

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

Instructor: Indrani Chatterjee

Class Times: TTh 2-3.30 pm

Classroom: GAR 1.126

Instructor's Office: GAR 3.412

(All "happy hours"/ "Chats with Chatterjee" by individual appointment. You can also request appointments as a group if you share a concern you want to discuss with me. I am happy to talk in person and on zoom according to our mutual convenience)

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. *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.*

Please expect this course to challenge you in four ways. First, in order to revitalize our minds after the pandemic, you will be required to *put away all phones, laptops and other electronic devices* while in class. Use your hand-eye coordination again by using pen and paper. Second, this course will challenge you in its *contents*: the poetic, performative and other traditions and artifacts rooted in South Asian societies of the past will be examined alongside textbooks and scholarly articles. Third, you will be asked to develop professional *skills*: it will ask you to identify 'evidence', analyze it closely and critically, corroborate it, juxtapose one kind of evidence against another to develop a more complex picture of an entity, event, or person in time and place. All these skills translate well into careers outside of the humanities – such as in lawyering, police work, investigative journalism, librarianship, and beyond. At the same time, in order to make you into globally informed citizens, these skills will build your imaginations and empathies, while enlarging and deepening your skills of critical thinking. (For definitions of 'Critical Thinking' and related tips, see FAQs at the end of this syllabus). Fourth, and not the least, the very concepts of gender and modernity will be *unlike* those we have all taken for granted before. So all readings will need your focus, good organization of time, and syntheses of new materials. This means that *students are expected to remember things they learn in an earlier reading or segment of a course and bring their earlier readings to bear on later ones.*

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 European and Indian women's movements as they were shaped by suffrage movements in Europe and

anticolonial political associations 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, race, religion and regional identities in postcolonial nation-states.

Goals of the course: 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,

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 by writing a Discussion Post on Canvas. 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. 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-9781107672185 + e-book on PCL

Bapsi Sidhwa, *Ice Candy Man*/(older title) *Cracking India* (new title, Penguin Books, 1989, 1991, 2006). ISBN- 9781571310484

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.

LETTER GRADES OF A, A-, B+, B; C+, C: D, F will be given in this course in the following fashion: total of 95-100= A; 94-90= A minus; 80-84= B; 85-89=B +; 70-74= C; 74-79=C +; 60-69=D; Under 50 a Fail or F.

- 1 Individual Students' comments/questions/ reflections on readings by posting regularly on Canvas Discussion Board – 90 marks – **Please look at the end of the syllabus for tips on what makes for 'critical reading' and reflective responses.**
- 2 Individual Final Essays – 10 marks.

Grading criteria for written work: For Assignment/Discussion Posts 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?

The final essay will be graded for 1) a strong thesis statement in the introductory paragraph, 2) clear, connected, and consistent paragraphs in an organized body of text, with clear opening statements in each; good spelling will count as well as grammatical writing, appropriate vocabulary, and active-voice construction. {to check what all these are, see FAQs } 3) footnoted page references/ screen references and 4) a succinct conclusion.

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

All Assignments and Discussion Posts 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>

Grading criteria for oral discussion: 1) A student's ability to fully understand the text read or film seem 2) speak coherently to express their opinions and questions regarding it, or my lecture /comments or another peer's comments 3) remember and refer to previous readings as the course progresses as evidence of consolidation of thought processes 4) for discussion leaders to represent each participant's ideas fairly and correctly 5) to be civil in disagreement and debate

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: I will not allow the use of a laptop, phone or any other electronic device in class. Please turn off all phones and messaging devices during 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 pass this course 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.

- [Proactive Individual Testing Kits are widely available at the PCL and Health Centers.](#) These are an important part of the university's efforts to protect our community. Tests are fast and free.
- Visit protect.utexas.edu for more information

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

Homework: Reading 1- Gail Minault, 'When Gender Meant Women and All Women were Alike' - PDF on Canvas- Respond to this essay by an Emerita Professor at UT and a famous historian of women in South Asia. Did this reading strike you as significant? Why and how? Respond in 200 words **on Assignments in Canvas. Upload by 11.59 pm Wed. [2 marks]**

January 12 (Thurs): Instructor lectures on Intersection of First Wave Feminist Theory on histories of Gender and Caste in Early South Asia, attempting to incorporate your comments into her explanations.

Homework: Reading 2- Seven Misconceptions about Caste- PDF on Canvas. Did you have one or more of these misconceptions. Post in 200 words **on Assignments in Canvas by 11.59 pm Sunday [2 marks]**.

January 17: Instructor will clarify the context of the reading and your responses.

Homework: Reading 3- Ali, 'Censured Sexual Acts in Medieval India'- PDF on Canvas. Write a response under 500 words: **did you learn something new? Did you understand how contemporary US politics of sexuality are being engaged in this reading? Did you agree/disagree with the author? Post on Discussion board by 11.59 pm Wed. (4 marks)**

January 19 Instructor lectures on Gender and Sexuality in early India

Homework: Reading 4 - Kamasutra PDFs on Canvas. Respond in any way you choose to the reading in under 500 words and Upload on Discussions by by Sunday 11.59 (4 marks)

January 24 Instructor Lectures on 8th-17th c - Islam: *sharia, kanun, taqlid, tahqiq*, Sufi and Bhakti traditions of love, selfhood, gender and 'voice'.

No homework

January 26: Reading 5 in class : Sufi- Bhakti poetry for gendered 'voices' and 'selves'.

Homework: Reading 6 - 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? Respond in 500-1000 words on Canvas Assignment by 11.59 of Sunday [10 marks]

January 31: Instructor responds to your comments in class

Homework: Reading 7: Metcalfs, pp 44-81. If you have a question or concern, post it on the Discussion Board (1 mark).

Feb 2 Instructor elaborates on histories of Mughal and sub-imperial household-states in regional formations in the subcontinent

PART II

Homework: Reading 8: Rosalind O'Hanlon, 'Disciplining the Brahman Household'. Can you relate this reading to any part of Metcalfs 44-81? Did you understand the author's argument? What did you think of the argument? **Post a question/ comment of 3-500 words on Assignment on Canvas by Sunday 11.59 pm [4 marks].**

Feb 7: Class discussion of Regional Formations of Caste, Class and Gender in the eighteenth century.

NO Homework:

Feb 9 **Classwork:** Instructor discusses the place of tax-collecting regimes of early European Colonial State in the reconstitution of Sexualities

Homework: Reading 9 1) Metcalfs pp. 81-91 AND 2) Indrani Chatterjee, 'Colonial Misogyny' (PDF on Canvas). Compare the two readings. Explain in under 500 words what kinds of interpretation each one is offering and which one convinces you more and why. Upload on Canvas Assignments by Sunday 11.59 pm (10 marks)

Feb 14: **In Class Discussion of Intersectionalities in the readings done so far. Class work with Primary Documents on Abortion and Its Dilemmas in a later Mughal household.**

Homework: Reading 10: Marina Carter, *Women in Indenture*, chapter 1. Post any one question/ comment or reflection on Canvas Assignments by Wednesday 11.59 pm (4 marks) - [40 marks worth of written responses completed]

Feb 16: **In Class Discussion of question: To what extent did the norms of gender-caste-class-religion get reconfigured by labor in the sugar plantations of the Empire during the 19th century?**

Homework: Reading 11 Marina Carter, *Women in Indenture*, chapters 3-5. Post 3-500 words in response to the question: IN what ways did this reading surprise you? Upload on Assignment by 11. 59 pm Sunday. (4 marks)

Feb 21: In Class Discussion of question: Was Colonialism good for laboring women? Or were laboring women creating profits for globalizing capitalism?

Homework: Reading 12 Metcalfs *Concise History of India*, 92- 155.

Feb 23: Instructor Lectures on Mid-Century Changes of Colonial Politics: Territorial Annexations, Family Reconstitutions, and Spatialized Racism and Segregations

Homework: Reading 13 1) Gail Minault, 'Women, Legal Reform and Muslim Identity' PDF AND 2) Shenila Khoja-Moolji 'Forging Sharif Subjects' PDF on Canvas. Read together, do these essays convince you that cultural 'reform' was a response to cultural imperialism (penetration of the norms of the British middle-classes in Indian social groups allied with the colonial state) that represented a kind of colonial modernity? Answer in 1000-1500 words. **Post on Assignments Board by Sunday evening 11. 59 pm [10 marks]**

Feb 28: In class Discussion.

Homework: Reading 14- Jessica Hinchy, 'The Sexual Politics of Imperial Expansion' PDF. Comment in under 500 words on the codes of masculinity and personhood that struck you as significant in the reading and upload by Sunday evening 11.59 pm [4 marks]

March 2: Instructor Leads Discussion of your responses

Homework: Reading 15- Himani Banerjee PDF on Canvas. Respond in 3-500 words to **this question:** within what histories of caste, gender and class norms are the sartorial changes located? Is this the equivalent of histories that you have already read about? Post on Assignment by Sunday evening 11.59 pm [4 marks]

March 7: Instructor incorporates your comments in discussing Ideas of 'Social Reform' or Colonial Modernity of Gender Codes in class.

Homework: Reading 16- Swapna Banerjee, ' Child Mother and Servant' PDF on Canvas. What is the author trying to argue? Does the essay convince you? Respond in under 200 words on Canvas (2 marks)

March 9: *Instructor responds to your Reflections --65 -- points earned by mid-semester*

March 13-19 SPRING BREAK

Part III

March 21: Instructor Lectures on Deepening of Anti-Colonialism: intersectional and gendered nationalisms

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 5-10 sentences in reply on Canvas by 11. 59 pm. [4 marks]*

March 23: Instructor Discusses Comments on intersections of caste, class, religion and gender in the anti-colonial histories of the subcontinent

Homework: Reading 17- Gail Minault, The Extended Family as Metaphor PDF (4 marks)

March 28: Group Discussions of Muslim women and intersection of respectability politics among Muslim women during the 19th-early 20th centuries.

Homework: Reading 18- Thapar-Borkert PDF ch 3 (Domestication of Public Sphere) on Canvas, and reflect on how this reading can be put alongside Reading 17 to offer you a full picture of intersectional and gendered anti-colonialism [4 marks]

March 30: Instructor will engage your reflections and clarify questions.

Homework: Reading 19- Metcalfs pp 203-230. Post one ID that you consider significant from the reading and write two sentences explaining why [4 marks]

April 4: Instructor incorporates your comments and lectures on the coming of the Partition of 1947.

Homework: Reading 20- Bapsi Sidhwa, Ice-Candy Man/ Cracking India. Ask yourself: which of these characters appear recognizable to you from the readings you have already done so far. [4 marks.]

April 6: Instructor Leads *Discussion of Novel*, its context and the historiography of the Partition of 1947

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

April 11: Class discussion: Where did you find discrepancies between the film and the book? Can you explain these differences historically?

Homework: Reading 21- Kamla Bhasin and Ritu Menon 'Borders and Boundaries'. What do you think the authors were trying to tell you? Upload a response in 3-500 words on Assignments in Canvas [5 marks] [25 points after Spring Break]

April 13: Instructor Incorporates Comments/ Questions in Laying out Context of Indian and Pakistani State-Building Policies in the midst of war over Kashmir.

Homework: Readings 22- A) Metcalf's last chapter + B) Rina Williams + C) Amrita Basu + D) Kumkum Sangari + E) Prema Kurien- Hindu Diaspora + F) Mullaly on 'Shah Bano and the Muslim Women (Protection of Rights on Divorce) Act (I will also upload *optional* additional readings on gender and post-independent politics in Canvas for those who remain interested.)

Analytically assess the intersections of gender, religion, law and government in independent India and in the diaspora between 1950-2006 as summarized in the readings. Can you decipher the particular philosophical traditions within which each author seeks to explain the dilemmas of the present? Which author did you find most convincing and why? Write a Final Essay of 1000-1500 words discussing the ways in which historians present the dilemmas of the intersections of gender, religious pluralism in the Indian republic and beyond. Upload essay on Canvas Assignment by 11.59 of April 30th 2023 (10 marks).

FAQs

1. **What is Bloom's Taxonomy?** It sets up an ascending order of skills and aids students to assess their own 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 practicing 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	Poor (F)
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				(D)	
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; writer's voice clear through illustrative use of language	Functional arrangement of content sustains a logical order; generic use of words and sentence structures	Confused or inconsistent arrangement of content; limited word choice and control of sentence structure	Confused arrangement of content obscures argument; problematic word choices; relies on quotations/ paraphrasing with not authorial voice	Minimal control of content arrangement; problematic 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