

HIS 364 G/ ANS 361: Gender in Modern India
(Unique Numbers # 32135 and 40105)

Instructor: Indrani Chatterjee

Class Times: MW 5-6.30 pm

Classroom: GAR 1.126

Instructor's Office: GAR 3.412

Instructor's Office Hours: Tuesday 12 -3

Email: ichatterjee@austin.utexas.edu

Description: This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect to stretch your mental horizons to comprehend the coherence of practices, beliefs, and histories of non-US groups. In the case of the Indian subcontinent, these practices and beliefs have specially long and complex histories. In learning about them we will develop skills of critical reflection on our own cultural and social locations in the present.

This is a three-part course. In PART I, students will read about the genesis of modern ideas of gender by reading poetry, watching clips from films and listening to music that will help them understand the broader social and political structures in which men and women interacted with each other between the thirteenth and eighteenth centuries. In PART II, students will explore the significance of European imperialism in reshaping ongoing social and political formations in the period 1700-1900. In PART III, students will evaluate how and whether these contradictory developments empowered women of an emergent colonial middle class as they struggled to overthrow colonialism and establish independent nation-states.

Type of Instruction: Upper-level, part lecture and part seminar-style discussion.

Grading will be based on three components –

- 1) Compulsory Attendance (15%):
- 2) Oral Participation in Class in the form of 1) raising questions or 2) commenting on the readings at each meeting. The question/comment

- should be substantive- about the argument of the author or the contents of the reading. (15%)
- 3) Three written essays of varying lengths. The first is a 2-page response (10%). The second is a 5-page response to women's writing (20%). The third is a 10-page essay on the experience of Partition for women in three different nation-states (30%).

All written assignments should be **typed** in **Times Roman 12 font** on **white paper** with **double-space** formatting. Each essay should have 1) an introduction stating your thesis 2) a body organized in paragraphs, each of which develops a single theme and connects it to the next, with every argument adequately footnoted/referenced to documents and lecture-discussions, and 3) a conclusion summarizing your argument. Your grades will be determined by your ability to read documents closely, to construct coherent well-evidenced and independent arguments, your ability to write lucidly, grammatically and with correct spelling and syntax. All written work is subject to the ethical standards of the History department, UT Austin. **PLEASE do not cut-and-paste from any site. Among the few internet sites I consider reliable are those accessed through the university's library system (on JSTOR), bbc.uk, Columbia University and Chicago University South Asia web-sites. Any line/page copied from books, other students' essays or the internet without full and fair reference to the source will be treated as a case of plagiarism, and will be so prosecuted.** If you have any doubts about what constitutes plagiarism, please ask me.

- 4) **No late submissions will be accepted for any written work.** In case of a personal or medical emergency, the student is required to produce

documentation of the emergency (including deaths in the family including those of pets), and arrange with the instructor for an alternate submission. Inability or unwillingness to do so will be rewarded with no grade.

- 5) **EXTRA CREDITS can be earned (5 marks per event) if you go to a South Asian Studies Institute-sponsored event and present a page of reportage and analysis on it the very next meeting.**

Basic texts used for this course are:

- 1) Geraldine Forbes, *Women in Modern India* (Cambridge University Press, 1999, paperback). ISBN-10: 0521653770, ISBN-13: 978-1571310484
- 2) Bapsi Sidhwa, *Ice Candy Man*/(older title) *Cracking India* (new title, Penguin Books, 1989, 1991, 2006). ISBN-10: 1571310487 and ISBN-13:978-1571310484

All other readings will be available on Blackboard/Canvas.

FOR MAPS and illustrations, visit <http://www.lib.utexas.edu/maps> and <http://www.virginia.edu/soasia/resurces.htm> and <http://dsal.uchicago.edu> <http://www.columbia.edu/cu/lweb/indiv/southasia/curl>

Schedule of Meetings and Readings:

PART I

*January 13, 2014: **Introductory talk:*** Geography of South Asia, Historical Methods and What is Gender? Categories from South Asian Philosophies: Manusa, Purusa, etc in Veda, Vedanta, Renunciatory Philosophies of Buddhist and Jaina teachers. Why the Long Duree for this course?

For January 15, read Susan Murcott's 'Buddhist Dialogue Poems (Extracts from Therigatha)' on blackboard. Discussion in class will revolve around the body-soul in the writing of laywomen and nuns, monks and laymen. Contrast with Notions of Body-Soul and Sexuality in plural schools of thought.

January 22: Households of Laymen: Distinctions of Secluded Women and Public-Access Women: Read 1) *Kamasutra*, 94-130 and 131-160 on Blackboard

January 27-29: Households of Sacralised Laymen: Islam, Bhakti and the Mughal Domain: For January 27, 1) Khusro Poetry PDF and 2) 'When Men Spoke as Women', PDF on Blackboard and 3) Anshu Malhotra, 'Telling Her Tale?' PDF on Blackboard. Discuss the Problems of equating 'Voice' with Signature of Author.

For January 29, read 1) Ruby Lal, 'Genealogies of the Imperial Harem', 2) Munis Faruqi, Chapter 3 (Princely Households) in *The Princes of the Mughal Empire 1504-1719* (UT Library e-book) 3) Sumit Guha, 'A Locus of Sociopolitical Organisation: The Household' all on Blackboard, PDF. [Graduate Students will read the books of Ruby Lal and Munis Faruqi and write 1000-word book reviews on each]

SUBMIT 2-page response to any of the readings above, on Feb. 3.

February 3-5: Households in a Colonial World: Women's Authority, Property and the Coming of European Laws. For Feb 3, Read 1) Indrani Chatterjee, 'Slaves, Social Orphans and the Making of Subalternity' - PDF and 2) Ramya Sreenivasan, 'Drudges, Dancing Girls' on Blackboard. For Feb 5, read 1) Radhika Singha, 'Criminal Law and the Head of the Household 1772-1843' IESHR, 1996, PDF on Blackboard [Graduate Students will read in addition, Indrani Chatterjee. *Gender, Slavery and the Law in Colonial India*, OUP 1999 + Indrani Chatterjee and Dick Eaton eds. *Slavery and South Asian History*, Indiana 2006- write 1000-word book reviews on each and submit on February 19]

PART II

February 10-12: Women's Deaths as Signs of Rupture: For Feb 10, read 1) Indrani Chatterjee, 'Monastic Governmentality' PDF, 2) Lata Mani, 'Sati' PDF on blackboard and 3) Gayatri Spivak, 'Rani of Sirmur' on Blackboard. Students will be required to synthesize and debate Chatterjee, Mani and Spivak in class discussion. For Feb 12, Read Sylvia Vatuk, 'Bharati's Death' on Blackboard, and Ranajit Guha, 'Chandra's Death' on Blackboard

February 17-19: Restructured Religious Laws: For February 17, read Rachel Sturman: *Government of Social Life in Colonial India*, 109-149. For

February 19, read Mitra Sharafi, 'The Semi-Autonomous Judge in Colonial India: Chivalric Imperialism meets Anglo-Islamic Dower' and Eleanor Newbigin, 'Codification of Personal Law and Secular Citizenship' both on Blackboard. [Graduate Students will read Sturman book and write 1000 word review for March 3]

February 24-26: The Domestication of Hindu Women by Print Culture: Read 'Women's Writing' PDF on Blackboard.

March 3-5: The Domestication of Muslim Female Publics: Gail Minault, *Secluded Sisters*

On the basis of the readings done between February 24 and March 5, students will write a 5-page review essay, choosing any three pieces of women's writing, a) explaining the basis of your selection of the three pieces to the reader – (similarity of argument, perspectives, personal identities, differences etc) b) analyzing the extent to which the pieces you are reviewing can be connected to the appropriate regional/class/jati/ community/religious, legal and literary histories learnt earlier, c) outlining the ways in which all the pieces complicate your idea that all 'women' in South Asia had a single 'voice' in which they wrote. Evaluate why women's writing was neglected and ineffective in the period in which it was done.

March 10-15: SPRING BREAK [Graduate Students Use Time to Write Long Essay]

March 17-19: SUBMIT ESSAY 2 on March 17 and begin reading Forbes 32-156

PART III

March 24-26: Making of Conservative Women's Movements: Read Forbes 157-188.

March 31-April 2: Gendered Communities, Communalised Feminisms: Read Forbes 189-254 for March 31, and for March 26, start reading Bapsi Sidhwa, *Ice-Candy Man/ Cracking India*

April 7-9: Finish Novel _ see clips of film 'Earth' in class interspersed with discussion.

April 14-16: **Partition's Legacies in the Indian Nation-State and History**: Read Kamla Bhasin and Ritu Menon on Blackboard. Class Discussion tying together Sidhwa, Bhasin and Menon readings

April 21: **Partition's Legacies in Forgotten Histories**: Read Yasmin Saikia, *Women, War and the Making of Bangladesh: Remembering 1971* (UT Library e-book online) Chapters 1-2.

April 28-30: **Partition's Legacies in Recovered Memories**: Watch *Khamosh Paani* or 'Silent Waters' (by Pakistani director, Sabiha Sumar) in Class.

The final essay will be written in the form of a 10-page discussion of the novel, the films seen and books read on the Partition and will be submitted electronically to me between May 8 and May 10 (last hour is 11.59 pm of May 10).