HIST 312 - Gender and Sexuality in Modern South Asia: Counts towards GSFS Major
Monday 7-9pm

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PRE-REQUISITE: South Asian history; gender and sexuality studies; permission of the instructor.

DESCRIPTION: Gender, sexuality, and India hit headlines last year after a brutal rape in Delhi triggered unprecedented anti-rape protests across the nation. Raising questions about Indian ‘culture’ and sexual violence, European and US media initially highlighted the timelessness of Indian society regarding attitudes towards women. Departing from pervasive accounts of ‘cultural difference’ and the ‘other’ that exist in mainstream media accounts, this seminar takes an historical approach towards the topic of gender and sexuality in South Asia, with a particular, (though not exclusive) focus on the history of women in the region. Its overarching objective is to understand gender and sexual relations as power relations across time and space.

This course has three major goals: 1), to analyze the colonial state and its policies with respect to women and gender relations; 2), to study gender relations, women’s voices and women’s movements within the context of nationalist struggles; and 3) to consider sexuality as both lived experience as well as historical phenomenon.

Learning Objective 1 (Gender and Sexuality): Students will learn to appreciate enormous diversity and heterogeneity. Women in South Asia are a diverse group of people, divided along lines of caste, class, region, occupation and faith. Students will learn to appreciate the multiple voices across various genders and appreciate the diversity of gendered and embodied experiences of the peoples of South Asia.

Learning Objective 2 (History): This course will enable students to closely examine primary sources as well as to identify the problems and particularities of working within and around a colonial archive. Students will read primary sources alongside historical scholarship, with an eye...
to the larger theoretical questions posed by historians and social scientists, as well as the debates that have been raised by scholars in various fields.

Sarojni Naidu, Poet
First woman to be president of
Indian National Congress (1879-1949)

Learning Objective 3: (South Asia): The final aim of this course is to enable students to question the picture of South Asia as a land where attitudes towards gender are timelessly ensconced in mysticism, tradition, and religion; a society that was nudged out of its slumber with the advent of the ‘West’; to understand the dangers and problems of reifying ‘culture’ in tendencies to plaster neat cultural icons like “Hindu woman” or “Muslim woman” over complex historical and political dynamics. By the end of the course the student will be sensitized to the diversity and multiplicity of societies and cultures over space and time, which constitute the South Asian historical potpourri, as well as the particularities of South Asia’s modernity.

In this seminar, we will investigate constructions of gender and sexual relations as power relations, as well as perceptions of sexuality in South Asia as historical phenomena. Chronologically, the course will move from the seventeenth century to the present, as gender and sexuality were influenced by the political, social, and economic developments in the region. This course will study gender as a category of analysis as it cuts across class, caste, and religion. We will engage with methodological (archival) and theoretical questions about historical work on this topic. Subjects include: cultural conceptions of family, notions of same-sex desire, and ideas of the sexed body brought about by the shift from the Mughal world to British imperial rule; law, tradition, and reform; the making of gendered identities and gender relations across the nineteenth and twentieth centuries as they were informed by colonial and nationalist assumptions, hierarchies, and state policies. In addition to the readings, the syllabus will include historical and literary primary source materials, as well as films and documentaries.

COURSE WEBSITE AND READINGS
You will find the syllabus as well all of the electronic readings for this course, on Blackboard – Oberlin’s electronic learning area. When you log in to your account you should see a tab for this course in your workspace (in the black bar that runs horizontally across your screen). If you don’t, please email me immediately and I will add your name to the course website. Once you have accessed this course, you will find the readings in the section marked Resources (these sections will appear on the left side of your screen) in the folder titled, Readings.
MODERN SOUTH ASIA TIMELINE:
I urge you to use the following timeline as a frame:
http://dart.columbia.edu/southasia/timeline/
Make sure you print out the readings and bring them to class with you.

BOOKS FOR PURCHASE:
Anjali Arondekar, *For the Record: On Sexuality and the Colonial Archive in India* (2009)
Antoinette Burton, *Burdens of History: British Feminists, Indian Women, and Imperial Culture*
Ruby Lal, *Domesticity and Power in the Early Mughal World*
Urmila Pawar, *The Weave of My Life: A Dalit Woman’s Memoirs*

Books on Reserve:
Carla Petievich, *When Men Speak as Women: Vocal Masquerade in Indo-Muslim Poetry*
Indrani Chatterjee, *Slavery in South Asian History*
K. Lalita, *We Were Making History: life stories of women in the Telangana people's struggle*
Radha Kumar, *History of Doing: An Illustrated Account of Women's Rights and Feminism in India*
Urvashi Butalia, *The other side of silence: voices from the partition of India*

Books for Research
Susie Tharu, K. Lalita, *Women Writing in India: 600 BC to Present Volumes I-V*
Geraldine Forbes, *Women in Modern India*
Indrani Chatterjee, *Slavery in South Asian History*
Indrani Chattjee, *Unfamiliar Relations*
Ruth Vanita, *Queering India: same-sex love and eroticism in Indian culture and society*

ASSIGNMENTS AND GRADE BREAKDOWN
You will be expected to complete the reading assigned for each class on, or before, the day that it is listed on the syllabus. Completing the reading means that you have not only literally read the assignment, but that you have spent time putting together your thoughts and questions about the readings, the subject, and how all of these relate to the themes of the course. The participation portion of your final grade will take in to account your attendance, preparation for, and active participation in class. The * asterisk denotes optional reading. These readings may be important for your final paper.

20% Response paper (Due 10/7)
20% Annotated bibliography – (Due 11/4)
20% Active class participation
40% Final Paper (20 pages) – (Due 12/18)
PARTICIPATION: CLASS DISCUSSION
Active class participation means that you are not just physically present, but that you are mentally engaged in class. Active class participation means that you are not just physically present, but that you are mentally engaged in class. Students are expected to attend all classes; complete all reading; and participate in discussion (always bring texts to class and be prepared to reference them). To prepare for class discussions, students should mark passages in readings that excite, inspire, disturb, or puzzle so that they can ask questions, articulate confusions and engage in lively but open-minded and respectful debate. Remember to pay attention to the sources the author has used to support his/her argument. If you are researching that topic for your paper, you will be responsible for opening class discussion.

PARTICIPATION: BLACKBOARD DISCUSSION
Since this class meets only once a week, you will be required to post your thoughts and responses to the readings, on the Blackboard discussion area. This will allow us as a class to begin with the points raised in online discussion. It will also help me facilitate class discussion for a more structured class-time. Best of all, it will get you to think about the readings prior to class. I will be checking the blackboard discussion every Sunday evening as a way to gauge class participation, and it will count towards your participation grade, so make sure to post something about your reaction to the readings by Sunday.

RESPONSE PAPER
Your papers should be double-spaced, in Times New Roman 12-point font, with 1” margins and page numbers and must be submitted in hard copy. All writing assignments must adhere to word number or page limits. The purpose of these limits is for students to learn to formulate appropriate answers to a given question with concise arguments and economical use of prose. Points will be taken off for not following this format. I have attached a guide here: Be sure to 1) summarize the authors’ arguments; 2) compare / contrast to other readings in the class; 3) analyze the primary sources; 3) limit your personal stories and expand your analytical responses. Your response paper will be due on______________

FINAL RESEARCH PAPER
This course is an upper-level seminar. You will be required to submit a final research paper at the end of the course. For your research paper, you must choose from one of the topics listed on this syllabus, or from the list of alternative topics. You are also welcome to choose your own research topic, provided that it is discussed with me beforehand. All students are required to meet with me in advance to discuss your research paper, paper outline, and bibliographical references. You must submit your paper topic to me by the third week of the semester. Points will be taken off your final paper for submitting your paper topic late. Your final research paper will be due on______________

The syllabus includes many texts, as well as books on reserve to get you started. I encourage you to begin with these materials for your research. Remember, it is your responsibility to locate additional materials, both primary sources and secondary literature. Tips on locating materials:
• Bibliographies of secondary scholarly literature are an excellent source for researchers
• Pro-quest dissertations: particularly good if you are working on an under-researched topic
• Looking for primary sources not available at your library? World-cat it.
• Have questions about scholarship on your topic after doing preliminary research? Come to office hours 😊

You will be required to locate primary resources as well as secondary resources, for your final paper. These sources must first be discussed with me beforehand. You are required to meet with me at least once, before the annotated bibliographies are due. Please schedule a time to see me to discuss your topic and materials before the first week of October. You will be evaluated based on your research, the grasp of the readings in this course, your use of primary sources, as well as the depth and clarity of your argument and overall writing. You must use the Chicago-MLA style of citation for either in-text citations or footnotes. A citation guide is here:
http://owl.english.purdue.edu/owl/resource/747/02/

Wikipedia will not be accepted as a source citation, and points will be taken off, if it is used. The response paper should respond to the readings due for that day. For additional writing guidelines, you may seek the assistance of Oberlin’s Writing Center: http://new.oberlin.edu/arts-and-sciences/departments/rhetoric/writing-associates-program/writing-center.dot

ANNOTATED BIBLIOGRAPHY
This is what an annotated bibliography looks like:
https://owl.english.purdue.edu/owl/resource/614/01/
Your bibliographies will be due on ______

PRIMARY SOURCES
We will be using several primary sources in this class. What is a primary source? Here is a useful definition: http://www.yale.edu/collections_collaborative/primarysources/primarysources.html. While reading works by historians and others, it is often useful to ask, ‘What sources is the author using?’, ‘How does a narrative change depending upon the sources used?’

IN-CLASS GUIDELINES: Please…
Switch off all cell phones for the duration of the class

Laptop / Tablets / I-Pads Policy:
There will be no laptops, tablets, and I-pads allowed during lectures and class discussion. If laptops MUST be used, be prepared to be cold-called.

Avoid eating or sleeping in class.

Do not saunter in late or leave early without speaking/e-mailing me beforehand.
ATTENDANCE and EXTENSION POLICY
You will be expected to attend class regularly. If you are absent for two or more class days in a row without a reasonable explanation PRIOR to your absences, you will be dropped from the class. In the event of illness or family emergency, please let me know via e-mail. If you need an extension, you must e-mail me at least 48 hours prior to the due-date of the assignment. Students will not be granted more than one extension per semester. If an extension is granted and the paper is not handed in by the agreed upon deadline, the paper will receive an F. Barring extensions, all assignments must be handed in on the date they are due. Assignments turned in after class will be considered late. The grades for all assignments turned in late will be reduced by a 1/3 of a letter grade (ie. an A to an A-) for every day that they are late.

I will only accept paper copies (NO electronic submissions) of your work. Please bring a printed, stapled copy of your ROUGH DRAFT paper to turn in on the last day of class. I will not read papers that are not stapled, or that do not have a name. Drop late papers off in my mailbox in the History Department. If you e-mail me a late paper, there will be a penalty (for the time I must spend printing out your paper.)

RE-DOING ASSIGNMENTS / REVISIONS
I have a no revisions policy. If you wish to discuss a draft of the paper, you are more than welcome to discuss it with me in my office hours (or by appointment) prior to submission. In the rare event that I do allow re-writes, do note that I have higher expectations the second time around: so, you may wind up with a lower grade if the paper is not up to par.

INSTRUCTOR AVAILABILITY
In addition to my office hours, I am available via e-mail for any questions you may have related to the course. If you cannot make my office hours, please e-mail me to schedule an appointment. Bear in mind that I do not respond to e-mails sent after 6pm M-F, until the middle of the next day, and typically do not respond to e-mails over the weekend.

OFFICE OF DISABILITY SERVICES
Do let me know after class or via e-mail if you are in need of disability services, and bring the requisite paperwork to me to sign: http://new.oberlin.edu/office/disability-services/

HONOR CODE AND PLAGARISM
I take issues of plagiarism very seriously. If you have any doubt about citations and plagiarism, please see the guidelines here: http://new.oberlin.edu/arts-and-sciences/departments/gender/writing-research/citations.dot

GRADE APPEALS
You are always welcome to discuss a paper, but if you want the grade reconsidered, you must first submit a four-paragraph written appeal in which you evaluate your paper in each of the four criteria: thesis, organization, evidence, and style. Remember that a grade does not reflect process (it does not measure whether you worked hard) and it certainly does not reflect a value judgment about you as a person. A grade constitutes an evaluation of the quality and analytical rigor of the thesis, organization, evidence, and style of a single piece of work, so ensure that your written appeal addresses your finished paper in terms of those criteria rather than time and effort.
expended on it. Appeals must be submitted in hard copy no later than one week after graded papers are returned in class.

Syllabus / Readings Subject to Change

*denotes optional reading

FORMAT OF CLASS SESSIONS
This is a two-hour class that meets only once a week. Since our time together is limited, I suggest the following preparations for the most efficient use of class time: 1) we will typically discuss the readings in the order they are listed on the syllabus, so try to read/watch the texts in order assigned—the first hour will be used to discuss the first portion of the readings, and so on; 2) we will often discuss primary sources, so be sure to read those when they are assigned; 3) we will be discussing two films in the total: please either attend the screening arranged or view the film on your own which will be held for you on reserve.

WEEK 1: Orientations

Monday 9/9

Introductions, Themes, Problems, Terms and Definitions

- Introducing ourselves
- Who cares about South Asian history?
- Goals of this course
- Terms & definitions: “gender”, “sexuality”, “modern”, and “South Asia”
- Our Limitations
- Syllabus review
- Come to class prepared to discuss the following:


WEEK 2: Perspectives on studying gender and sexuality in modern South Asia

Monday 9/16:

Chandra Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses” (p. 61-88)

*Sangari and Vaid, *Recasting Women: Essays in Indian Colonial History*, (pp. 1-27)

Anjali Arondekar, *For the Record: On Sexuality and the Colonial Archive in India* (Introduction)
WEEK 3: Mughal Courtly Culture and Masculinity

Monday 9/23:

WATCH PART 1 “The Great Moghals” (1 hour video)
https://www.youtube.com/watch?v=TFdt_4VbQ_M

Rosalind O’Hanlon, “Manliness and Imperial Service in Mughal North India,” (p. 47-93).

PRIMARY SOURCE: selections from Carla Petievich, *When Men Speak as Women: Vocal Masquerade in Indo-Muslim Poetry* (1-26; choose two poems from 272-297) [Make PDF/Photocopy]

**************************Research paper topic due 9/23**************************

WEEK 4: Women of the Mughal World: Perceptions and Sources

Monday 9/30:


“The Parrot” (About the *Tutinamah* – Tales of the Parrot)
http://www.chapatimystery.com/archives/optical_character_recognition/the_parrot.html

*Shehnaz Khan, “Recovering the Past in *Jodha Akbar*: Masculinities and Femininities in Bombay Cinema” (p. 131-146)

*Lal, Chapter 7, (p. 176-213).

**************************Research paper proposal (1-2 pages due 9/2013)**************************
**WEEK 5 Family: Kingdoms, Kinship, Slaves, and Europeans in Early Colonial India**

**Monday 10/7:**

BBC (10 Minute Video): White Mughals, Interracial Sex, and Empire  
https://www.youtube.com/watch?v=LBwvSj5VAUo

Pankaj Mishra and William Dalyrimple debate *White Mughals*:

Pankaj Mishra, “More Trouble Than It’s Worth”  
William Dalyrimple, “Assimilation and Transculturation in Eighteenth Century India”  
Mishra, “Feel Good History: A Reply to Dalyrimple’s Response”

Indrani Chatterjee, “Colouring Subalternity: Slaves, Concubines, and Social Orphans in Early Colonial India” in *Unfamiliar Relations* (p. 49-97) [MAKE PDF]

*Sylvia Vatuk, “Bharatee’s Death: Domestic Slave Women in Nineteenth Century Madras” (210-34) in *South Asia and Slavery* (on e-reserve) [Make PDF]*

~~~~~~~~~~~~~~~~~~~~~~~~ RESPONSE PAPER DUE ~~~~~~~~~~~~~~~~~~~~~~~~~

**WEEK 6: Law, Tradition, and Reform in early Colonial India: Case of Widow Immolation**

**Monday, 10/14:**

Lata Mani, “Contentious Traditions: The Debate on Sati in Colonial India,” in *Recasting Women: Essays in Indian Colonial History*. (p. 88-123)

PRIMARY SOURCE: Ram Mohan Roy  
http://chnm.gmu.edu/wwh/p/101.html

Gayatri Spivak, “Can the Subaltern Speak?” (p. 66-111) – on Blackboard

Watch film, *Mangal Pandey* [Screening TBA Sunday 9/29/2013]

******************************FALL BREAK NO CLASS on 10/21******************************

**WEEK 7: Narrative Exclusions: Sexuality and Queer South Asia**

**Monday, 10/28:**

Anjali Arondekar, Chapter 1 “A Secret Report: Richard Burton’s Colonial Anthropology” (p. 27-67); Chapter 2 “Subject to Sodomy: The Case of Colonial India” (p. 67 -96)


PRIMARY SOURCE: Ismat Chughtai, Lihaf - “The Quilt” (p. 36-41)
http://www.manushi-india.org/pdfs_issues/PDF%20file%20110/9.%20Short%20Story%20-%20Lihaa%20%5BThe%20Quilt%5D.pdf

WEEK 8: Colonial Feminisms and Indian Women

Monday, 11/4:

Antoinette Burton, Burdens of History: British Feminists, Indian Women, and Imperial Culture Chapter 1 (p. 1-33); Chapter 3 (63-97)

PRIMARY SOURCE: Rassundari Devi, “My Life” in Women Writing in India, Ed. Susie Tharu (excerpts) – (Make PDF)

PRIMARY SOURCE: Pandita Ramabai, ‘The High-Caste Hindu Woman’, (pp. 130-180) [Make PDF]

***************ANNOTATED BIBLIOGRAPHY DUE***************

WEEK 9: Histories of ‘Prostitution’ in India

Monday, 11/11:


PRIMARY SOURCE:
Josephine Butler, Elizabeth Bushnell, “The Queens Daughters in India” (selections)
http://godswordtowomen.org/queensdaughters.pdf

PRIMARY SOURCE: Ghulam Abbas - “Anandi”


*Erica Wald, “From Begums and Bibis to Abandoned Females and Idle Women: Sexual Relationships, Venereal Disease, and the Redefinition of Prostitution in Early Nineteenth Century India” in The Indian Economic and Social History Review, 46, 1 (2009): 5–25
*Antoinette Burton, Chapter 5: The White Woman’s Burden: Josephine Butler and the Indian Campaign (p. 127-171)

WEEK 10: Revivalism, Reform, and the Indian Nationalist Movement

Monday, 11/18:


Geraldine Forbes, Women in Modern India, Chapter 2 “Education for Women” (p. 32-64) [pdf]

PRIMARY SOURCE: Urmila Pawar’s The Weave of My Life: A Dalit Woman’s Memoir

*Rasheed Jahan Begum: “Urdu Literature’s Bad Girl”

*Rokheya Sakhawat Hossain, “Sultana’s Dream” (1908)


WEEK 11: Women and the Nationalist Movement

Monday, 11/25

Geraldine Forbes, Women in Modern India, Chapter 3-5 (p. 64-157) – emergence of women’s organizations; movement for women’s rights; and women in the nationalist movement [pdf]

K. Lalita, We Were Making History (excerpts related to Peasant Women, the Nation-State, and the Telengana Struggle) [Make PDF]

*Radha Kumar, History of Doing [excerpts]

*******LAST DAY TO HAND IN ROUGH DRAFT OF FINAL PAPERS 11/25********

WEEK 12: Communalism, Gender, and Partition Violence

Monday, 12/2:

Charu Gupta, Sexuality, Obscenity, Community: Women, Muslims, and the Hindu Public in Colonial India Introduction, (p. 1-29); Chapter 6: ‘Us’ and ‘Them’ (p. 222-267)

Urvashi Butalia, The Other Side of Silence: Voices from the Partition of India, Duke University Press, 2000. Chapter 1 “Beginnings” (p. 1-21); Chapter 3, “Facts” (p. 53-85); Chapter 4,
“Women” (selections)

Butalia, *Chapter 5: “Honor”* (p. 137-171)

Saadat Hasan Manto, Short story: “Khol Do”


FILM: *Khamosh Pani (Silent Waters)* – ON RESERVE

FILM: *Earth* [Watch during Thanksgiving Break]

**WEEK 13: Final Wrap-Up**

**Student Presentations Due: 10-15 minute presentations of research topics**

**Final Paper Due: December 18, 2013**

Alternative Research Paper Topics

- South Asian masculinities
- Women and low-caste political movements
- Indian women travelers in the age of the British empire
- Women’s education and movements for social reform
- South Asian gender rights activism and violence against women
- The role of gender in separatist or sub-nationalist movements in South Asia