

**POLS 301: Politics and Travel**  
**Exploring Legacies of Colonialism in India**

**Instructors:** Suparna Chaudhry and Matt Scroggs

**Office Hours:** During lunch and as arranged

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**Required Books**

- 1) Dalrymple, William, *City of Djinns: A Year in Delhi* (New York: Penguin, 1993).

Additional materials will be posted via Scholar. It is strongly recommended that students procure and download these additional readings prior to leaving for India, in case there are any difficulties with Wi-Fi access or if Scholar is inaccessible.

**Catalog Description**

This course will allow students from all disciplines to study politics and governmental institutions abroad. Destinations and topics will depend upon faculty expertise and student interest.

**Course Description**

This course explores the historical legacies of colonialism in South Asia, and its effect on democracy, development and conflict in India and Pakistan. Through a variety of readings in political science, international relations, history, anthropology, and economics, as well as tours around Old Delhi and New Delhi, and trips to museums and institutions of education and industry in India, we will cover issues such as the management of ethnic and religious conflicts, secularism, secessionist movements, and problems of governance. In addition we cover broader questions such as the roots of democracy and dictatorship, civil-military relations, nuclear deterrence, and foreign policy preferences.

**Course Learning Objectives**

- Develop an understanding of the enduring influence of colonialism and its consequences.
- Compare and contrast various competing accounts for the rise of authoritarianism in Pakistan and the puzzle of enduring democracy in India
- Gain tools to analyze current events in the region and apply theoretical perspectives to similar problems in other parts of the world

**Statement on Physical Requirements**

This is a study abroad course conducted outside of the U.S., which means this course will be in a location where the Americans with Disabilities Act (ADA) does not apply. Faculty will make every effort to accommodate students with physical requirements. However, all students should be aware this program includes excursions requiring a decent amount of walking/hiking. We will be travelling as a group via arranged transportation, but many of the tours will involve walking through museums, memorials, galleries, and institutions in the Delhi summer, which can be a draining experience. It is strongly recommended that all students have a bottle of water with them during these trips to replenish fluids throughout the day and avoid dehydration.

### **Assessment:**

**1. Chronology Quiz (10%)** – This in-class quiz will test students’ knowledge of events from the end of colonialism and in Independent India. Chronological knowledge of events is essential to understanding references made by tour guides on our trips.

**2. Class Participation (30%)** - Most class periods will consist of a short lecture and then a seminar-style discussion based on the readings. Class will be interactive. Attendance and engaged participation is essential both to your ability to absorb the information and to effective functioning of the classroom environment. Evidence of having completed the readings also strongly contributes to your grade for participation.

**3. Two reflection papers (30%)** – The goal of the first reflection paper is for students to compare their pre-departure perceptions of Indian with their lived experiences, interactions and excursions. The second reflection paper should compare and contrast reporting on India in popular media and news, and how their learned knowledge substantiates or differs from reports. These papers should be 4 pages each.

**4. Research Paper (30%)** – Students will turn in a 4,000 word research paper analyzing the impact of colonialism on any one particular aspect of contemporary India (economy, governance, ethnic relations, finance, foreign policy, security and defense, higher education system, human rights, internal conflict) .

### **Grading Scale**

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F

### **Course Policies**

#### ***Attendance***

Given the amount of material we cover in each class and the limited number of course meetings over the two weeks abroad, it is crucial that you attend every meeting, unless you are ill.

#### ***Scholar***

You should be aware that there is a 9.5 hour time difference between the U.S. East Coast and New Delhi. It is possible that Blackboard maintenance could take place while we are abroad and interfere with your ability to access readings and submit materials. It is for that reason, combined with potential internet outages in India, that we strongly encourage you download all the readings before leaving. **Problems accessing the readings on Scholar will not excuse late work!**

### ***Deadlines and Expectations***

Under most circumstances, late assignments will not be accepted. In case of computer failures, we highly recommend that all files be backed up through some variety of cloud-based services, such as Dropbox, Google Drive, Box, etc.

### ***Complete the Readings***

Please come to class with all of the assigned readings read, in order to effectively contribute to discussion. There are few things that will slow down a class more than not completing the readings on time, so it is necessary that they be completed. In addition, the main book for the class needs to be read before the trip begins.

### ***Disabilities Statement***

We will accommodate students with documented disabilities according to the guidelines provided to us by the Dean of Students. If you have a documented disability, we highly recommend you meet with the Dean of Students to discuss accommodation(s). Please do not hesitate to contact us at any point during the semester to discuss your performance and/or accommodations. *Any student with a documented disability should consult with Student Disability Services and the instructors prior to departure.*

### ***Academic Integrity***

This course is subject to the rules on academic honesty and integrity, as found in the University Handbook, particularly as relates to plagiarism. If you are found to be violating the university's plagiarism rules, you will receive a 0 for the offending work and may be subject to getting an F in the course. **Remember: the CNU Honor Code governs your behavior while abroad!**

### ***Grade Appeals***

If you have a substantive disagreement on any grades that you receive, you must wait 72 hours and provide a brief (1 page) write-up on why your grade is incorrect. Be aware, however, that this may result in a lowering of the original grade if we end up finding further mistakes on the second reading.

### **University Policies**

#### ***Disabilities***

Students with documented disabilities are required to notify the instructor no later than the first day on which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

#### ***Success***

We want you to succeed in this course and at Christopher Newport. We encourage you to come see us during office hours or to schedule an appointment to discuss course content or to answer questions you have. If we become concerned about your course performance, attendance, engagement, or well-being, we will speak with you first. We also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as

well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for us to support you and help foster your success at Christopher Newport.

### **Topic List and Readings**

#### **Prior to Leaving**

- Read Dalrymple's *City of Djinns* in its entirety

#### **Monday, May 20th: Introduction to India and Overview of British Colonial Rule**

##### *Afternoon – Class Meeting*

- Steven I. Wilkinson, *Army and Nation: The Military and Indian Democracy since Independence* (Cambridge: Harvard University Press, 2015) pp.1-36.
- Steven I. Wilkinson "India" chapter in David Samuels, *Comparative Politics* (Prentice Hall 2013), pp.194-234.
- Craig Jeffrey and John Harriss, *Keywords for Modern India* (Oxford: Oxford University Press, 2014): "Adivasi," "Caste," "Congress," "Dalit," "Hindu," "Muslim" "Reservation," pp.8-9, 18-21, 38-9, 50, 89-90, 92-94, 126-28, 154-56.

##### *Evening – Visit Lodhi Garden*

#### **Tuesday, May 21st: Partition and Independence: How Legacies Matter**

##### *Morning – Trip to Humayun's Tomb*

##### *Afternoon – Class Meeting*

- Wilkinson, *Army and Nation*, Chapter 2
- Ramachandra Guha, *India After Gandhi*, Ch 2
- Ayesha Jalal, *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective* (Cambridge, 1995) "Chapter 1 The Colonial Legacy in India and Pakistan" pp.9-28.
- Paul Staniland. "Explaining Civil-Military Relations in Complex Political Environments: India and Pakistan in Comparative Perspective." *Security Studies*, Vol. 17, No. 2 (April 2008), pp. 322-362

#### **Wednesday, May 22nd: India and its Neighbors: Foreign Policy Formulation, 1962 War with China, and the 1971 War and the Creation of Bangladesh**

##### *Morning – Trip to Qutab Minar*

##### *Afternoon – Class Meeting*

- Guha, Chapter 8

- Christophe Jaffrelot, “East Bengal: Between Islam and Regional Identity,” in Christophe Jaffrelot Ed. *A History of Pakistan and Its Origins*, (London: Anthem, 2002), “” pp. 39-60, 300-301.
- Srinath Raghavan, “Civil-Military Relations in India: The China Crisis and After,” *Journal of Strategic Studies*, Vol. 32, No. 1, pp. 149–175, (2009).

### **Thursday, May 23rd: Exploring the Walled City – Old Delhi**

*Morning – Guided Tour of Old Delhi and UNESCO World Heritage Sites*

- Re-read selected chapters from Dalrymple before tour, 3, 7

*Afternoon – Trip to United Coffee House*

### **Friday, May 24th: Civil Lines and British Empire**

*Morning and Afternoon – Guided Tour of Civil Lines – Home of British Colonial Empire*

*Re-read Chapters 4, 5 from William Dalrymple*

### **Monday, May 27th: India’s Stint with Authoritarianism: Indira Gandhi, The Period of Emergency, and the Khalistan Insurgency**

*Morning – Trip to Indira Gandhi Museum and Gandhi Smriti*

*Afternoon – Discussion*

- Guha, Chapters 21 and 22
- William Dalrymple, Chapter 22

### **Tuesday, May 28th: Faith and Art in Contemporary India**

*Morning – Trip to Lotus Temple*

*Afternoon – Trip to National Gallery of Modern Art*

### **Wednesday, May 29th: Political Economy + Indian Foreign Policy**

*Morning- Discussion*

- Guha, Chapter 29
- Teitelbaum. 2007. “In the Grip of a Green Giant,” *Comparative Political Studies*.
- Arundhati Roy ‘Mr. Chidambaram’s War, *Outlook*, November 9, 2009.
- Sumanta Banerjee, ‘Reflections of a one-time Maoist activist, *Dialectical Anthropology*, 33 (2009): 253-269.
- Manjari Chatterjee Miller, “India’s Feeble Foreign Policy.” *Foreign Affairs*.  
<https://www.foreignaffairs.com/articles/india/2013-04-03/indias-feeble-foreign-policy>

- Sudha Ramachandran, “Indian Foreign Policy Under Narendra Modi.” *The Diplomat*. <https://thediplomat.com/2014/05/indian-foreign-policy-under-narendra-modi/>

*Afternoon/Evening – Trip to JNU*

**Thursday, May 30th: India as a Global Player – Nuclear Weapons and Human Rights**

*Morning/Afternoon – Discussion*

- The Risk of Nuclear War “The Atomic Emporium: A.Q. Khan and Iran’s race to build the bomb,” *The New Yorker*, August 7 2006 pp. 50-63.
- Vipin Narang. “Posturing for Peace? Pakistan’s nuclear postures and South Asian stability,” *International Security*, Volume 34, Number 3, (2009/10), pp. 38-78.
- Paul Kapur, “Ten years of Instability in a nuclear South Asia,” *International Security*, 33, 2, (2008), pp.71-94
- Sumit Ganguly, “Nuclear Stability in South Asia,” *International Security*. Volume 33, Number 2, (2008), pp. 45-70.
- Meenakshi Ganguly, “Can India be an international human rights leader?” *openDemocracy*. <https://www.opendemocracy.net/openglobalrights/meenakshi-ganguly/can-india-be-international-human-rights-leader>
- Aseem Prakash, “Misplaced priorities? Global leadership and India’s domestic neglect of human rights.” *openDemocracy*. <https://www.opendemocracy.net/openglobalrights/aseem-prakash/misplaced-priorities-global-leadership-and-india%E2%80%99s-domestic-neglect-o>
- Mandeep S. Tiwana, “Squeezing civil society hurts India’s economy and democracy.” *openDemocracy*. <https://www.opendemocracy.net/openindia/mandeep-s-tiwana/squeezing-civil-society-hurts-india-s-economy-and-democracy>

*Evening – Trip to Dilli Haat*

**Friday, May 31st: Wrap-up**

*Morning – Discussion*

*Afternoon – Pack*

*Evening – Wrap-Up Dinner*