

HIS 367 D/ ANS 361/WGS 340: Gender and Modern India
(Unique Numbers # 38780/# 32605/ # 45375 respectively)

Instructor: Indrani Chatterjee

Class Times: T Th 12. 30-2 pm

Classroom: GAR 1.126

Instructor's Office: GAR 3.412

(Wednesday: 4-5 pm "happy hour"/ "Chats with Chatterjee" by individual appointment. You can also request appointments as a group on Zoom if you share a concern you want to discuss with me.)

Email: ichatterjee@austin.utexas.edu

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 since NOBODY has learned the details of South Asian histories, events, names and places in their high school curriculum. 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 three-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. 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 gender histories as inter-sexed bodies were criminalized, suffrage movements of European feminists and anti-colonial political movements all came together in the subcontinent. In **Part III** students will learn of some of the key economic, legal and political movements that made explicit the contradictions and pressures of the 'intersectionalities' of class, caste, sexualities, race, religion and regional identities in postcolonial nation-states.

Instructor's Goals: 1) familiarize students with unfamiliar histories, simple chronologies and processes in time

2) guide students in evidence-based thinking, distinguishing between 'primary' and 'secondary' sources in the understanding of any past, recognizing the multiple perspectives offered by sources, and exercising well-grounded analysis of sources.

3) enable students to clarify their own thought-processes by asking them to write out their responses to multiple texts and a variety of perspectives. Writing is essential to thinking.

4) broaden students' understanding of concepts, their historical origins, applications, refinements and limitations,

At the end of the course, students will become 1) familiar with a broader realm of information than has hitherto been available to them 2) be systematic and analytical thinkers and 3) effective communicators.

REQUIREMENTS: 1) **Active learning at all times:** this requires students to take responsibility for their own learning by reading first, asking questions and reflecting on every reading. Students thus actively shape their own knowledge as well as that of their peers. This is what the '*Homework*' prompt on the syllabus requires of the students. Students will also be **required to take responsibility** for each other through group work (of learning and teaching particular segments in the course). The instructor uses class meetings to clarify students' responses and connect them to each other and to the readings. Power-Points Used in classroom settings will be posted on Canvas under Files.

2) **Access to a computer and internet to access readings on UT Canvas, using your utexas email account and id.**

3) Buy, borrow or rent

Barbara and Thomas Metcalf, *A Concise History of India*, (3rd edition) Cambridge University Press, (2012 paperback), ISBN-13 978-1-107-67218-5 = e-book on PCL. I have also entered these books for LTA. Each student has to opt in/out on their own at <https://www.universitycoop.com/longhorn-textbook-access>

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

ALL OTHER READINGS WILL BE POSTED ON CANVAS.

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>

GRADING: All assessments will use *Bloom's Taxonomy of Educational Objectives* (see FAQs at the end of this document) + performance. *Students are expected to remember things they learn in an earlier reading or segment of a course and bring their greater and greater learning to bear on later readings and reflection posts.*

LETTER GRADES OF A, A-, B+, B, B-; C+, C, C-, D, F will be given in this course in the following fashion: total of 95-100= A; 80-89=B; 70-79=C; 60-69=D; Under 50 a Fail or F.

- 1 Attendance- 15 (½ mark for each attendance for 30 times in the semester)
- 2 Individual Students' comments/questions/ reflections on readings by posting regularly on Canvas Discussion Board – 60 marks – Please look at the end of the syllabus for tips on what makes for 'critical reading' and reflective responses.

- 3 Group Work: Each Group (A, B, C) teaches their peers a segment in the Syllabus - 20.
- 4 Individual Oral presentations on Zoom at the end of the course – 5. 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 3-4 pages, time themselves to complete the presentation within a 5 minute window, and send the paper electronically to the Instructor at the end of the presentation.

Grading criteria for written work: For Canvas Discussion Posts: Academic 1) How fully, closely, and carefully has the student read the material and understood it? 2) How well can the student analyze, compare and synthesize contradictory or comparative materials? 3) Can the student remember and refer to previous readings? 4) How precisely, clearly, and grammatically can the student express her/his thoughts in language, and how does s/he base this in evidence, reading? 5) Can the student cite page numbers, film footage, etc? 6) Can the student reflect upon her/his own learning?

All Canvas Discussion Posts and Essays must follow the code of Academic integrity.

The University of Texas at Austin has an Honor Code. Students who violate the Honor Code, and the University rules on scholastic dishonesty, are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. *Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. This includes plagiarism, which is the use of other people's oral or written work without acknowledgment or citation and extends to the cutting and pasting of material from all websites.*

Read details at: <http://deanofstudents.utexas.edu/sjs/scholdis.php>

All Canvas Discussion Posts should be submitted on time. Delayed submissions, except under certified medical or legal emergency, receive reduced grades (docked 1 point for every 24 hours).

In addition to the above, during discussions on Zoom, I expect students to be fully present as though we were in person. Please do not have black boxes and audio only 'presence'. No attendance will be given or grades assigned if I cannot see your face during a zoom session.

Canvas and laptop/messaging device policy. The course web site on Canvas will be used to post assignments and make announcements relating to the course. The student alone is responsible for checking the site regularly for new information, announcements, and for the maintenance of a functioning email account linked to Canvas. Read university policy at: <http://www.utexas.edu/its/policies/emailnotify/html>

All students have the right to learn in a supportive environment: The use of a laptop should not distract others and is acceptable during lectures or class discussions only for

note-taking or instructor-directed web-surfing. All mobile messaging devices must be turned off and stored away during in-person class. The instructor retains the right to ask students to shut off devices that are hindering her teaching or other students' learning.

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 ten days, unless ill health interrupts.**
- 4) **I will discuss your grades by individual appointment 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.

Policy on special accommodations. Students who need special accommodations should notify the instructor within the first ten days of the semester, in person, preferably during office hours in private. Such students should present the instructor with 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.

Read more at: <http://www.utexas.edu/diversity/ddce/ssd/>

Classroom Safety and COVID-19

To help preserve the health of all parties involved in our learning environment, the university recommends the following.

- Adhere to university [mask guidance](#).
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- Visit protect.utexas.edu for more information

3) Harassment Reporting Requirements. [Senate Bill 212 \(SB 212\)](#), in 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

January 18: Introductions Online: The instructor talks about her teaching and grading philosophy, the Syllabus, the use of technologies in class (Zoom, UT mail, Canvas).

Homework: Read 1) 'Definition of Genders' - PDF on Canvas.

January 20 Online: Instructor will discuss evolution of casta-and caste in the 14th -18th centuries and then knit it with the Cold War and Second Wave Feminism in 1960s-80s, the International Women's Decade and the significance of 'Gender'.

Homework: Read 1) Romila Thapar, 'Imagined Religious Communities?' PDF + 2) Seven Misconceptions about Caste- PDF. Write 1 paragraph summarizing the reading in your own words. End with any ONE question that you want answered on the reading (minimum) and post on discussion board on Canvas by 11.59 pm Sunday, 23rd Jan [5 marks].

January 25 Online: Instructor will clarify the context of the reading and answer your questions and engage with your responses in class.

Homework: Read Ali, 'Censured Sexual Acts in Medieval India'- (PDF on Canvas). IF anything interests or bothers you in the readings, please post on the Discussion Board. (Optional response will earn extra credit for 1 mark each)

January 27 OnlineInstructor lectures on Islam in the Indian Subcontinent 8th-17th c – reads Sufi and Bhakti poetry in class.

Homework: Read 1) Metcalfs *Concise History of India*, pp 1-44 and 2) Lisa Balabanlilar, 'Women, the Imperial Household and the State', PDF on Canvas Respond: **In what ways did Balabanlilar add to your understanding of the Sultanate-Mughal governments of the subcontinent? Post 5 sentences each on Canvas Discussion Board by 11.59 of Sunday [5 marks]**

Feb 1: Instructor responds to your comments in class

Homework: Read 1) Metcalfs, pp 44-81. (Comment/questions Optional)

Feb 3 Given the multiple states formed in the Indian subcontinent in the 18th c, what might be the implication for 'gendering' the histories we have read in Metcalfs? Discussion in class.

PART II

Homework: Read 1) Rosalind O'Hanlon, 'Brahman Patriarchy' AND 2) Sharmila Rege 'Hegemonic Appropriation of Sexuality' (PDF on Canvas). **What relationship can you see between ruling powers and the ways in which they can make caste intersect with gender, marital status, class and religion? Compare the two essays on where they stand on the intersection of caste, gender and history in 5 sentences. Post on Canvas by Sunday 11.59 pm [5 marks].**

Feb 8: Instructor clarifies the readings identifying differences of perspectives of the authors and opening the discussion to class on which reading helped them see the intersections of **gender, caste, class and power. Which one appeared historically more persuasive to each and why? [Discussion]**

Homework: Read Chatterjee, 'Monastic Commerce' – PDF. (Optional comments for extra credit)

Feb 10 Classwork: Instructor discusses the place of tax-collecting regimes of early European Colonial State in the reconstitution of Sexualities and Genders

Homework: Read 1) Metcalfs pp. 81-91 AND 2) Indrani Chatterjee, 'Colonial Misogyny' (PDF on Canvas). **In what ways does reading Chatterjee complicate your understanding of 'reform' in 19th century Bengal? Write 5 sentences and post on Discussion Board by 11.59 pm of Sunday, Feb 13 [5 marks]**

Feb 15: In Class Discussion of question 1): For which groups of Indian Women and Men was British Colonial Rule 'a Blessing'?

Homework: Read Marina Carter, *Women in Indenture*, chapter 1

Feb 17: Instructor highlights the significant differences between classes that are highlighted in Marina Carter's text and discusses the growth of domestic and plantation economies in the nineteenth century as a global phenomenon.

Homework: Read Marina Carter, *Women in Indenture*, chapters 3-5. **Respond in 10 sentences to the following prompt: What surprising facts did you learn from this reading? Upload on Canvas by Sunday Feb. 20th 11.59 pm.[5 marks].**

Feb 22: In-Class Discussions of question 3) Did colonialism enable the social and geographical mobilities of women of the lowest castes and classes? Can a history of gender be written without histories of work of all kinds?

Homework: Read Metcalfe's *Concise History of India*, 92- 155.

Feb 24: Instructor Lectures on Mid-Century Changes of Colonial Politics: Territorial Annexations, Family Reconstitutions, and Spatialized Racism and Segregations

Homework: Read Jessica Hinchy, 'The Sexual Politics of Imperial Expansion' PDF. **What did you see changing in the codes of intersectional masculinity and personhood as a result of this reading? [5 marks]**

March 1: In-class Discussion will be led by Anuj Kaushal, scholar of Islamic Sexology of the Nineteenth Century

Homework: GROUP A teaches: Himani Banerjee PDF on Canvas with two sets of further questions in mind: 1) within what histories of caste, gender and class norms are the sartorial changes located? 2) does this reflect cultural 'reform' (a willing re-education of selves by colonized men and women) or a lesser-known aspect of cultural imperialism (penetration of the norms of the British middle-classes in Indian social groups allied with the colonial state) or both or neither?

March 3: Group A teaches Banerjee in class

Homework: Read Asiya Alam, Introduction and Chapter 1 of *Women, Islam and Familial Intimacy*- PDF on Canvas. **Come up with 2 questions each to ask of the reading or the author when she visits class on 8th March. Upload on Canvas by 11.59 pm [5 marks]**

March 8: Professor Alam will visit the class on zoom

Homework: Watch film *Ghare-Baire: Home and the World* on YouTube at the following site: <https://www.youtube.com/watch?v=NNdEZEFrG7Y&t=59s>(or type in *Ghare Baire* the movie with English Subtitles- it is hosted by a Sultan Ansary). Can you identify any of the themes from your textbook or other readings in the film that you saw? Write 5 sentences in reply on Canvas by 11. 59 pm. [5 marks]

March 10: Instructor responds to your Reflections

March 12-20 SPRING BREAK
Part III

March 22: Anuj Kaushal Lectures on growth of anti-colonial politics, nationalism and gender

Homework: Read **Thapar-Bjorkert PDF ch 5 (Politicisation of Domestic Sphere)** on Canvas and pause to reflect which part of this reading feels familiar to you: the 'domestic sphere' or the 'politics' or both.

March 24: Anuj Kaushal lectures on the intersections of caste, class, gender histories of the subcontinent

Homework: Read Alam Chapter 2 (Muslim Women's Discourse of Freedom) PDF- Which class and caste and region and religion intersect in this discourse? Did you learn something that surprised you? Or did it feel completely expected? Upload 5 sentences in response by March 27th 11.59 pm on Canvas [5 marks]

March 29: Anuj Kaushal discusses the intersection of respectability, class and caste among Muslim women during the 19th-early 20th centuries.

Homework: GROUP B: Read Thapar-Borkert PDF ch 3 (Domestication of Public Sphere) on Canvas, and reflect on how this reading differs from the earlier reading by the same author

April 1: Group B teach Thapar Borkert ch 3 to the class

Homework: Group C: **Read Metcalfs pp 203-230.**

April 5: Group C teach Metcalfs to the Class

Homework: Start reading Bapsi Sidhwa, *Ice-Candy Man/ Cracking India*. **Nothing required on Canvas**

April 7: Instructor Leads Discussion of Novel, its context and the historiography of the Partition of 1947

Homework: *Finish reading the novel and then watch film 'Earth' (Ice-Candy Man/ Cracking India) on <https://www.youtube.com/watch?v=Fgwa4uOZG2s>.*

Assess the successes and failures of the film's interpretation of the novel as well as what you consider its limits and weaknesses. NO copy-paste from the internet will be allowed. Post on Discussion Board by 11.59 pm of Sunday April 10 [5 marks].

April 12: Class discussion: can the film be used as verifiable 'history' or should we watch it as a particularly located individual upper-class woman's memory of childhood?

Homework: Read Kamla Bhasin and Ritu Menon 'Borders and Boundaries'.

April 14: Instructor Lectures on Context of Indian and Pakistani State-Building Policies in the midst of war over Kashmir.

Homework: Read Metcalfs 231-264.

April 19: Instructor Clarifies Outlines of the Constitution of India, the significance of Citizenship, the vote and the constitutional guarantees of Equal Rights of Men and Women

Homework: Read Making Equal Rights Feminism and Postcolonial Modernity: 1) Renuka Ray, ' Background to the Hindu Code Bill' (1952) + 2) Reba Som, 'Jawaharlal Nehru and the Hindu Code: A Victory of Symbol over Substance?' (1994), pp. 165-194
Post one comment/question/ reflection on Discussion Board. Does an intersectional reading of all three reveal a similarity of class-caste-religious imaginaries at work? Do these perspectives represent the persistence of colonialism in postcolonial conditions? | 5 marks]

April 21: Instructor Discusses the Comments in Context

Homework: **Read Radical, Historical and Feminist Critiques of Equal Rights Majoritarian Projects:** Flavia Agnes, 'Hindu Men, Monogamy and Uniform Civil Code' (1995), pp. 3238-3324 + Madhu Kishwar ' Codified Hindu Law: Myth and Reality', (1994), pp. 2145-2161+ Nivedita Menon, 'Marxism, Feminism and Caste in Contemporary India' PDF **Post One comment/ question/reflection on how these three positions reveal the dilemmas of gender and modernity in postcolonial India | 5 marks]**

April 26: Discussion of Intersectionalities of Indian and North American Feminisms and Imaginaries

Homework: **Read** Lucy Carroll, 'Shah Bano, the Muslim Women (Protection of Rights on Divorce) Act and Muslim Woman's right to mataa', (12 pages).

April 28: Discussion of Multiple Feminisms and Multiple Modernities?

Homework: **Evaluate your own learning and intellectual growth over the semester in a 3-4 page essay (10 marks).**

May 2-5 Student presentations of the main points of their essays.

Submit all essays and documents electronically to the instructor by 11.59 May 6.

FAQs

1. **What is Bloom's Taxonomy? It sets up an ascending order of skills students to assess students' learning curve in every class. It was first established in 1956, and has been revised by Lorin Anderson and David Krathwohl (2001)**
 - 1) **Remembering the what:** ie facts, concepts, procedures ie basic knowledge
 - 2) **Understanding why** something happened, or **how** something is put together or works
 - 3) **Applying that understanding** to reading/solving the next puzzle, piece of work

- 4) **Analyzing** (taking something apart to figure out the connection between x and y in the process)
- 5) **Synthesis** ie combining fact, ideas, concepts to see things in a new way, to generate a new argument, perspective, opinion
- 6) **Evaluation** of the impact of new insight on the learner (by the learner) as well as in a design/plan/ product/ project created by the learner.

Numbers 2-6 together make up 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 the lowest common denominator of all critical thought is a) identification of an author's/ speaker's argument b) identification of the sources used for those arguments c) analysis of the sources and flaws/weaknesses of an argument d) development of alternative and logical arguments of your own using either the same evidence or e) drawing on evidence from elsewhere and f) making relevant connections across disciplines, or from theory to practice. Critical thinking is important for all professions and all life: it is better to start practicing young.

A critical thinker does not simply observe others thinking, but also her/himself thinking and writing. This is the hardest task because it involves self-evaluation, thinking about your thinking, and requires both honesty and humility. You should be prepared to consider all aspects of an issue before making up your mind, and to recognize your own biases and prejudices. The final assignment in this course will test this aspect of your growth in writing.

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?