HH3036 (Semester 2, AY 2019-20)
South Asia and the World
Tuesdays, 930 am -1230 pm
LHS-TR+29 (The Hive LHS-B2-06)

Note: This is a syllabus-in-progress and is subject to change.

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<tr>
<th>Academic Year</th>
<th>2019-20</th>
<th>Semester</th>
<th>2</th>
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<tbody>
<tr>
<td>Course Coordinator</td>
<td>Tapsi Mathur</td>
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<td>Course Code</td>
<td>HH3036</td>
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<td>Course Title</td>
<td>South Asia and the World</td>
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<td>Pre-requisites</td>
<td>None</td>
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Course Aims

This module examines how the region of South Asia has interacted with the rest of Asia and with other parts of the world. In this course, we will track the complexity of these interregional connections through a focus on empire, oceans, slavery, labor flows, law, pilgrimages, migration, and diaspora. These interconnections are as varied as they are complex, but they allow us to rethink the history of South Asia as part of both an interregional arena and a world system.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:
1. Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of South Asia as a region.
2. Compare and contrast major historical approaches in the history of mobility.
3. Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
4. Develop an historical argument based on primary sources related to the themes of the module.

Course Content

This course takes a comparative perspective on movements and encounters of South Asia with the rest of the world to understand how these have shaped regional and world history. Through a focus on mobility, we will study themes like ideologies of empire; commodities like maps or money moving out of the sites of their production; as well as travel, trade, and pilgrimage. This focus on mobility will allow students to understand the making of both the region of South Asia as well as the modern world, one that is characterized as much by its interrelatedness as its inequality.

Assessment

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<th>Component</th>
<th>Weightage</th>
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<tr>
<td>Group presentation</td>
<td>20%</td>
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<tr>
<td>In-class activities</td>
<td>20%</td>
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Description of assessments:

Presentation based on group work (20%): in-class presentations in groups. Each group will choose a commodity or concept and trace its location in world history for the class. To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

In-class activities (20%):
This component will be determined by your weekly reading responses, in addition to participation in other in-class activities. Weekly reading responses should be one page only and provide your view on one or more of the readings for each week. They will be graded on a check minus/check/check plus scale: a check minus for submitting the response but below average work, a check for average work, and a check plus reserved for outstanding work.

Midterm Essay (30%):
Midway through the semester, you will have an opportunity to demonstrate your understanding of the course’s key concepts and methods of analysis through a short close-reading essay of 1000 words.

Final essay (30%):
This assessment component consists of a research essay of 2000 words. You will be required to develop your own topic in consultation with the instructor, to collect primary sources appropriate to that topic, and develop a clear historical argument.

Reading and References

Texts subject to changes.

Bayly, Christopher Alan. *Imperial Meridian: The British Empire and the World 1780-1830*. 
Routledge, 2016.


Ballantyne, Tony. "Race and the Webs of Empire: Aryanism from India to the Pacific." *Journal of Colonialism and Colonial History* 2, no. 3 (2001)


Alavi, S. *Muslim Cosmopolitanism in the Age of Empire.* Harvard University Press, 2015.


Burton, Antoinette M. *At the Heart of the Empire: Indians and the Colonial Encounter in Late Victorian Britain.* University of California Press, 1998.

Das, Saranghadar. “Why We Must Emigrate to America?” (1911). Available at: https://www.saada.org/item/20101216-154


Course Policies and Student Responsibilities

This is an advanced seminar class intended for third and fourth year history students. This module is intended to be both an intensive reading seminar as well as a writing workshop. You are expected to complete all assigned readings before class, attend all lectures and tutorials punctually, and submit all scheduled assignments by their due dates.

Absenteeism

This course requires you to be in class to contribute to discussions and team presentations. These in-class activities make up a significant portion of your grade. Absence from class without a valid reason can affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

Plagiarism

Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University’s policies on plagiarism and collaboration. The University has recently clarified and strengthened its rules regarding plagiarism. Plagiarism does not have to be intention in order for it to count as an infringement. Start work early so you are not rushing to complete things at the last minute. Breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

Late work and extensions:

Any submitted work that is late will result in the deduction of one letter grade per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade for that component. Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your
instructor(s) if you need any clarification about the requirements of academic integrity in the course.

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<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Email</th>
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<tr>
<td>Tapsi Mathur</td>
<td>HS 05-11</td>
<td><a href="mailto:tapsi.mathur@ntu.edu.sg">tapsi.mathur@ntu.edu.sg</a></td>
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**Planned Weekly Schedule**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/ Activities</th>
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<tr>
<td>1</td>
<td>Introduction</td>
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<td>2</td>
<td>Early Modern South Asia in the World</td>
<td>Richards and Subrahmanyam.</td>
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<td>3</td>
<td>Oceans and Empires</td>
<td>Pearson and Ho.</td>
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<td>4</td>
<td>Conquest and Trade</td>
<td>Parthasarathi and Colley.</td>
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<td>5</td>
<td>Intermediaries and Go-Betweens</td>
<td>Schaffer and Subramanian.</td>
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<tr>
<td>6</td>
<td>Routes of Labor in British India</td>
<td>Visram and Carter.</td>
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<td>7</td>
<td>Counterflows to Colonialism</td>
<td>Visram and Fisher.</td>
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<tr>
<td>8</td>
<td>Global and Imperial Knowledge I: South and Central Asia</td>
<td>Stephens and Raj.</td>
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<td>9</td>
<td>Global and Imperial Knowledge II: South Asia and the Pacific</td>
<td>Ballantyne and Ganter.</td>
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<td>10</td>
<td>Cosmopolitanism and Religion</td>
<td>Green and Alavi.</td>
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<td>11</td>
<td>Paths of Pilgrims</td>
<td>Mishra and Bose.</td>
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<td>12</td>
<td>Global Merchants and Bankers</td>
<td>Markovits and Banerji.</td>
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<tr>
<td>13</td>
<td>Connections in the 21st Century</td>
<td>Mishra and Amrith.</td>
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