ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

Academic Unit
School of Historical, Philosophical & Religious Studies

Department
Religious Studies

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: Humanities, Fine Arts and Design-HU
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/SG)
- 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, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet *either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1.</strong> Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Course Description, Learning Outcomes, Required Readings, Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2.</strong> Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Course Description, Required Readings, Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3.</strong> Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Description, Learning Outcomes, Required Readings, Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4.</strong> In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>a.</strong> Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Course Description, Learning Outcomes, Required Readings, Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>b.</strong> Concerns aesthetic systems and values, literary and visual arts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Outcomes, Required Readings, Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>c.</strong> Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>d.</strong> Deepen awareness of the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted *primarily* to developing a skill in the creative or performing arts, including courses that are *primarily* studio classes in the Herberger College of the Arts and in the College of Design.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL</td>
<td>245</td>
<td>Introduction to South Asia</td>
<td>H</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The course examines the history and contemporary culture of major religious doctrines, ethical systems, and aesthetical expressions in South Asia</td>
<td>Course Description, Learning Outcomes, Required Readings, Schedule Modules 2,3,6,7,8,9,10,11,12,13,16,17,18,19,20,21,22,23,24,25,</td>
</tr>
<tr>
<td>2</td>
<td>The course studies the 'sacred scripts' of major religions and examines historical and contemporary language politics in South Asia</td>
<td>Course Description, Required Readings, Schedule Modules 2,3,6,7,8,9,12,13,</td>
</tr>
<tr>
<td>3</td>
<td>The course studies the material culture, art, architecture, iconography, 'sacred geography' of major religions and cultures in South Asia</td>
<td>Course Description, Learning Outcomes, Required Readings, Schedule Modules 2,3,4,5,6,7,8,9,18,19,22,23,</td>
</tr>
<tr>
<td>4a</td>
<td>The course studies the historical and contemporary articulation, praxis and encounter of major religious doctrines (Hindu, Muslim, Buddhist, Christian) in South Asia and discusses the role of secularism.</td>
<td>Course Description, Learning Outcomes, Required Readings, Schedule Modules 2,3,6,7,8,9,10,11,12,13,20,21,22,23,</td>
</tr>
<tr>
<td>4b</td>
<td>The course examines the scriptures, art, architecture, and iconography of Hindu, Muslim, Buddhist, and Christian cultures in South Asia</td>
<td>Learning Outcomes, Required Readings, Schedule Modules 6,7,8,9,</td>
</tr>
</tbody>
</table>
### ASU - [HU] CRITERIA

- Courses devoted primarily to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**
- Courses which emphasize the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
## Introduction to South Asia

- **Course:** REL 245
- **Title:** Introduction to South Asia
- **Units:** 3

**Course Description:**
Provides an introduction to the history and major contemporary political, economic, social, religious and cultural features of the South Asia region at large and of selected South Asian nations in particular.

**Allow multiple enrollments:** No  
**Primary course component:** Lecture

**Repeatable for credit:** No  
**Grading method:** Student Option

**Offered by:** College of Liberal Arts and Sciences – Historical, Philosophical & Religious Studies, Sch

**Pre-requisites:** ENGS 101 (or ENGS 105 or ENGS 107) with C or better; Credit is allowed for only HST, REL, SGS 245 or REL 294 (Introduction to South Asia)

---

### Course Search & Class Search

- **Term:** Fall 2013
- **Search:** Course catalog
- **Subject:** REL
- **Level:** 245
- **Gen Studies:**
- **Offerings:** In-person & Co

**Search:**
- **Clear:**
- **Advanced Search**

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 historical perspective 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 exam, 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]: 1, 2
Comment [AH2]: 3, 4a
Comment [AH3]: 4a
Comment [AH4]: 3
Comment [AH5]: 1, 4a
Comment [AH6]: 1, 2, 3, 4a, 4b
Comment [AH7]: 1, 2, 3, 4a, religious doctrines and encounters, 4b
Comment [AH8]: 1, 2, 3, 4a religious doctrines and encounters, 4b
Articles and Chapters (accessible on blackboard)


Course Requirements 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 block(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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>99-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-80%</td>
</tr>
<tr>
<td>B-</td>
<td>79-77%</td>
</tr>
<tr>
<td>C+</td>
<td>76-74%</td>
</tr>
<tr>
<td>C</td>
<td>73-67%</td>
</tr>
<tr>
<td>D</td>
<td>67-50%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;50%</td>
</tr>
</tbody>
</table>

**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 XE), 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><strong>Introduction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2</th>
<th><strong>Traumatic Origin: the Partition of British India</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>online</td>
<td></td>
</tr>
<tr>
<td>Video:</td>
<td></td>
</tr>
<tr>
<td>• The Sky Below, 2007, 75 min, DVD</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:**

**Comment [AH15]:** 1) religious doctrines, 2) language politics, 3) religious spaces, 4) religion and secularization.
<table>
<thead>
<tr>
<th>Module 3</th>
<th><strong>Online assignment:</strong> Blackboard Discussion Board.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Norton, India and South Asia, pp. 1-7; 137-159</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4</th>
<th><strong>Online assignment:</strong> Quiz. Instructions on blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online</strong></td>
<td><strong>Video:</strong> The Story of India: Ages of Gold, 2008, 55 min.</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Ludden, India and South Asia, pp. 273-285</td>
</tr>
<tr>
<td></td>
<td>Norton, India and South Asia, pp. 2, 36-57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 5</th>
<th><strong>Online assignment:</strong> Quiz. Instructions on blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-class</strong></td>
<td>Blackwell, India, pp. 1-13</td>
</tr>
<tr>
<td></td>
<td>Norton, India and South Asia, pp. 3-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 6</th>
<th><strong>Online assignment:</strong> Quiz. Instructions on blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online</strong></td>
<td><strong>Video:</strong> Spiritual India, 1995, 50 mins.</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Norton, India and South Asia, pp. 3-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7</th>
<th><strong>Online assignment:</strong> Quiz. Instructions on blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-class</strong></td>
<td>Bose and Jalal, Modern South Asia, pp. 8-17</td>
</tr>
<tr>
<td></td>
<td>Ludden, India and South Asia, pp. 5-41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8</th>
<th><strong>Online assignment:</strong> Blackboard Discussion Board.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online</strong></td>
<td><strong>Video:</strong> The Story of India: The Meeting of Two Oceans, 2008, 55 mins.</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td>Bose and Jalal, Modern South Asia, pp. 28-38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 9</th>
<th><strong>Readings:</strong> Bose and Jalal, Modern South Asia, pp. 18-45</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-class</strong></td>
<td>Ludden: India and South Asia, pp. 69-95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 10</th>
<th><strong>Online assignment:</strong> Quiz. Instructions on blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Bose and Jalal, Modern South Asia, pp. 62-88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 11</th>
<th><strong>Online assignment:</strong> Quiz. Instructions on blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Bose and Jalal, Modern South Asia, pp. 62-88</td>
</tr>
<tr>
<td></td>
<td>Ludden, India and South Asia, 139-176</td>
</tr>
</tbody>
</table>

| Module 12 | **Video:** The New Nations |

---

**Comment [AH18]: 3 religious spaces**

**Comment [AH17]: 1) religious doctrines, 2) Veda, Ramayana, Mahabharata, 3) agriculture, urbanization, architecture, 4a) Hindu religion, philosophy, ethics, 4b) art, iconography, architecture, ritual**

**Comment [AH18]: 1) religious doctrines, 2) Qur’an, Urdu, Hindi, 3) architecture, art, iconography, 4a) Muslim religions, philosophy, ethics, 4b) art, iconography, music, literature**

**Comment [AH19]: 1) religion, rationalism, 4a) religion, rationalism, education, secularization**

**Comment [AH20]: 1) tradition, modernity, 2) language politics, 4a) religion and secularization**
<table>
<thead>
<tr>
<th>Module 13 In-class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online assignment:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 14 Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online assignment:</strong></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td></td>
</tr>
<tr>
<td>Find Study Guide online and prepare for midterm exam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 15 In-class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revision</strong></td>
<td></td>
</tr>
<tr>
<td>MIDTERM EXAM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 16 Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>India — Contemporary Issues — Social Inequality and the Role of Women</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>Pinglé: Caste, in Ganguly and DeVotta, 2003, pp. 231-253 (on blackboard)</td>
<td></td>
</tr>
<tr>
<td>Blackboard Discussion Board.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 17 In-class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>Blackwell. India, pp.135-183</td>
<td></td>
</tr>
<tr>
<td>Crossette. The Role of Women, pp. 137-156</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 18 Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>India — Contemporary Issues — Religious Conflict</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Video:</strong></td>
<td></td>
</tr>
<tr>
<td>Ayodhya Gatha, 2007, 50 min,</td>
<td></td>
</tr>
<tr>
<td>Film Reflection Paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 19 In-class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>Tambiah. Hindu Nationalism, pp.244-265</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 20 Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country Profiles — Sri Lanka and Pakistan</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Video:</strong></td>
<td></td>
</tr>
<tr>
<td>From Dust. The Untold Story After the Tsunami, 2006, 56 min.</td>
<td></td>
</tr>
<tr>
<td>Norton. India and South Asia, pp.75-79</td>
<td></td>
</tr>
<tr>
<td>Blackboard Discussion Board.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 21 In-class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td>Norton. India and South Asia, pp.69-74</td>
<td></td>
</tr>
<tr>
<td>Haq. Pakistan, pp. 119-145</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 22 Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country Profile — Nepal</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Video:</strong></td>
<td></td>
</tr>
<tr>
<td>Living Goddess in Kathmandu, 2008, 53min.</td>
<td></td>
</tr>
<tr>
<td>Norton. India and South Asia, pp. 69-74</td>
<td></td>
</tr>
<tr>
<td>Film Reflection Paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 23 Readings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---</td>
</tr>
<tr>
<td>Module 24 online</td>
<td>• Basu: Nepal: From Hindu Monarchy to Secular State, pp. 98-118</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 25 In-class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>• Nayar. India’s Encounter with Globalization, 27-44</td>
</tr>
<tr>
<td>Module 26 online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video:</td>
</tr>
<tr>
<td></td>
<td>• 1-800-India, 2006, 57 min.</td>
</tr>
<tr>
<td></td>
<td>Online assignment:</td>
</tr>
<tr>
<td></td>
<td>• Blackboard Discussion Board.</td>
</tr>
<tr>
<td>Module 27 In-class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>• Kurien. Being Young, Brown, and Hindu, pp. 434-469</td>
</tr>
<tr>
<td>Module 28 online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online assignment:</td>
</tr>
<tr>
<td></td>
<td>• Find Study Guide online and prepare for take home exam</td>
</tr>
<tr>
<td>Module 29 no class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DUE TAKE HOME EXAM</td>
</tr>
</tbody>
</table>
MODERN SOUTH ASIA
History, Culture, Political Economy

SUGATĀ 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 (PUCHU)

AND THROUGH THEIR HANDBS
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 122
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 Qutb Minar, Delhi – a thirteenth-century monument to the Sufi saint Qutbuddin Kaki started by Qutbuddin Aibak and completed by Iltutmish 20
5 Islam in Kashmir. The Jamia Masjid, Srinagar, originally built in 1400 21
6 The Feminine Dimension of Islam. Tomb of Bibi Jiwandi in Uch Sharif, Punjab, present-day Pakistan 24
7 The Raipur 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
OTHER TITLES IN THIS SERIES

Britain: A Short History, T.A. Jenkins, ISBN 1-85168-266-X
Ireland: A Short History, Joseph Cochill, ISBN 1-85168-238-4

India and South Asia
A Short History

DAVID LUDDEN
INDIA AND SOUTH ASIA: A SHORT HISTORY

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

© David Ludden 2002

All rights reserved
Copyright under Berne Convention
A CIP record for this title is available
from the British Library


Cover design by Design Deluxe
Typeset by LaserScript, Mitcham, UK
Printed and bound by WS Bookwell, Finland

For Mohona Sara Siddiqi

Learn more about Oneworld. Join our mailing list to find out about our latest titles and special offers at:
www.oneworld-publications.com/newsletter.htm
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
Urban growth 72
Expanding commercialism 74
Emerging identities 76
Medieval empire, modern threshold 81
Indo-Persian imperial society 84
Forming ethnicity 91

THREE EARLY MODERN REGIONS 96
Ethnic territory 98
Family and patriarchy 101
Inverting the map 105
Eighteenth-century territorialism 108
Europeans on the coast 124
British imperialism 127

FOUR MAKING MODERN SOCIETIES 139
Organizing empire 142
Imperial capitalism 147
National economy and world economy 156
Modern imperial society 159
Agrarian societies and imperial entitlements 170

FIVE ORIGINS OF NATIONALITY 177
Inventing native society 178
Language and authority 181
India in Calcutta 184
Shaking the empire 191
Activism, identity, and nationality 194

SIX CREATING NATIONS 204
A new twentieth-century landscape 205
An overview of empire's end: 1919–47 208
The invention of constitutional identities in the 1920s 215
The distinctiveness of Bengal and Punjab 218
The reconstitution of nationalities: 1931–47 221
Independence and partition 225
Forging national unity 227

SEVEN NATIONAL ENVIRONMENTS 235
Buddhist reformers, exiles, rulers, and majoritarians 238
Christian communities, reformers, minorities, and targets 242
Sikh electorate, religion, rights, and territory 244
Muslim societies, politics, minorities, and nationality 250
Hindu societies, movements, politics, and Hindutva 256

COUNTRY PROFILES 273
Bangladesh 273
Bhutan 275
India 276
Maldives 278
Nepal 278
Pakistan 280
Sri Lanka 283

Selected Readings 286
Index 291
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

Preface and Acknowledgements

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/~dludden).

I have used ideas and information from many people. I want to thank the following people by name without implicating them in any errors of fact or interpretation that remain in the text. In alphabetical order, they are Itty Abraham, Bina Agarwal, Muzaffar Alam, G. Aloysius, Arjun Appadurai, Carol Breckenridge Appadurai, Amiya Kumar Bagchi, Christopher Baker, Christopher Bayly, Vivek Bhandari, Neeladri Bhattacharya, Sugata Bose, James Boyce, Brian Caton, Binay Bhushan Chaudhuri, Bernard S. Cohn, A.R. Desai, Nicholas B. Dirks, Richard Eaton, Sandria Freitag, Paul Greenough, Sumit Guha, H.A.R.L. Gunawardana, C.R. De Silva, Irfan Habib, Ayesha Jalal, Sanjay Joshi, Madhavi Kale, Tom Kessing, Dharma Kumar, Michelle Maskiell, Barbara Metcalf, Savita Nair, Robert Nichols, Gail Omvedt, Pratyusha Onda, Gyanendra Pandey, M.S.S. Pandian, Michael Pearson, Sheldon Pollock, Gyan Prakash, Pamela Price, John Rogers, David Rudner, Ashok Rudra, Amartya Sen, Dina Mahnaz Siddiqi, Sanjay Subrahmanyam, Romila Thapar, Daniel Thorton,
GLOBAL STUDIES

INDIA AND SOUTH ASIA

SECOND EDITION

Dr. James K. Norton

Dushkin Publishing Group/Brown & Benchmark Publishers
Sluice Dock, Guilford, Connecticut 06437
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

Regional Map of India and South Asia

Regional Map of India and South Asia
2

South Asia: A Unique and Ancient Land
3

South Asia: A Land of Refugees
10

Mahatma Gandhi: A Leader for Our Time
16

India Map
20

India: Country Report
21

Country Reports: South Asia
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

Annotated Table of Contents
60

Topic Guide to Articles
62

Articles from the World Press

INDIA ARTICLES


18. TV: Changing the National Consciousness, India Abroad, September 11, 1992.

SOUTH ASIA ARTICLES

25. Fundamentalism Gaining, Nasreen Sals, Maura de Tavares, India Abroad, August 26, 1994.
27. Saving the Himalaya, Derek Denniston, World Watch, November/December 1993.

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 ix
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

1 Nepal: from Hindu monarchy to secular democracy 98

SHIBHU BASU

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

FARHAT BAO

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

A. R. M. IMIVAYZ

Appendix 178
Other Titles in
ABC-CLIO's
GLOBAL STUDIES: ASIA
Series

China, Robert André LaFleur
Indonesia, Florence Lamoureux
Japan, Lucien Ellington
The Koreas, Mary E. Connor
Nepal and Bangladesh, Nanda R. Shrestha
Vietnam, L. Shelton Woods

GLOBAL STUDIES: ASIA

INDIA
A Global Studies Handbook
Fritz Blackwell

ABC CLIO
Santa Barbara, California • Denver, Colorado • Oxford, England
Copyright 2004 by Fritz Blackwell

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except for the inclusion of brief quotations in a review, without prior permission in writing from the publishers.

Library of Congress Cataloging-in-Publication Data

Blackwell, Fritz.
    India : a global studies handbook / Fritz Blackwell.
        p. cm. — (Global studies, Asia)
        Includes bibliographical references and index.
        ISBN 1-57607-348-3 (hardcover : alk. paper)

3. India — Handbooks, manuals, etc. I. Title. II. Series.
    DS407.65.C3 2004
    954 — dc22
    2004007013

08 07 06 05 04 10 9 8 7 6 5 4 3 2 1

This book is also available on the World Wide Web as an eBook. Visit abc-clio.com for details.

ABC-CLIO, Inc.
130 Cremona Drive, P.O. Box 1911
Santa Barbara, California 93116-1911

This book is printed on acid-free paper.
Manufactured in the United States of America.
Contents

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

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

Independent India 93
Women and Oppressed Groups 96
Some Statistics 99
Summation 101
Religion 102
Religions Entering from Outside 102
Indigenous Religions 110
Religious Violence in Contemporary India 126

> 4 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

PART TWO: REFERENCE MATERIALS 153

Key Events in Indian History 185
Significant People, Places, and Events 187
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
Gandhi and Nonviolence 228

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
Gandhianna 278
Periodicals 281
Web Sites 282

Index 285
About the Author 300
Dedicated to
Robert L. Hardgrave, Jr.,
mentor, friend, and colleague
Contents

List of Illustrations xi
Preface xv

1 Introduction Sumit Ganguly and Neil Devotta 1

2 India: A Geographic Preface Ashok K. Dutt 7

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

4 The Nationalist Movement Pratap Bhanu Mehta
   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
   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
<table>
<thead>
<tr>
<th>Contents</th>
<th>ix</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 International Relations Sumit Ganguly</td>
<td>93</td>
</tr>
<tr>
<td>The Past as Prologue</td>
<td>94</td>
</tr>
<tr>
<td>The Limits of Nonalignment</td>
<td>96</td>
</tr>
<tr>
<td>The Brajstaks Crisis and Beyond</td>
<td>99</td>
</tr>
<tr>
<td>The End of the Cold War</td>
<td>100</td>
</tr>
<tr>
<td>Institutional and Societal Factors in the Policymaking Process</td>
<td>102</td>
</tr>
<tr>
<td>The Future of India’s Foreign Policy</td>
<td>105</td>
</tr>
<tr>
<td>7 India’s Economy John Adams</td>
<td>111</td>
</tr>
<tr>
<td>The Rural Economy and Agriculture</td>
<td>113</td>
</tr>
<tr>
<td>Commerce and Industry</td>
<td>120</td>
</tr>
<tr>
<td>Government and the Private Sector</td>
<td>127</td>
</tr>
<tr>
<td>Accomplishments and Prospects</td>
<td>130</td>
</tr>
<tr>
<td>8 The Role of Women Barbara Crosset</td>
<td>137</td>
</tr>
<tr>
<td>Poverty with a Female Face</td>
<td>139</td>
</tr>
<tr>
<td>Village Women on the March</td>
<td>143</td>
</tr>
<tr>
<td>The Dispiriting Dynasties</td>
<td>146</td>
</tr>
<tr>
<td>Investing in Women</td>
<td>148</td>
</tr>
<tr>
<td>Learning About Life and Love</td>
<td>152</td>
</tr>
<tr>
<td>9 Population, Urbanization, and the Environment Holly Sims</td>
<td>157</td>
</tr>
<tr>
<td>The Population Lens</td>
<td>159</td>
</tr>
<tr>
<td>The Poverty Lens</td>
<td>169</td>
</tr>
<tr>
<td>The Technology Lens</td>
<td>177</td>
</tr>
<tr>
<td>The Economic Rationalism Lens</td>
<td>182</td>
</tr>
<tr>
<td>India’s Environmental Activists</td>
<td>184</td>
</tr>
<tr>
<td>Conclusion</td>
<td>186</td>
</tr>
<tr>
<td>10 Religion Ainslie T. Embree</td>
<td>191</td>
</tr>
<tr>
<td>Lived Religions</td>
<td>192</td>
</tr>
<tr>
<td>Four Indigenous Religions</td>
<td>194</td>
</tr>
<tr>
<td>Two Indigenous Religions</td>
<td>203</td>
</tr>
<tr>
<td>Religions in Interaction and Reinterpretation</td>
<td>207</td>
</tr>
<tr>
<td>Communal Tensions and Secularism</td>
<td>215</td>
</tr>
<tr>
<td>Conclusion</td>
<td>226</td>
</tr>
<tr>
<td>11 Caste Vibha Pinglé</td>
<td>231</td>
</tr>
<tr>
<td>The Caste System</td>
<td>232</td>
</tr>
<tr>
<td>Recent Changes in Indian Society</td>
<td>237</td>
</tr>
<tr>
<td>Caste, Class, and Affirmative Action in India</td>
<td>249</td>
</tr>
<tr>
<td>Conclusion</td>
<td>250</td>
</tr>
<tr>
<td>12 The Arts Ananda Lal</td>
<td>255</td>
</tr>
<tr>
<td>Fine Art</td>
<td>257</td>
</tr>
<tr>
<td>Literature</td>
<td>260</td>
</tr>
<tr>
<td>Cinema</td>
<td>263</td>
</tr>
<tr>
<td>Television</td>
<td>266</td>
</tr>
<tr>
<td>Challenges for the Traditional Performing Arts</td>
<td>269</td>
</tr>
<tr>
<td>Music</td>
<td>270</td>
</tr>
<tr>
<td>Dance</td>
<td>273</td>
</tr>
<tr>
<td>Theater</td>
<td>276</td>
</tr>
<tr>
<td>13 Trends and Prospects Sumit Ganguly and Neil DeVotta</td>
<td>283</td>
</tr>
<tr>
<td>Glossary</td>
<td>289</td>
</tr>
<tr>
<td>The Contributors</td>
<td>293</td>
</tr>
<tr>
<td>Index</td>
<td>297</td>
</tr>
<tr>
<td>About the Book</td>
<td>313</td>
</tr>
</tbody>
</table>
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

Religion, politics, and violence in India 71

Amalendu Misra

Nepal: from Hindu monarchy to secular democracy 98

Nilhib Basu

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

Farhat Haq

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

A. R. M. Imiyaz

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

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 NAIK NAYAR

OXFORD
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
edited by April A. Gordon and Donald L. Gordon

Understanding the Contemporary Caribbean
edited by Richard S. Hillman and Thomas J. D'Agostino

Understanding Contemporary China, 2nd edition
edited by Robert E. Gardner

Understanding Contemporary India
edited by Sumit Ganguly and Neil DeVotta

Understanding Contemporary Latin America, 2nd edition
edited by Richard S. Hillman

Understanding the Contemporary Middle East
edited by Deborah J. Germer
Dedicated to
Robert L. Hardgrave, Jr.,
mentor, friend, and colleague
Contents

List of Illustrations xi
Preface xv

1 Introduction Sumit Ganguly and Neil Devotta 1

2 India: A Geographic Preface Ashok K. Dutt 17

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

4 The Nationalist Movement Prafull Bhanu Mehta
   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
   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 85
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>International Relations</td>
<td>Sumit Ganguly</td>
</tr>
<tr>
<td></td>
<td>The Past as Prologue</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>The Limits of Nonalignment</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>The Brassstacks Crisis and Beyond</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>The End of the Cold War</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Institutional and Societal Factors in the Policymaking Process</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>The Future of India’s Foreign Policy</td>
<td>105</td>
</tr>
<tr>
<td>7</td>
<td>India's Economy</td>
<td>John Adams</td>
</tr>
<tr>
<td></td>
<td>The Rural Economy and Agriculture</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Commerce and Industry</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Government and the Private Sector</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Accomplishments and Prospects</td>
<td>130</td>
</tr>
<tr>
<td>8</td>
<td>The Role of Women</td>
<td>Barbara Crossette</td>
</tr>
<tr>
<td></td>
<td>Poverty with a Female Face</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>Village Women on the March</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>The Disrupting Dynasties</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Investing in Women</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>Learning About Life and Love</td>
<td>152</td>
</tr>
<tr>
<td>9</td>
<td>Population, Urbanization, and the Environment</td>
<td>Holly Sims</td>
</tr>
<tr>
<td></td>
<td>The Population Lens</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>The Poverty Lens</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td>The Technology Lens</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>The Economic Rationalism Lens</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>India's Environmental Activists</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>186</td>
</tr>
<tr>
<td>10</td>
<td>Religion</td>
<td>Ainslie T. Embree</td>
</tr>
<tr>
<td></td>
<td>Lived Religions</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Four Indigenous Religions</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>Two Indigenous Religions</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>Religions in Interaction and Reinterpretation</td>
<td>207</td>
</tr>
<tr>
<td></td>
<td>Communal Tensions and Secularism</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>226</td>
</tr>
<tr>
<td>11</td>
<td>Caste</td>
<td>Vijaya Prashad</td>
</tr>
<tr>
<td></td>
<td>The Caste System</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>Recent Changes in Indian Society</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Caste, Class, and Affirmative Action in India</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>250</td>
</tr>
<tr>
<td>12</td>
<td>The Arts</td>
<td>Ananda Lal</td>
</tr>
<tr>
<td></td>
<td>Fine Art</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>Cinema</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>Television</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>Challenges for the Traditional Performing Arts</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>270</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>Theater</td>
<td>276</td>
</tr>
<tr>
<td>13</td>
<td>Trends and Prospects</td>
<td>Sumit Ganguly and Neil DeVotta</td>
</tr>
<tr>
<td></td>
<td>Glossary</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td>The Contributors</td>
<td>293</td>
</tr>
<tr>
<td></td>
<td>Index</td>
<td>297</td>
</tr>
<tr>
<td></td>
<td>About the Book</td>
<td>313</td>
</tr>
</tbody>
</table>
Leveling Crowds
Ethnonationalist Conflicts and Collective Violence in South Asia

STANLEY J. TAMBIAH
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 10
3. The 1915 Sinhala Buddhist-Muslim Riots in Ceylon 36
4. Two Postindependence Ethnic Riots in Sri Lanka 82
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 213
8. The Routinization and Ritualization of Violence 211
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 135
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