agency and 'voice' in terms of command of space and people, rather than in the command of reading and writing? These questions will be taken up for both class and group discussions on **Wed 23rd** and **Monday Sept 28**

Online Sept 23 (Wed): **Classwork:** Instructor will discuss the place of tax-collecting regimes of early European Colonial State in the reconstitution of Sexualities

Homework: Read 1) Metcalfs pp. 81-91 AND 2) Indrani Chatterjee, 'Colonial Misogyny' (PDF on Canvas)

Online Sept 28 (Mon): **Discussion of question 1):** ' For which groups of Indian Women was British Colonial Rule a Blessing?' Answer with reference to readings done between Sept 21-28 and to the intersections of region, generation, religion, caste and class.

Homework: Read Metcalfs *Concise History of India*, 92- 155. + Instructor's Slides.

Online Sept 30 (Wed): **Discussion of question 2):** In what ways did the older norms of gender-caste-class-religion get reconfigured in the period after 1860?

Homework: Read Himani Banerjee PDF on Canvas with two sets of questions in mind: 1) within what histories of caste, gender and class norms are the sartorial changes located? 2) does this reflect 'reform' or deeper penetration of the norms of the British middle-class in Indian societies?

Online Oct 5 (Mon): **Discussion of question 3)** What was the relationship between Anti-Colonial Politics and the Remaking of New Norms of Intersectional Gendered Roles? Is it correct to see this as a simple binary of private and public lives of the same group of men?

Homework: Read Tarabai Shinde ‘Comparison of women and men’ (*Stripurush Tulana translated by Rosalind O’Hanlon*) with this question in mind. 1) which caste, gender and class norms can we hear in this text? 2) how can we read this text as a ‘primary’ source? Can we corroborate all the changes that she speaks of by comparing this text with that written by the Metcalfs?

Online Oct 7: Classwork: Discussion of question 4) In what ways can we read Shinde's text and 'voice' as marked by Precolonial-Early Colonial Models of Generational, Gendered Authority and Speech.

Homework: Write a 5-page essay (20 points) answering either 1) or 2) or 3) or 4) Submit this essay electronically to me by 11. 59 pm of October 12.

Online Oct 12: Instructor Discusses Political Developments of Anti-Colonial Nationalist Movements

PART II:

Online Oct 14: Group A Students Teach Metcalfs pp 155-202

Online Oct 19: Group B Students Teach Forbes PDF (Suffragettes and Indian Women)

Online Oct 21: Group C Students teach Thapar-Bjorkert PDF ch 5 (Politicisation of Domestic Sphere)

Online Oct 26: Group D Students Teach Thapar-Borkert PDF ch 3 (Domestication of Public Sphere)

Online Oct 28: Group E Students Teach Metcalfs pp 203-230

Homework: Read Bapsi Sidhwa, *Ice-Candy Man/ Cracking India*. Read the novel identifying particular characters with various social groups you have already encountered in your earlier readings.

Online Nov 2: Classwork: Instructor leads discussion on Novel and its context

Homework: Watch film ‘Earth’ on YouTube.. Write a 5-page essay (30 points) identifying key differences of interpretation between the novel and the film in discussion and submit on Canvas by November 25, by 11.59 pm.

Online Nov 4: Instructor Completes Discussion of Novel and Class discusses final student assignment as an exercise of comparing primary and secondary documents.

Homework: Read Kamla Bhasin and Ritu Menon ‘Borders and Boundaries’ (PDF on canvas) in class and tie it to their earlier readings

Online Nov 9: **Classwork:** Instructor Lays out Context of Indian and Pakistani State-Building Policies in the midst of war over Kashmir –Group Discussion of Questions.

Homework: Read Vazira Zamindar *The Long Partition* (PDF on canvas)

Online Nov 11: **Classwork:** Instructor Clarifies Outlines of the Constitution of India, the significance of Citizenship, the vote and the constitutional guarantees of rights

Homework: Read Naxalbari Essays on Canvas: 1) Mallarika Sinha Roy and 2) Krishna Bandopadhyaya

Online Nov 16: Were the movement's failures those of Misogyny or those of forces beyond the control of the particular political parties?

Homework: Read *Revolutionary Desires* Introduction and Chapter 6, **online at PCL**

Online Nov 18: Discussion of Memory and History in the Making of Diasporic Solidarities

Homework: Read Karin Kapadia and Anandi's *Dalit Women*, **online at PCL**, pp 50-74.

Online Nov 23: Discussion of New Feminisms

Homework: Read Raewynn Connell, 'Rethinking Gender from the Global South' – PDF on Canvas- and ask yourself whether your readings have forced you to stretch your knowledge, horizons and skills to the task of understanding gender from the perspective of the Global South. You will be asked to reflect on this in your 3-minute presentations in December.

Online Nov 25: Discussion of the essay in the light of your understanding of gender and the making of South Asian modernity

THANKSGIVING BREAK

Online Dec 2 (Mon): Student present 3 minute presentations on themselves assessing 1) their growth over the course, 2) their understanding of the shaping of gender and history in South Asia and 3) the challenges of reaching this understanding. Submit the document to the instructor on completion

Online Dec 4 (Wed): Student presentations completed. Submit the document to the instructor

FAQs

1. What is critical thinking?

The critical thinker does not simply accept what she/he reads or hears and does not simply make assertions, but bases arguments on evidence and sound reasoning. A way of practising critical thinking is to ask yourself questions as you listen, read and study: questions such as a) • What is really important here? b) How does this relate to what I know already? C) • Is this really true? Can I check its accuracy? (A statement can be clear but inaccurate, as in “Most Indians are less than 150cm in height.”) Critical thinking includes such ‘higher-order’ thinking tasks as reasoning, problem-solving, analysis, synthesis, and evaluation. The skills or tasks involved in critical thinking will vary, but may include a) Developing a logical argument; b) Identifying the flaws or weaknesses in an argument; c) Making relevant connections or links across disciplines, or from theory to practice; d) Analyzing the material in a range of sources and synthesizing it;

A critical thinker does not simply observe others thinking, but also her/himself thinking and writing. No matter how brief your response, ask yourself questions such as a) Could I have expressed this point in another (better) way? Have I elaborated sufficiently? b) Could I have been more specific? c) How is this related to the topic? Is it really relevant to the question? How does this follow from what I said before? Does this contradict a previous statement? When we think, we bring a variety of thoughts together in some order. If the combination of these ideas is not mutually supportive, or does not make sense, then the combination is not logical. D) Have I addressed the complexities of the author/article’s questions, or have I just skated over the surface? E) Are there issues I have omitted? Is there another way to look at this question? These questions apply sound intellectual standards to your thinking. It involves self-evaluation, thinking about your thinking, and being sure that you are not jumping to conclusions. You should be prepared to consider all aspects of an issue before making up your mind, and to avoid letting personal bias or prejudice interfere with your reasoning. Critical thinking is important for most academic tasks, including reading, tutorial discussions, written assignments and exam answers.

2) How do I come up with a question on a reading?

All historians are taught to ask ‘what’ ‘when’ ‘where’, ‘how’ – and especially ‘why’- questions. For those who have never taken a history class before, this is usually a good place to begin. Keep notes of everything you read. Once you have practiced asking such questions, the next set of bigger questions can follow, such as:

- What exactly is the **subject or topic** of the essay/article/book? (Try to summarize the piece in 2 short sentences)
- What is the **thesis—or main argument—of the article, essay or book?** (Having a summary of the article/book is a huge help at this stage) If the author wanted you to get one idea, what would it be? What has the article/book accomplished?
- Is the author **arguing with other scholars in a bigger field?** Does this change the field for you in some way? Does any of the author’s information (or conclusions)

conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?

- **How does the author support her/his argument?** What **evidence** does he/she use to prove her point? Do you find that evidence convincing? Why or why not? How does the author structure her/his argument? What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?
- Would you recommend the chapter to a friend who is not in this class?

When writing an essay, begin with a well-organised Introduction identifying the task before you. Have a Thesis Statement on the first page. Proceed to write out your observations according to the questions you have been raising while reading.

3) Rubric that the Instructor Uses for assessing every student's essay.

	Excellent (A)	Good (B)	Not Great (C)	Needs Work (D)	Poor (F)
Argument/ Thesis (5/5 is Excellent)	Strong thesis is clearly stated in first paragraph; argument is consistently supported	Thesis is not clear or difficult to locate, or inconsistently supported	Thesis poorly defined or vague and inconsistently supported	No thesis and/or inconsistent argumentation	No thesis and inconsistent argumentation
Understanding/ Content (5/5) is excellent	Informative and original analysis demonstrates high level of understanding of multiple sources	Demonstrates significant level of understanding with some analysis	Passive understanding with little analysis; mostly summarizes documents	Does not demonstrate clear understanding or knowledge of the material	Failure to address the sources or prompt
Use of Evidence (5/5)	Expert use of evidence: Sources are selected, introduced, contextualized, interpreted, and cited correctly.	Uses evidence well to support thesis: Sources are selected, introduced, contextualized, interpreted, and cited adequately.	Some use of evidence: Sources are used but not properly introduced, contextualized, interpreted or cited.	Poor or insufficient use of evidence: Sources are used inappropriately or without proper citation.	No use of evidence
Organization/ Style (2/2)	Sophisticated arrangement of content supports argument;	Functional arrangement of content sustains a logical order;	Confused or inconsistent arrangement of content; limited word	Confused arrangement of content obscures argument;	Minimal control of content arrangement; problematic

	writer's voice clear through illustrative use of language	generic use of words and sentence structures	choice and control of sentence structure	problematic word choices; relies on quotations/paraphrasing with not authorial voice	word choices and sentence structures
Grammar/ Spelling and Usage (3/3)	Evident control of grammar, mechanics, spelling, usage and sentence formation.	Sufficient control of grammar, mechanics, spelling, usage and sentence formation.	Limited control of grammar, mechanics, spelling, usage and sentence formation—begins to affect clarity	Minimal control of grammar, mechanics, spelling, usage and sentence formation—impedes clarity	Grammar and usage errors impede clarity

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http://www.chicagomanualofstyle.org/tools_citationguide.html