INSTRUCTOR
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Office Hours: Tuesdays 11:30 am – 12:30 pm and by appointment

COURSE DESCRIPTION
This course covers the history of the Indian subcontinent from the advent of the Mughal Empire in 1526 until the present day. We proceed roughly chronologically and analyze some of the major political, social, religious, and cultural developments in early modern, colonial, and independent South Asia. Students will be exposed to primary sources, written by diverse people and translated from numerous languages, as well as the modern politics of history. Students will also learn about the practice of history more broadly, including how to read primary and secondary texts, how to weigh evidence, and how to formulate coherent historical arguments.

LEARNING OBJECTIVES
Students can expect the following through successful completion of this course:

Acquire basic knowledge of South Asian history from 1526 until the present day, including major political, social, religious, and cultural developments.

Develop strategies for approaching and making sense of primary sources.

Learn to understand and evaluate scholarly arguments.

Formulate historical questions and identify the means of investigating those queries.

Learn how to assess different types of historical evidence and posit a grounded thesis.

Appreciate the role of history and historical memory in present-day debates.
Required Texts


Both required books are available at the bookstore and are on reserve at Dana Library. All other readings and links are available on Blackboard.

Grading and Assignments

| Class Attendance and Preparation | 35% |
| Written Assignments | 30% |
| Midterm Exam | 15% |
| Final Exam | 20% |

Class Attendance: You are required to attend all classes. Your attendance grade includes a map quiz and periodic pop quizzes (quizzes cannot be made-up if you miss class for an unexcused reason). Everyone gets 1 free unexcused absence per term; beyond that, your grade will suffer.

Excused Absences: Recognized grounds for absence include illness requiring medical attention, curricular or extracurricular activities approved by the faculty, and recognized religious holidays. You must contact the professor or grader, in advance where possible, or absences will be counted as unexcused.

Extended Absences: Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Class Preparation: You should come to class having carefully read all listed readings. There are two types of readings: (1) secondary texts (unmarked) and (2) primary sources (marked as such). These two types of materials require different critical reading skills, and both are important for making sense of South Asian history and its relevance today.

Midterm and Final: Both exams are cumulative and draw upon lectures and readings. Dates:

- March 12: Midterm
- May 12 (tentative): Final Exam

Written Assignments: There are five writing assignments in the course. Due dates:

- January 29: Primary source analysis 1 (Jahangirnama)
- February 26: Primary source analysis 2 (Second Anniversary Discourse)
- April 1: Primary source analysis 3, worth 10% of your final grade (Gandhi readings)
- April 15: Primary source analysis 4 (Joothan)
- April 29: Primary source analysis 5 (TBA)

All assignments are due at 11:59 pm via Blackboard. Most primary source analyses are worth 5% of your final grade; primary source analysis 3 is worth 10% of your final grade.
**Class Policies**

**Absences:** If you miss class or arrive late, you are absent. **Everyone gets one free unexcused absence.** Please do not contact the professor or grader about the content of missed lectures.

**Electronics in Class:** No electronics are permitted; **including no cellphones or laptops.** If you violate this policy, the professor may evict you from class, which will be an unexcused absence.

**Late Work:** All late work incurs a penalty of one letter grade for every 24 hours late.

**Academic Dishonesty:** The professor and grader expect full academic honesty from all students. If you plagiarize, cheat, help another student cheat, or are otherwise academically dishonest, you will face disciplinary action. See: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)

Please include the Rutgers honor pledge on all major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

**Support and Assistance**

**Counseling Center:** The Rutgers–Newark Counseling Center provides a number of counseling and consultative services to enrolled and eligible undergraduate and graduate students. For students, if you are seeking individual or group therapy, you can expect to find a safe, supportive space to collaboratively identify and begin to change the thoughts, behaviors, and beliefs that prevent you from being your best self. [http://counseling.newark.rutgers.edu](http://counseling.newark.rutgers.edu).

**Disabilities:** Rutgers welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form: [https://webapps.rutgers.edu/student-ods/forms/registration](https://webapps.rutgers.edu/student-ods/forms/registration).

**Food:** PantryRUN, the campus food pantry, helps students who have difficulty affording enough healthy food to remain focused on their studies and stay healthy. You can find hours and information here: [https://myrun.newark.rutgers.edu/pantryrun](https://myrun.newark.rutgers.edu/pantryrun).

**Writing:** The Rutgers University–Newark Writing Center provides tutoring for students who want to strengthen their reading, writing, and research skills and offers individual sessions and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University–Newark campus. More details here: [https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center](https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center).
Week 1

January 21  Starting Points: India, South Asia, and Early Modernity

January 23  Babur: Founder of the Mughal Empire
Asher and Talbot, *India Before Europe*, 1–12, 115–23
*Primary Source*: *Baburnama*, Longman, trans. Thackston, 16–20
*map quiz*

Week 2

January 28  Akbar: Architect of the Mughal Empire
Asher and Talbot, *India Before Europe*, 123–44
*Primary Source*: Discussing Hinduism with Brahmans in Lefevre, “Night Debates,” 64–65
*Primary Source*: Spend 10 minutes perusing UNESCO website on Fatehpur Sikri, especially the photos.

*January 29 Assignment (due on Blackboard by 11:59 pm): Primary source analysis 1, *Jahangirnama*

January 30  Paintings, Buildings, and Women in the Reigns of Jahangir and Shah Jahan
Asher and Talbot, *India Before Europe*, 186–207

Week 3

February 4  Military Slavery and Race in the Deccan
Sunil Khilnani’s 15-minute podcast on Malik Ambar, from “Incarnations”
Onwuachi-Willig, “Race and Racial Identity Are Social Constructs”
*Primary Source*: Image of Jahangir shooting Malik Ambar (Spend 3 minutes with this)

February 6  Rajput Courts, Bhakti, and Religious Pilgrimages
Asher and Talbot, *India Before Europe*, 207–24
*Primary Source*: Jahanara’s Account of a Pilgrimage to Ajmer, 87–90
*Primary Source*: *Songs of the Saints of India*, trans. Hawley and Juergensmeyer, 3–7, 24–25 (Ravidas), 134–5 (Mirabai)

Week 4

February 11  Aurangzeb’s India: Family Politics, Shivaji, and a Troubled Legacy
Asher and Talbot, *India Before Europe*, 227–40
Analysis of *Primary Source*: Taymiya Zaman, “A Hindu Soldier’s Aurangzeb”
February 13  Two Sikh Moments: Formation of the Khalsa and Banda Bahadur’s rebellion
  Asher and Talbot, *India Before Europe*, 265–73
  Eaton, *India in the Persianate Age*, 355–61
  **Primary Source:** *Ibratnama*, trans. Husain, in *Sikh History from Persian Sources*, 131–41

**Week 5**

February 18  Mughal Demise, Regional Flourishing, and the Rise of the East India Company
  Metcalf and Metcalf, *Concise History of Modern India*, 29–55

February 20  NO CLASS

**Week 6**

February 25  NO CLASS

  *February 26 Assignment (due on Blackboard by 11:59 pm): Primary source analysis 2, Second Anniversary Discourse*

February 27  Colonial Knowledge: “Gentoo” law and Sanskrit
  Metcalf and Metcalf, *Concise History of Modern India*, 56–68
  Sunil Khilnani’s 15-minute podcast on Sir William Jones, from “Incarnations”
  **Primary Source:** The Second Anniversary Discourse of Sir William Jones (1785)

**Week 7**

March 3  Two Sides to Company Rule: Conquest and White Mughals
  Metcalf and Metcalf, *Concise History of Modern India*, 68–81

March 5  Tradition and Reform: Evolving Views of India and Hinduism
  Metcalf and Metcalf, *Concise History of Modern India*, 81–91
  **Primary Source:** Ram Mohan Roy, “Conference on Burning Widows Alive,” 323–32

**Week 8**

March 10  The Nawabs of Oudh and the Revolt
  Metcalf and Metcalf, *Concise History of Modern India*, 92–107
  **Primary Source (short story):** Premchand, “The Chess Players”
  **Primary Source:** Queen Victoria’s 1858 Proclamation

March 12  Midterm

**March 17 and 19: Spring Break, No Class**
### Week 9

**March 24**  
**British Raj 1: Categories, Census, and Congress**  
Metcalf and Metcalf, *Concise History of Modern India*, 108–44  
**Primary Source:** Vivekananda’s 1893 Speech in Chicago, 64–65

**March 26**  
**British Raj 2: Women, Rising Communal Tensions, and Durbars**  
Metcalf and Metcalf, *Concise History of Modern India*, 144–66

### Week 10

**March 31**  
**Independence Movement 1: Beginning of Gandhi’s Hind Swaraj movement**  
Metcalf and Metcalf, *Concise History of Modern India*, 167–85  
**Primary Source:** Gandhi’s *Experiments with Truth*, The Birth of Khadi, 441–42  
**Primary Source:** Gandhi, *Hind Swaraj*, Why Was India Lost? and The Hindus and the Mahomedans

*April 1 Assignment (due on Blackboard by 11:59 pm): Primary source analysis 3 (worth 10% of final grade), Gandhi readings

**April 2**  
**Independence Movement 2: Quit India**  
Metcalf and Metcalf, *Concise History of Modern India*, 185–202  
**Primary Source:** Gandhi’s 1930 letter to Lord Irwin  
**Primary Source:** Gandhi’s 1942 Quit India speeches

### Week 11

**April 7**  
**Partition: The Idea and The Reality**  
Metcalf and Metcalf, *Concise History of Modern India*, 203–23  
**Primary Source (short story):** Manto, “Toba Tek Singh,” 212–20

**April 9**  
**Transfer of Power and the Messy Aftermath**  
Metcalf and Metcalf, *Concise History of Modern India*, 223–30  
**Primary Source (online exhibit):** Women During Partition: Rebuilding Lives

### Week 12

**April 14**  
**Indian Economics, Poverty, and State Security**  
Vinay Lal, “Independent India”  
Metcalf and Metcalf, *Concise History of Modern India*, 231–51

*April 15 Assignment (due on Blackboard by 11:59 pm): Primary source analysis 4, of Joothan
April 16  Indira Gandhi; Caste and its Enduring Legacies
Primary Source: Valmiki, Joothan: An Untouchable’s Life, 1–17

Week 13

April 21  Points of Conflict: The Creation of Bangladesh and Unrest in Kashmir
Metcalf and Metcalf, Concise History of Modern India, 251–60
Bass, “Looking Away from Genocide”
Mishra, “Kashmir: The Unending War”
Chatterjee, “In Kashmir, India Is Witnessing Its General Dyer Moment”

April 23  Pakistan: Many Islams and Education
Taymiya Zaman, “Not Talking About Pakistan”
Gottschalk, “Who are Pakistan’s Ahmadis”
Primary Source: New York Times Obituary of Mohammad Zia ul-Haq
<note> Vinay Lal’s Pakistan timeline may be useful for reference (link on Blackboard)

Week 14

April 28  The Hindu Rashtra
Metcalf and Metcalf, Concise History of Modern India, 272–83
Traub, “India’s Dangerous New Curriculum”
Filkins, “Blood and Soil in Narendra Modi’s India”
Primary Source: Savarkar excerpts from Jaffrelot’s Hindu Nationalism: A Reader, 85–96

*April 29 Assignment (due on Blackboard by 11:59 pm): Primary source analysis 5, details TBA

April 30  India in the World in 2020
Readings TBA

Final Exam May 12 (tentative), 8:30–11:30 a.m., location TBA