Course information:
Copy and paste current course information from Class Search/Course Catalog.

School of Historical, Philosophical & Religious Studies
Department

Subject REL Number 245 Title Introduction to South Asia Units: 3
Is this a cross-listed course? Yes
If yes, please identify course(s) HIST 245, SGS 245

Is this a shared course? No
If so, list all academic units offering this course

Course description:

Requested designation: Global Awareness-G
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SC)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Contact information:
Name Cindy Baade
Phone 5-7183
Mail code 4302
E-mail cynthia.baade@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia
Date: 1/23/14
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[G] CRITERIA

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<tr>
<th>YES</th>
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<th>GLOBAL AWARENESS [G]</th>
<th>Identify Documentation Submitted</th>
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<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>Course Description, Required Readings, Assignments, Schedule</td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td>Course Description, Required Readings, Assignments, Schedule</td>
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<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</td>
<td>Course Description, Required Readings, Assignments, Schedule</td>
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### Course Prefix | Number | Title | Designation
--- | --- | --- | ---
REL | 245 | Introduction to South Asia | Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>1</td>
<td>The course examines the history and contemporary cultures, religions, societies and politics of South Asia</td>
<td>Course Description, Required Readings, Schedule</td>
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<td>2a</td>
<td>The course provides an in-depth area study of contemporary social, cultural, and political issues of India, Pakistan, Nepal, Bangladesh, and Sri Lanka</td>
<td>Course Description, Required Readings, Schedule</td>
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<tr>
<td>2d</td>
<td>The course examines processes of democratization, religious conflicts, economic relations, and international migration that of regional and global significance within and beyond the South Asia region</td>
<td>Schedule, Modules 4, 5, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28</td>
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<td>REL 245</td>
<td>Introduction to South Asia</td>
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Rel / Hst / SGS 245 — Introduction to South Asia

Instructor: Professor Henn
Office Location: COOR 6636
alexander.henn@asu.edu

Classes:
Day / Time:
Location:
Main Office — COOR 4595

Knowledge and Skill Goals K1, 3, S1, 2, 3

Course Description
India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka constitute the political geography of South Asia. This course will combine a historical perspective of and contemporary insight into South Asia’s dynamic and diverse cultures, religions, societies and politics. Historically, South Asia was for most of its parts and for a long time dominated by European colonial powers (Portugal, France, Dutch, Great Britain). Its post-colonial legacy and presence, therefore, provides both challenges such as enduring religious conflict, as well as opportunities such as cultural and linguistic preconditions for a rapid globalization. This course will start by laying the foundation of a historical understanding of South Asia looking at its ancient civilizations, medieval Indo-Muslim encounters, British colonization till 1947 and, eventually, the traumatic Partition and the national emergence of India and Pakistan. In a second section of the course we will look at contemporary issues such as the enduring social inequality and the situation of women in India, religious foundations and secular incentives in Pakistan, and the transformation of Nepal from an ancient monarchy into a modern state. The course will end by scrutinizing social and cultural implication of globalization looking at population, urbanization, and environmental trends in India, and the life in the global South Asian diaspora.

The course will combine lecture, video analysis, and in class discussion. Modes of evaluation will include mid-term exams, online assignments, and take-home exam.

Learning Outcomes
Understanding the political geography of South Asia
Understanding the colonial legacy of South Asia
Understanding the cultures and religions of South Asia
Understanding contemporary social issues of South Asia
Understanding the impact of the emerging globalization in South Asia
Learning to read, write and speak about academic topics
Learning primary methodologies of the Humanities

Required Readings
Books (available at ASU bookstore)
Ludden, David: India and South Asia: A Short History. Oxford 2002: One World Publishers

Comment [AH1]:
Comment [AH2]: 1, 2
Comment [AH3]: 3
Comment [AH4]: 3
Comment [AH5]: 1, 2
Comment [AH6]: 3
Comment [AH7]: ALL REQUIRED READINGS QUALITY FOR CRITERIA 1 AND 2
Comment [AH8]: 3
Comment [AH9]: 3
Articles and Chapters (accessible on blackboard)


Course Assignments and Grades

This course is a hybrid course that combines in-class and online teaching and learning.

1) Class Participation will count for 10% of your grade. Class participation is NOT the same as class attendance. You are expected to take an active role in this class, systematically read the readings for each class, prepare questions and comments, and contribute regularly to discussion in class.

2) Online Assignments Quiz are due in Modules 4, 6, and 10. Together they will count for 12% of your grade. Quizzes will be formatted as 6 to 8 questions that are to be answered by listing terms or bullet-points. The questions will be on blackboard in due time.

3) Online Assignments Discussion Board are due in Modules 2, 8, 16, 20, 24, 26. Together they will count for 18% of your grade. Discussion Board assignments ask you to discuss the themes and topics addressed in the assigned readings and / or videos. Discussion contributions may be send as one or several blog(s) and should be in total between 100 and 250 words for each Module.
4) Online Assignments *Film Reflection* are due in Modules 12, 18, and 22. Together they will count 15% of your grade. Film Reflection assignments ask you to watch the assigned video and summarize and discuss its topics in 300 to 500 words.

5) The *Midterm Exam* will count for 25% of your grade. It will be formatted as four questions to be answered by listing terms or bullet-points, and four questions to be answered by mini-essays. The midterm exam will be conducted in class and will last 75 minutes.

6) The *Take Home Exam* is due in Module 29 will count 20% of your grade. It will have the same format as the midterm exam, but will be answered from home. The questions and tasks will be posted on blackboard in due time.

**Grading Key**

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**Attendance**

You must attend every class. If you are ill or have a family emergency that causes you to miss class, you must bring documentation of the illness or emergency.

**Academic Dishonesty**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XF), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

**Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Schedule**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Introduction</th>
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<th>Traumatic Origin: the Partition of British India</th>
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<td>• The Sky Below, 2007, 75 min, DVD</td>
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<td>Spiritual India, 1995, 50 mins.</td>
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| In-class | Module 24: Globalizing India  
|          | Video:  
|          | - 1-800-India, 2006, 57 min.  
|          | Online assignment:  
|          | - Blackboard Discussion Board.  |
| Module 25: In-class:  
|          | Readings:  
|          | - Nayar, India's Encounter with Globalization, 27-44  
|          | - Sims, Population, Urbanization, and the Environment, pp. 137-156  |
| Module 26: Online:  
|          | South Asian Diaspora  
|          | Video:  
|          | - So far from India, 1982. 50min.  
|          | Online assignment:  
|          | - Blackboard Discussion Board.  |
| Module 27: In-class:  
|          | Readings:  
|          | - Kurien, Being Young, Brown, and Hindu, pp. 434-469  |
| Module 28: Online:  
|          | Revision  
|          | Online assignment:  
|          | - Find Study Guide online and prepare for take home exam  |
| Module 29: No Class:  
|          | DUE TAKE HOME EXAM  |
MODERN SOUTH ASIA
History, Culture, Political Economy

SUGATA BOSE AND AYESHA JALAL
FOR

SEHR JALAL
NAIRA MINTO
ASIM JALAL

AIDAN SAMYA BOSE ROSLING (TIPU SULTAN)
KIERAN SHAURYA BOSE ROSLING (TUNKU)
EUAN SHARANYA BOSE ROSLING (PUCHUKU)

AND THROUGH THEIR HANDS
TO THE YOUNGER GENERATION
CONTENTS

List of illustrations  ix
Preface to the Third Edition xi
Preface to the Second Edition xiii
Preface to the First Edition xv
Acknowledgements xvii

1 South Asian history: an introduction 1
2 Modernity and antiquity: interpretations of ancient India 8
3 Pre-modern accommodations of difference: the making of Indo-Islamic cultures 18
4 The Mughal empire: state, economy and society 28
5 India between empires: decline or decentralization? 39
6 The transition to colonialism: resistance and collaboration 46
7 The first century of British rule, 1757 to 1857: state and economy 54
8 Company raj and Indian society, 1757 to 1857: re-invention and reform of tradition 62
9 1857: rebellion, collaboration and the transition to crown raj 72
10 High noon of colonialism, 1858 to 1914: state and political economy 80
11 A nation in making? 'Rational' reform, 'religious' revival and swadeshi nationalism, 1858 to 1914 89
CONTENTS

12 Colonialism under siege: state and political economy after World War I 104
13 Gandhian nationalism and mass politics in the 1920s 111
14 The Depression decade: society, economics and politics 123
15 Nationalism and colonialism during World War II and its aftermath: economic crisis and political confrontation 130
16 The partition of India and the creation of Pakistan 137
17 1947: memories and meanings 159
18 Post-colonial South Asia: state and economy, society and politics, 1947 to 1971 169
19 Post-colonial South Asia: state and economy, society and politics, 1971 to 2010 184
20 Decolonizing South Asian history: a view from the new millennium 205

Glossary 211
A chronological outline 215
Select bibliography and notes 219
Index 249

ILLUSTRATIONS

1 The Presence of the Past. A Hindu village in Punjab, Pakistan 9
2 Descent of the Ganges. Pallava era 7th–8th century wall relief, Mamallapuram 15
3 Kali. Chola bronze sculpture, 10th century, in Chennai Museum 17
4 Islam in India. The Quub Minar, Delhi – a thirteenth-century monument to the Sufi saint Quubuddin Kaki started by Quubuddin Aibak and completed by Ilutmish 20
5 Islam in Kashmir. The Jamia Masjid, Srinagar, originally built in 1465 21
6 The Feminine Dimension of Islam. Tomb of Bibi Jiwandi in Uch Sharif, Punjab, present-day Pakistan 24
7 The Rajput Arm of the Mughal Empire. Gateway to the palace of Raja Mansingh of Amber 32
8 Mughal Memory. Jahangir’s Tomb, Lahore 33
9 Mughal Piety. The Badshahi Mosque, Lahore, built under the patronage of Aurangzeb 34
10 Map of India in 1765 40
11 The Church of England in India. St Mary’s Church, Madras, the oldest seventeenth-century British building in India 60
12 Colonial Conquest. A tiger hunt by colonial officials mounted on elephants 65
13 The First Steps of Western Education. The main staircase of Presidency College, formerly Hindu College, Calcutta 66
14 Colonial Calcutta. Sculpture in front of the Marble Palace, a nineteenth-century Calcutta mansion 69
15 Map of India in 1857 73
16 British Majesty. The Victoria Memorial in Calcutta, started under the patronage of Lord Curzon 81
17 Royal Railways. Victoria Terminus, Bombay, inaugurated on the occasion of Queen Victoria’s Golden Jubilee, 1887 85
India and South Asia

A Short History

DAVID LUDDEN
INDIA AND SOUTH ASIA: A SHORT HISTORY

Oneworld Publications
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Oxford OX2 7AR
England
www.oneworld-publications.com

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For Mohona Sara Siddiqi

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Contents

List of maps, tables and figures x
Preface and acknowledgements xi

Introduction: an approach to social history 1

ONE INVENTING ANCIENT CIVILIZATION 5
Land and water 9
Open geography 13
Prehistoric societies 16
Ancient transformation 20
Inventing empire 22
Inventing civilization 25
Aryavarta and imperial Bharat 30
Imperial regions 33
Medieval transitions 35

TWO CHANGING MEDIEVAL TERRITORIES 42
A medieval epoch 43
Early medievalism 47
Spiritual powers 50
Geographies of religion 52
Making Hindu societies 56
The rise of the warriors 61
A medieval transition 63
Mobility and cultural mixing 69
List of Maps, Tables, and Figures

Table 1. A chronological framework for antiquity 8
Map 1. Contemporary political divisions in South Asia 10
Map 2. Physical features and climatic zones in contemporary South Asia 11
Map 3. Pre-history and ancient history 38
Map 4. Major early medieval dynasties 39
Table 2. Regional chronology of medieval dynasties 45
Map 5. Later medieval and early modern dynasties 109
Map 6. European empires and commercial zones in Asia 110
Table 3. A chronological framework for the eighteenth century 111
Map 7. The British empire in South Asia 137
Map 8. Linguistic regions 138
Table 4. A chronology of the British empire 148
Table 5. Watershed years: 1905–18 198
Table 6. A chronology of empire's end 212
Table 7. Imperial regions in South Asia, 1947 217
Figure 1. The comparative size of South Asian regions by population in 1947 218
Table 8. Formative events in the early history of the national states 228
Table 9. Definitive moments in recent history 240

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In writing this book, I have tried to incorporate more information from local and regional histories than is normally contained in survey histories. I have also tried to compose a narrative that indicates the complexity of social change over long periods of time and of historical knowledge in the present day. Selected Readings provide next steps for the study of particular topics. In addition, online companion materials can be found on my website, which also contains an array of visual accompaniments to the text (www.sas.upenn.edu/~dlutten).

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Contents

Global Studies: India and South Asia, Second Edition

Introduction viii
Canada Statistics and Map x
U.S. Statistics and Map xi
Global Map xii

2 Regional Map of India and South Asia
3 South Asia: A Unique and Ancient Land
10 South Asia: A Land of Refugees
16 Mahatma Gandhi: A Leader for Our Time
20 India Map
21 India: Country Report
36 Country Reports: South Asia
   Afghanistan (Islamic State of Afghanistan) 36
   Bangladesh (People’s Republic of Bangladesh) 39
   Bhutan (Kingdom of Bhutan) 42
   Maldives (Republic of Maldives) 45
   Nepal (Kingdom of Nepal) 48
   Pakistan 51
   Sri Lanka (Democratic Socialist Republic of Sri Lanka) 57

60 Annotated Table of Contents
62 Topic Guide to Articles
64 Articles from the World Press

INDIA ARTICLES
15. Crisis in Education, India Abroad, August 21, 1992. 106
16. Arranging a Marriage in India, Serena Nanda, from The Naked Anthropologist, Wadsworth, 1992. 113
18. TV: Changing the National Consciousness, India Abroad, September 11, 1992. 121

SOUTH ASIA ARTICLES
23. Afghanistan’s Civil War, Gilles Dorronsoro, Current History, January 1995. 141
25. Fundamentalism Gaining, Nasreen Says, Maura de Tavares, India Abroad, August 26, 1994. 151
27. Saving the Himalaya, Derek Denniston, World Watch, November/December 1993. 156

Credits
Sources for Statistical Summaries 188
Glossary of Terms and Abbreviations 189
Bibliography 191
Index 193
Religion and Politics in South Asia

Edited by Ali Riaz
Contents

List of tables vii
Notes on contributors viii
Acknowledgments x
List of acronyms and abbreviations xi

Introduction: three arguments about the religion–politics nexus 1

Ali Riaz

1 The strategic use of Islam in Afghan politics 25

Abdulkader H. Sinno

2 The politics of Islamization in Bangladesh 45

Ali Riaz

3 Religion, politics, and violence in India 71

Amalendu Misra

4 Nepal: from Hindu monarchy to secular democracy 98

Sudho Baru

5 Pakistan: a state for the Muslims or an Islamic state? 119

Farhan Haq

6 The politicization of Buddhism and electoral politics in Sri Lanka 146

A. K. M. Imtiaz

Appendix 178
INDIA
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Fritz Blackwell
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Contents

Series Editor's Foreword xi
Preface and Acknowledgments xvi
Maps xvii

PART ONE: NARRATIVE SECTION 1

1  India's Geography and History 3
   The Physical and Human Geography of India 4
   Prehistory 13
      Indus Civilization 14
      The Aryans 15
   Ancient History 17
   Events Leading to the Sultanate 22
   The Delhi Sultanate and the Great Mughals 24
   The Raj (British Empire in India) 31
   Independence/Nationalist Movement 36
   Since Independence 39

2  India's Economy 49
   History 49
   Period of European Dominance 53
   Postindependence Developments and Conditions 55

3  Indian Institutions 79
   Government and Politics 79
   Education 89
      Traditional Learning 89
      British Period 92
Contents

India-Related Organisations and Web Sites 233
   Business and Economics 233
   Government 241
   Education 243
   Tourism 247
Annotated Bibliography 249
Books 249
   Culture 249
   Society, Politics, and Economics 258
   History 263
   Etiquette, Food, and Cooking 268
   Travel 273
   Gandhian 278
Periodicals 281
Web Sites 282
Index 285
About the Author 300

PART TWO: REFERENCE MATERIALS 183
Key Events in Indian History 185
Significant People, Places, and Events 197
Indian Languages, Food, and Etiquette 205
   Languages 205
   Food 211
   Beverages 213
   Etiquette 214
Indian Impact on the West and American Culture 217
   Intellectual Culture 218
   Contemporary Pop Culture 224
   Gandhian Nonviolence 228

Indian Society and Contemporary Issues 135
   Caste 136
   Varna 136
   Jati 140
   Caste Today 143
Women 145
   Language and Regionalism 153
Movies and Television 156
Population and Ecology 161
Indian Relations with the Outside World 167
   Pakistan and Kashmir 173
South Asian Association for Regional Cooperation (SAARC) 179
UNDERSTANDING CONTEMPORARY INDIA

edited by
Sumit Ganguly and
Neil Devotta
Contents

List of Illustrations  xi
Preface  xv

1 Introduction  Suniti Ganguly and Neil DeVotta  1

2 India: A Geographic Preface  Ashok K. Dutt  7

3 The Historical Context  Manus Bhagavan  17
    Ancient India  18
    Medieval India  24
    Mughal India  29
    The Emergence of British India  33
    Conclusion  36

4 The Nationalist Movement  Pratap Bhanu Mehta  41
    The Revolt of 1857  43
    The Birth of Modern Nationalism  44
    Gandhi and the Trajectory of Indian Nationalism  46
    Muslims and Indian Nationalism  52
    Interpreting Indian Nationalism  56
    Ideas of India  58

5 Indian Politics  Shalendra D. Sharma  63
    The Democratic Structure  64
    General Elections in the 1990s  70
    State-Society Relations and the Crisis of Governability  73
    India's Democratic Paradox  81
    The Resilience of Indian Democracy  83
# Contents

## 6 International Relations  
_Sumit Ganguly_  
93

- The Past as Prologue  94
- The Limits of Nonalignment  96
- The Brassacks Crisis and Beyond  99
- The End of the Cold War  100
- Institutional and Societal Factors in the Policymaking Process  102
- The Future of India's Foreign Policy  105

## 7 India's Economy  
_John Adams_  
111

- The Rural Economy and Agriculture  113
- Commerce and Industry  120
- Government and the Private Sector  127
- Accomplishments and Prospects  130

## 8 The Role of Women  
_Barbara Crossette_  
137

- Poverty with a Female Face  139
- Village Women on the March  143
- The Disputing Dynasties  146
- Investing in Women  148
- Learning About Life and Love  152

## 9 Population, Urbanization, and the Environment  
_Holly Sims_  
157

- The Population Lens  159
- The Poverty Lens  169
- The Technology Lens  177
- The Economic Rationalism Lens  182
- India's Environmental Activists  184
- Conclusion  186

## 10 Religion  
_Ainslie T. Embree_  
191

- Lived Religions  192
- Four Indigenous Religions  194
- Two Indigenous Religions  203
- Religions in Interaction and Reinterpretation  207
- Communal Tensions and Secularism  215
- Conclusion  226

## 11 Caste  
_Vibha Piniglè_  
231

- The Caste System  232
- Recent Changes in Indian Society  237
- Caste, Class, and Affirmative Action in India  249
- Conclusion  250

## 12 The Arts  
_Ananda Lal_  
255

- Fine Art  257
- Literature  260
- Cinema  263
- Television  266
- Challenges for the Traditional Performing Arts  269
- Music  270
- Dance  273
- Theater  276

## 13 Trends and Prospects  
_Sumit Ganguly and Neil DeVotta_  
283

- Glossary  289
- The Contributors  293
- Index  297
- About the Book  313
Religion and Politics in South Asia

Edited by Ali Riaz
Contents

List of tables vii
Notes on contributors viii
Acknowledgments x
List of acronyms and abbreviations xi

Introduction: three arguments about the religion–politics nexus 1

1 The strategic use of Islam in Afghan politics 25
ABDULKADER H. SINNO

2 The politics of Islamization in Bangladesh 45
ALI RIAZ

3 Religion, politics, and violence in India 71
AMALENDU MISRA

4 Nepal: from Hindu monarchy to secular democracy 98
VIBHORI BASU

5 Pakistan: a state for the Muslims or an Islamic state? 119
FAHAD IqAO

6 The politicization of Buddhism and electoral politics in Sri Lanka 146
Y B. M. IMTIYAZ

Appendix 178
"What does it really mean to be a Hindu? Most people haven't a clue."

DESIGNATION G

BEING YOUNG, BROWN, AND HINDU
The Identity Struggles of Second-Generation Indian Americans

PREMA A. KURIEN
Syracuse University

# Globalization and Politics in India

Edited by Baldev Raj Nayar

## Table of Contents

- Preface
- Introduction
- 1. Globalization, Geopolitics, and India, Baldev Raj Nayar

**Part One: Economic Globalization: Then and Now**
- 3. Winners and Losers over Two Centuries of Globalization, Jeffrey G. Williamson
- 4. Why and When Did the West Get Rich?, Angus Maddison
- 5. Globalization: The Game, the Players, and the Rules, Deepak Nayyar
- 6. Global Inequality and Human Insecurity, Amartya Sen
- 7. The Overselling of Globalization, Joseph E. Stiglitz
- 8. In Defense of Globalization: It Has a Human Face, Jagdish Bhagwati

**Part Two: Nationalism and Economic Strategy**
Part Three: Globalization and Economic Liberalization
10. India in a Globalizing World, Montek Singh Ahluwalia
12. Comments on 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', Keith Griffin
13. Nationalist Globalism: The Narrative of Strategic Politics and Economic Openness in India, Jalal Alamgir
15. The BJP, the RSS Family, and Globalization in India, Ashok Malik

Part Four: India and the World Economy and Interstate System
16. Globalization and India, B. Vivekanandan
17. Strategic Consequences of India’s Economic Performance, Sanjaya Baru
18. Globalization and India’s National Autonomy, Baldev Raj Nayar

Part Five: Globalization, Liberalization, and Domestic Change
19. The Causes and Consequences of India’s IT Boom, Devesh Kapur
20. Poverty and Inequality in India: A Re-Examination, Angus Deaton and Jean Drèze
21. Regional Growth and Disparity in India: Comparison of Pre- and Post-Reform Decades, B.B. Bhattacharya and S. Sakthivel
23. Globalization and Labour, Supriya RoyChowdhury
UNDERSTANDING
Introductions to the States and Regions of the Contemporary World
Donald L. Gordon, series editor

Understanding Contemporary Africa, 3rd edition
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mentor, friend, and colleague
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Illustrations</td>
<td>xi</td>
</tr>
<tr>
<td>Preface</td>
<td>xv</td>
</tr>
<tr>
<td>1 Introduction: Sumit Ganguly and Neil Devotta</td>
<td>1</td>
</tr>
<tr>
<td>2 India: A Geographic Preface: Ashok K. Dutt</td>
<td>7</td>
</tr>
<tr>
<td>3 The Historical Context: Manu Bhagavan</td>
<td>17</td>
</tr>
<tr>
<td>Ancient India</td>
<td>18</td>
</tr>
<tr>
<td>Medieval India</td>
<td>24</td>
</tr>
<tr>
<td>Mughal India</td>
<td>29</td>
</tr>
<tr>
<td>The Emergence of British India</td>
<td>33</td>
</tr>
<tr>
<td>Conclusion</td>
<td>36</td>
</tr>
<tr>
<td>4 The Nationalist Movement: Pratap Bhanu Mehta</td>
<td>41</td>
</tr>
<tr>
<td>The Revolt of 1857</td>
<td>43</td>
</tr>
<tr>
<td>The Birth of Modern Nationalism</td>
<td>44</td>
</tr>
<tr>
<td>Gandhi and the Trajectory of Indian Nationalism</td>
<td>46</td>
</tr>
<tr>
<td>Muslims and Indian Nationalism</td>
<td>52</td>
</tr>
<tr>
<td>Interpreting Indian Nationalism</td>
<td>56</td>
</tr>
<tr>
<td>Ideas of India</td>
<td>58</td>
</tr>
<tr>
<td>5 Indian Politics: Shalendra D. Sharma</td>
<td>63</td>
</tr>
<tr>
<td>The Democratic Structure</td>
<td>64</td>
</tr>
<tr>
<td>General Elections in the 1990s</td>
<td>70</td>
</tr>
<tr>
<td>State-Society Relations and the Crisis of Governability</td>
<td>73</td>
</tr>
<tr>
<td>India's Democratic Paradox</td>
<td>81</td>
</tr>
<tr>
<td>The Resilience of Indian Democracy</td>
<td>83</td>
</tr>
</tbody>
</table>
Contents

1. International Relations  
   Sumit Ganguly
   The Past as Prologue 94
   The Limits of Nonalignment 95
   The Brasstacks Crisis and Beyond 99
   The End of the Cold War 100
   Institutional and Societal Factors in the Policymaking Process 102
   The Future of India’s Foreign Policy 105

2. India’s Economy  
   John Adams
   The Rural Economy and Agriculture 113
   Commerce and Industry 120
   Government and the Private Sector 127
   Accomplishments and Prospects 130

3. The Role of Women  
   Barbara Crosette
   Poverty with a Female Face 139
   Village Women on the March 143
   The Disputing Dynasties 146
   Investing in Women 148
   Learning About Life and Love 152

   Holly Sims
   The Population Lens 159
   The Poverty Lens 169
   The Technology Lens 177
   The Economic Rationalism Lens 182
   India’s Environmental Activists 184
   Conclusion 186

5. Religion  
   Ainslie T. Embree
   Lived Religions 192
   Four Indigenous Religions 194
   Two Indigenous Religions 203
   Religion in Interaction and Reinterpretation 207
   Communal Tensions and Secularism 215
   Conclusion 226

6. Caste  
   Vibha Pinglé
   The Caste System 232
   Recent Changes in Indian Society 237
   Caste, Class, and Affirmative Action in India 249
   Conclusion 250

12. The Arts  
   Ananda Lal
   Fine Art 257
   Literature 260
   Cinema 263
   Television 266
   Challenges for the Traditional Performing Arts 269
   Music 270
   Dance 273
   Theater 276

13. Trends and Prospects  
   Sumit Ganguly and Neil Devotta
   Glossary 289
   The Contributors 293
   Index 297
   About the Book 313
Leveling Crowds
Ethnonationalist Conflicts and Collective Violence in South Asia

STANLEY J. TAMBIAH

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Contents

List of Figures, Maps, and Tables vii
Preface ix

PART ONE: SELECTED SITES OF CONFLICT IN SOUTH ASIA
1. The Wider Context 3
2. Orientation and Objectives 20
3. The 1975 Sinhala Buddhist-Muslim Riots in Ceylon 36
4. Two Postindependence Ethnic Riots in Sri Lanka 83
5. Sikh Identity, Separation, and Ethnic Conflict 101
6. Ethnic Conflict in Pakistan 163

PART TWO: RETHINKING THE NATURE OF COLLECTIVE VIOLENCE
7. Some General Features of Ethnic Riots and Riot Crowds 233
8. The Routinization and Ritualization of Violence 221
9. Hindu Nationalism, the Ayodhya Campaign, and the Babri Masjid 244
10. Entering a Dark Continent: The Political Psychology of Crowds 266
Figures, Maps, and Tables

Figures

1. Sikh militants guarding the Golden Temple in Amritsar before Operation Blue Star 109
2. Arson committed during the anti-Sikh riots in Delhi in 1984 120
3. Property destruction during the anti-Sikh riots in Delhi in 1984 121
4. Widows and children of Sikh men killed during the anti-Sikh riots in Delhi, 1984 125
5. Police chasing a Sikh truck driver accused of driving his vehicle into a crowd and killing some people in Delhi during the 1984 riots 134
6. Indira Gandhi at an election rally on her behalf around 1982 232
7. A rally with posters staged on behalf of Rajiv Gandhi 233
8. Hindu nationalist militants storm and demolish the Babri mosque in Ayodhya in 1992 250