

Professor Indrani Chatterjee (ichatterjee@austin.utexas.edu)

Women and Wealth (Wr II): HIS 350L – # 38635; ANS 372 - # 31073; WGS 340 - # 46625

Spring 2015

Class Times: Tuesday 330P - 630P

Classroom: GAR 0.132

Office: GAR 3.412

Office Hours: Wednesday: 1-3 pm

DESCRIPTION OF COURSE:

Most contemporary perspectives on women in South Asia highlight their impoverishment and their subordination to men. This course attempts to understand the processes by which these came about, and how they condition South Asian feminist debates in the present. This course carries a Writing Flag. Writing Flag classes meet the Core Communications objectives of *Critical Thinking, Communication, Teamwork, and Personal Responsibility*, established by the Texas Higher Education Coordinating Board. (For understanding Critical Thinking, please see FAQs at the end of this document) Writing Flag courses are designed to give students experience with writing in an academic discipline, in this case, History. This course teaches students two distinct and graduated forms of historical writing. One is **review**: it begins with learning the skills of **summary** (presenting the main points of another text concisely), and is completed by learning skills of **evaluating texts** in terms of their ‘sources’, interpretative methods, persuasiveness in comparison with other similar texts. Students will acquire a familiarity with writing reviews of both published and unpublished writing by commenting on the essays published by established authors as well as by their not-yet-published peers. They will learn to ask the same questions of both. (For the rubric to use and questions to ask, see ‘Rubric’ in FAQs, and ‘How do I write a review?’). A second form of writing students will learn is that of **narrative**: ie the arranging of documents, events according to a timeline that establishes an unfolding ‘story’. Historical narrative begins with ‘primary’ sources, taken from the time in which they occurred. Students will write a substantial final essay which brings both narrative and reviewing skills together.

Goals: 1) to provide students with an intensive writing experience which will lead them to move from descriptive to analytical and critically engaged writing gradually.

2) to develop students’ ability to give and take critical feedback on writing. Driving this is the philosophy that by engaging other people’s ideas ‘actively’, we can clarify our own. Students will be expected to participate in both peer-reviews and group-discussions in order to generate feedback and receive it. The instructor will closely review paper(s) and provide written and oral suggestions for improvements in style and substance. The student will then prepare a revised version of the paper(s) in light of the instructor’s and, when appropriate, fellow students’ comments.

Grading: 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.

Please note also that all discussions of grades will only be done during office hours, within seven days of the receipt of the grade. Such discussions will not be conducted via email correspondence or on the telephone.

COURSE REQUIREMENTS:

1) Reading and Writing: Most readings for this course will be available on Canvas or online at University of Austin Library. Students are expected to read the assigned texts **ahead of the class**, and be willing to discuss their responses to these texts in class without prompting from the Instructor. The success of the class depends largely on the willingness of students to discuss their ideas and questions in class. Each student should bring to class each week a basic list of 3 questions on the readings. After discussion in class, this list of questions is submitted to the instructor and contributes **20 points** to the total grade earned by a student. Questions should be about the author's arguments and methods, or something that catches your attention but is unexplained in the text, etc. For a range of questions that you should begin to ask of all things you read, see 'How do I write a review?' in the FAQs at the end of this document. When writing, use the questions you have asked on your readings to form the key organizing principles of your paragraphs. The components of an organized essay are a strong thesis statement in the introductory paragraph, clear and consistent paragraphs with clear opening statements in each, succinct conclusion. Good spelling will count as well.

In addition to regular questions, all students will write 1) a 500-word summary of an article (**10 points**)

2) a 8-10 page essay presenting a summary and review of multiple articles and some primary documents (**20 points**)

3) 3 sets of peer-reviews (**15 points**)

4) a 8-10 page final essay reviewing a debate on dowry (**20 points**)

2) Participating in Class-Discussion: (for 15 points) The assessment of oral discussion shifts in its emphasis from the beginning to the end of the semester. IN the beginning, a student's ability to speak coherently will be sufficient; by the middle, a student's ability to synthesise old and new readings, to remember the beginning and be able to refer to it in discussion will be favorably assessed; in the end, bringing all the older readings to bear upon the latest readings or viewing materials and being able to discuss these in a clear and mature fashion will be rewarded.

3) Attendance: Students will be allowed no more than one unexplained absence, unless there is a serious, documented, medical or personal problem. Additional absences will adversely affect the final grade. Keep in mind that attendance is mental as well as physical: parking your body in a classroom and tuning your mind out on to facebook/twitter/ apps is unacceptable conduct. This class will proceed on the principle that 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 class. The instructor retains the right to ask students to shut off devices that are hindering her teaching or other students' learning.

Everybody is required to develop and demonstrate listening skills. **DO- look at the speaker, take notes, mention an idea that seems to interest you afterwards, ask thoughtful questions if you need clarifications or further development. DON'T – look bored or indifferent, look at your watch/phone/computer, yawn, fall asleep, read the papers or play games.** The latter is unprofessional conduct, especially noticeable in a small class. Unprofessional conduct will affect your grade adversely.

4) Punctuality: The structure of every class meeting will be the same: it will begin with going round the room taking questions from the students on particular readings on days when they are required to read. On days that they are to bring in written work, the first half of the class will be given over to students' presenting their own work and asking each other clarifying questions, responding briefly. It is therefore **important for each student to be present punctually**. Please enter class on time, and stay till the end – unless you have taken prior permission from the instructor to depart early. Given the structure of this course, there will be no rescheduling of missed discussions or classes. Written assignments, turned in late, will be subject to a grade penalty of minus 1 per 24 hours, except under certified medical or legal emergency.

5) Plagiarism: At the graduate level it is understood that intentional plagiarism of written assignments is unprofessional behavior and may lead to failure of the course. If anybody is unaware of definition of plagiarism, please see the instructor for clarifications. The same applies to cut-and-paste tactics from internet web-sites. Submitting reviews of books or essays you have not read is a punishable offence under the honor code.

6) Special Accommodations: At the beginning of the semester, preferably within the first three weeks, 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 not make any accommodations if students provide the letters in the last four weeks of the semester.

Schedule of Classes with Readings:

PART A.

January 20: Introduction: what is History? Where is South Asia? Why Women? What is Wealth? Why study it?

January 27: Read and be prepared to discuss in class

- 1) Metcalfs: Sultanate and Mughal Empire PDF
- 2) Elison Findly, 'The Capture of Maryam-uz-Zamānī's Ship: Mughal Women and European Traders', 227-238, PDF on Canvas

February 3: Inland Investments of Women's Wealth: Early Modern Architecture and City Building. Read each and try to connect or compare with the other

- 3) Leslie Orr, 'Women's Wealth and Worship', 124-147, PDF on Canvas.
- 4) Stephen P. Blake, 'Contributors to the Urban Landscape: Women Builders in Safavid Isfahan and Mughal Shahjahanabad', 407-428, PDF
- 5) Gregory Kozlowski, 'Private Lives and Public Piety: Women and the Practice of Islam in Mughal India', 469-488, PDF.

Begin writing your First Essay of 500 words, summarizing any one of the articles you have read so far. **Bring** the essay to class on February 10th

February 10: This class will be devoted to peer-reviewing each other's writing. A peer review assigns values to grammatical writing, active sentence construction, paragraph and organization of arguments, as well as the broader intellectual content of the essay. Hand-outs will be provided in class to help you assess your peers' writing. (This is a 5-point exercise)

February 17: Submit Final Draft of Essay 1 to instructor by 11.59 pm + Read for class discussion (Summarize each article, Compare the lessons learned from each, Reflect on how they build on the previous articles)

5) Sumit Guha and Indrani Chatterjee, 'Waif-Prince and Slave-Queen: Slavery and Social Capital in Eighteenth-Century Western India', PDF on Canvas

6) V. S. Kadam, 'The Dancing Girls of Maharashtra', 61-89, PDF on Canvas.

PART B: Over the next three weeks, students will understand the direction of change in women's wealth by reading what historians call 'primary' records. These are documents from the century in which the events happened, with case-studies illustrating how wealth was redirected by governments in the early nineteenth century.

February 24: Colonial Economics and Social 'reform'

Read for class Discussion

8) Tirthankar Roy, 38-72, PDF on Canvas

9) Indrani Chatterjee, 'Monastic Governmentality, Colonial Misogyny and Postcolonial Amnesia', *History of the Present*, 1, no. 3, pp57-96, PDF on Canvas.

10) K. Saradmoni, 'Progressive Land Legislation and the Subordination of Women' PDF

March 3: Colonial Legal Records: What Happened to Wealthy Hindu Women?

Read for discussion in class, practicing skills of summary and review

11) Sudder Adawlut PDF (pp 19-169) of cases and judgments regarding 'Hindu' Women's Wealth. Pair these with 12) Amar Farooqi's 'Baiza Bai' on Canvas.

March 10: Colonial Legal Records: What happened to Muslim women?

Read 12) Sudder Adawlut PDF (pp.172-245) of cases referring to Muslim Women and Wealth. Pair it with 13) Margrit Pernau, 'Families and Communities of Descent' and 'Courtesans' pp 57-151, also PDF on Canvas.

SPRING BREAK

March 24: Come to Class with a 2000-word Essay answering the question: Did British rule and laws coincide with or help to redirect the wealth of women of different groups in different ways? **You should use all the readings done till March 10 to write your essay.** In class, peers will review each other's essays (**another 5-point exercise**).

March 31: Presentation of Second Essays. Class Discussions will be centered on 1) Legal and Social Changes in Women's Wealth in the 19th century, 2) Comparison with Older Historical Structures and 3) Reflections on the Gendered and Class Nature of Colonial Legislation.

PART C: For the next four weeks, the class will prepare for the final essay. This will be a review of a **modern Indian feminist debate on dowry**. In each week, students should summarise the reading, place it against what they have already learned, and evaluate the reading. Begin by asking the questions from the segment of Critical Thinking (FAQ) here and in order to save time, begin writing your final essay one paragraph at a time. The final presentation of essays in class will be on 28th April.

April 7: Read Metcalfe's 'Economy and Industry of Interwar Years to the 1970s in PDF on Canvas.

April 14: Independent Indian Government Legislation Re Dowry: Read 14) Ranjana Sheel, Dowry Legislation, pp 246-264, and PDF on Canvas and 15) Flavia Agnes, 'Economic Rights of Women in Islamic Law', Economic and Political Weekly, Vol. 31, No. 41/42 (Oct. 12-19, 1996), pp. 2832-2838.

April 21: Read the remaining pages 265-303 of the same reading ie 16) Madhu Kishwar, Dowry and Inheritance, 17) Rajani Palriwala 18) C.S. Lakshmi, 'Kidneys and Dowry' + 19) Kishwar's rejoinder.

April 28: Presentation of First Draft of Final Essay for Peer Review in Class.

May 5: Final Reviews of Class, 10 minute Presentations, and Submission of Final Essay for the Semester. Submission is to be electronically completed by 11.59 pm.

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 write a review?

Writing a review is a two-step process: developing an argument about the work under consideration, and making that argument as you write an organized and well-supported draft. **A series of questions can focus your thinking as you read and take notes with page numbers from the author's text.**

- What is the thesis—or main argument—of the article, essay or book? If the author wanted you to get one idea, what would it be? How does it compare or contrast to the world you know? What has the article accomplished?
- Is the author arguing with other scholars in a bigger field? Does this change the field for you in some way?
- What exactly is the subject or topic of the essay? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, descriptive)?
- How does the author support her/his argument? What evidence does she use to prove her point? Do you find that evidence convincing? Why or why not? 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 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?
- How has this essay/chapter helped you develop your understanding of the subject? Would you recommend the chapter to your friend?

Then, gather up your notes, and beginning with a well-organised Introduction identifying the task before you, proceed to write out your observations according to the questions you have been raising while reading. After the first draft is written, read your own writing asking yourself the questions regarding critical thinking listed earlier. Edit, edit, edit. Then submit.

3) Rubric for Assessing an Essay: Assign the value of 1 for poor, and 5 for excellent in each category.

	Excellent (A)	Good (B)	Not Great (C)	Needs Work (D)	Poor (F)
Argument/ Thesis	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	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	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	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/ Usage	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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Citations! The Chicago Manual of Style

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