

# Globalizing India

History 1038 / Asian Studies 1035

MW 10-11:25

Fall 2016

## Instructor

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## Course Description

Amidst a barrage of images of India's dramatic economic take-off, as well as of the country's lingering challenges, this First Year Seminar asks what globalization has meant on the ground in India, and what explains the forms it is taking. With globalization in India producing billionaire capitalists, software engineers, migrant laborers, and urban waste-pickers, among others, we will examine the transformations of lives and livelihoods, landscapes and imaginations that have occurred in recent decades.

## What will you learn in this course?

As a First Year Seminar, this course is designed to guide you in the transition to college writing. It also offers an introduction to the study of India, a potentially unfamiliar part of the world. And it introduces disciplines such as professional history, anthropology, development studies, which may be quite different from your exposure in high school. Given these multiple demands, our approach will be a constructive and challenging process of discovery. Throughout the semester we will pursue the following general learning goals:

- Learn how to analyze and utilize primary and secondary sources.
- Learn how to conduct research and how to avoid plagiarism.
- Gain proficiency in expressing your thoughts both verbally and in writing.
- Learn how to engage critically and creatively with texts to make contextually original analytical arguments.
- Develop or enhance abilities as a self-directed learner.

In addition to these general goals, there are several specific content-related aims of this course:

- Understand how contemporary globalization is shaping everyday life in India today.
- Situate the current moment within a longer history of global connection.
- Understand how and why contemporary globalization has taken its present form.
- Gain a critical perspective on ideas of development, modernity, and tradition.

## Required Texts

The following texts are available for purchase via Chegg (or Amazon) and on Reserve at H-L library:

Dasgupta, Rana. *Capital: The Eruption of Delhi*. New York: Penguin Press, 2014.

Deb, Siddhartha. *The Beautiful and the Damned: A Portrait of the New India*. New York: Faber & Faber, 2011.

Additional required readings are available on the course page on Blackboard under the sidebar tab “Readings,” or as e-books or articles available through the library. I ask you to print these “electronic coursepack” readings and use the hard copy for your reading. Working from a hard copy facilitates careful reading, highlighting, and note-taking, and will likely make a difference in the quality of your contributions to class discussion as well as in your written analyses. **Please bring a hard copy of the readings with you to each class.**

## Electronics Policy:

I strongly discourage the use of computers or tablets in class, except in cases of documented disability. In this kind of seminar context, having a laptop or tablet open in front of your face is an impediment to discussion and engagement with your classmates, in addition to the temptations of email and Facebook! Likewise, please keep volume off on phones and do not use them during class.

## Course Format:

Discussion of assigned texts, or of additional materials presented in class, will be the primary mode of this course. I will at times give brief mini-lectures to provide necessary background on the historical and cultural context, or to clarify the readings. A major aim of the course, however, is to develop an open, collaborative space for engaged discussion. We will also spend a considerable portion of class time engaged in impromptu, low-stakes work on writing.

We will follow the reading schedule provided in this syllabus as closely as possible. Any necessary changes during the course of the semester will be announced in class no later than the class before the revised reading is due. I will also inform you by email and on Blackboard announcements of any such changes.

## Course Requirements:

*Attendance:* You are expected to attend every class throughout the semester. If you know you will have to miss class, please inform me as soon as possible. Frequent absence will be reflected in your final grade.

*Participation (20%):* Active participation is an essential part of this class. Active participation entails engaging meaningfully in class discussions and contributing to in-class activities. You are expected to read critically and to come to class with the assignment completed, prepared to talk intelligently about the readings. I am aware that

there are different styles of class participation and different comfort levels with speaking up in class. If you have concerns or discomfort with speaking in class, please come talk to me right away so we can work together to find ways for you to more easily join the discussion.

*Debate Prep (5%):* We will examine existing mainstream arguments surrounding globalization and utilize them as the basis for a reflective debate in class. You will submit your individual debate prep for assessment.

*Short Assignments (20%):* There will be multiple low-stakes short assignments throughout the course, both to train you in specific skills, and to help cultivate your engagement with the readings. These will be graded cumulatively at the end of the semester. **Please maintain a course folder with all of your written work.**

*Primary Source Analysis (15%):* A thesis-driven (or argument-driven) analysis of two primary sources.

*Mini Research Project (15%):* Starting with a single well-selected historical source, you will build (and vet) a bibliography of primary and secondary sources and write a brief research paper that utilizes these sources to identify and situate your original text, and to help us understand its significance. More details to follow.

*Analytical Essay (25%):* Utilizing primary and secondary sources, this essay will serve as a capstone exploration of themes from the entire course.

**Please note that you must complete and turn in all assignments to receive a passing grade in the course.**

**Academic Integrity:**

All your work for this class must be your own, written for the purposes of this class, in your own words. We will work together on learning how to cite sources properly, and how to avoid academic dishonesty.

**Disabilities:**

Students who have documented learning disabilities with the Office of the Dean of Student Affairs may be entitled to various accommodations. Please initiate any conversation about accommodations with me at the beginning of the semester.

*Schedule of Classes.* Readings are listed on the day they are due. In case of any changes to our reading schedule, the online copy of the syllabus will reflect the updated schedule. Readings marked with an asterisk (\*) are available on the course Blackboard page under “Readings.”

## **PART I: What is Contemporary Globalization? Snapshots of the Present**

### **Aug. 31: Introduction**

#### **Sept. 5: Dreamscapes**

Deb, *The Beautiful and the Damned*, Chapter 1, “The Great Gatsby: A Rich Man in India,” pp. 27-71.

Dasgupta, *Capital: The Emergence of Delhi*, Note to the Reader & “Landscape” (pp. xi-xiii & 1-27).

*In-Class Exercise: How to do a close reading & analysis of a primary source (within the discipline of history)*

#### **Sept. 7: Spaces of the New Economy**

Deb, Chapter 2, “Ghosts in the Machine: The Engineer’s Burden,” pp. 72-120

#### **Sept. 12: Agriculture & Industry**

Deb, Chapters 3 & 4, “Red Sorghum: Farmers in the Free Market” & “The Factory: The Permanent World of Temporary Workers,” pp. 121-206.

*In-Class Exercise: How do you take notes?*

#### **Sept. 14: Experiences of Urban Life**

Deb, Chapter 5, “The Girl from F&B: Women in the Big City,” pp. 207-249.  
Dasgupta, pp. 235-257; 287-310.

## **PART II: How Did We Get Here?**

### **Sept. 19: India as a product of earlier eras of globalization: some key examples**

Dasgupta, pp. 164-195; 49-59.

*In-Class Exercise: How to frame interesting questions?*

#### **Sept. 21: Forging an Independent Nation-State: Gandhi**

M. K. Gandhi, *Hind Swaraj* in *Hind Swaraj and Other Writings*, edited by Anthony Parel.  
Cambridge: Cambridge University Press, 2009, pp. 5-11, 26-50, 58-74, 100-111.

*In-Class Exercise: How to develop a contextually original argument*

#### **Sept. 22: Bollywood film & Indian Dinner!**

#### **Sept. 26: Forging an Independent Nation-State II: Nehru & Ambedkar**

Jawaharlal Nehru, Speech on the granting of Indian independence (1947):  
<http://sourcebooks.fordham.edu/halsall/mod/1947nehru1.html>

On Marxism, Capitalism, and Non-Alignment (1941 & 1956):  
<http://sourcebooks.fordham.edu/halsall/mod/1941nehru.html>

\*B.R. Ambedkar, "Gandhism: The Doom of the Untouchables" in Valerian Rodrigues, ed. *The Essential Writings of B.R. Ambedkar* (New Delhi: Oxford University Press, 2002), pp. 149-172; "Speeches in the Debates in the Constituent Assembly," in *Sources of Indian Tradition, Vol. 2* (New York: Columbia University Press, 1988), pp. 339-347.

**PAPER: Primary Source Analysis: How did these major political actors' think about Indian independence and India's place in a global world? (Choose two out of: Gandhi, Nehru, Ambedkar). Due 10/3; further details to follow.**

**Sept. 28: Post-Colonial Development: The Nehruvian State**

\*Sunil Khilnani, *The Idea of India*, (New York: Farrar, Strauss & Giroux, 1999), Ch. 2, "Temples of the Future," pp. 61-106

*In-Class Exercise: Why, what & how to cite + How to avoid plagiarism*

**Oct. 3: Primary Source Analysis Due at the beginning of class.**

**Oct. 5: Toward Liberalization & the Rise of the New Middle Class**

\*William Mazzarella, Ch. 3, "Citizens have sex, Consumers make love: KamaSutra I," in *Shoveling Smoke: Advertising and Globalization in Contemporary India* (Durham, NC: Duke University Press, 2003), pp. 59-98.

<http://read.dukeupress.edu.ezproxy.bowdoin.edu/content/shoveling-smoke>

*In-Class Exercise: How to vet sources and compile a bibliography*

**Oct. 10: No Class—Fall Break**

**Oct. 12: Library Session: Meet in the Chandler Room, H-L. Bring your initial primary source (details to follow).**

**PART III: Debating Capitalist Globalization**

**Oct. 17: Analytics**

\*Gary Gereffi, "The Global Economy: Organization, Governance, and Development," in *The Globalization Reader*, 4<sup>th</sup> Edition (Chichester, West Sussex: Wiley Blackwell, 2012), pp. 170-179.

Additional reading TBA

**Research Paper Bibliography Due at the beginning of class**

**Oct. 19: Does it reduce poverty or is it making the lives of the poor more precarious?**

\*Amartya Sen, "How to Judge Globalism," in *The Globalization Reader*, pp. 16-21.

\*Martin Wolf, "Incensed about Inequality," in *Ibid.*, pp. 180-186.

\*Joseph Stiglitz, "Globalism's Discontents," in *Ibid.*, pp. 206-213.

\*Jagdish Bhagwati, Selections

**Oct. 24: Does it improve the conditions of rural life or disrupt it in negative ways?**

\*Letter by Nobel Laureates concerning the effects of GMOs

Film *Behind the Label: India's Genetically Modified Cotton*, available through library website

**Oct. 26: Does it open up or close down effective forms of political action?**

\*Arundhati Roy, *Capitalism: A Ghost Story* (Haymarket Books, 2014), Selections

\*Additional reading TBA

**Debate Prep Due at the beginning of class**

*In-Class Exercise: Debate on globalization*

**PART IV: Alternative Analytics on Global Capitalism: What does it actually entail? How does it operate?**

**Oct. 31: The Politics of Development**

\*James Ferguson, *The Anti-Politics Machine: "Development," depoliticization and bureaucratic power in Lesotho* (Minneapolis: University of Minnesota Press, 1994), pp. 251-288.

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Princeton, NJ: Princeton University Press, 2011), Chapter 4, pp. 102-153. E-book

*In-Class Exercise: Working on Your Research Paper Argument (bring to class)*

**Nov. 2: State Policy & its Effects under Liberalization**

\*Laura Bear, *Navigating Austerity: Currents of Debt along a South Asian River* (Palo Alto, CA: Stanford University Press, 2016), Selections.

Additional TBA

**Nov. 4: 10 a.m. Research Paper Rough Draft Due**

**Nov. 7: Cultures of Entrepreneurship**

\*Craig Jeffrey & Stephen Young, "Jugaad: Youth and Enterprise in India," *Annals of the Association of American Geographers* 104(1), 2014: 182-195

Nandini Gooptu, "Neoliberal Subjectivity, Enterprise Culture and New Workplaces: Organized Retail and Shopping Malls in India," *Economic & Political Weekly* 44, 22 (May 30-Jun 5 2009): 45-54.

**Nov. 9: "Urban Crisis," Urban Life**

Arjun Appadurai, "Spectral Housing and Urban Cleansing: Notes on Millennial Mumbai," *Public Culture* 12(3), 2000: 627-51.

Ananya Roy, "Why India Cannot Plan its Cities: Informality, Insurgence, and the Idiom of Urbanization," *Planning Theory* 8 (February 2009), 76-87.

**Nov. 14: Creating "World-Class" Cities**

Lisa Bjorkman, *Pipe Politics, Contested Waters: Embedded Infrastructures in Millennial Mumbai* (Duke University Press, 2015), Introduction & Ch. 2, pp. 1-20; 62-81.

Asher Ghertner, *Rule by Aesthetics: World-Class City Making in Delhi* (New York: Oxford University Press, 2015), (New York: Oxford University Press, 2015), Intro, Ch. 4, pp. 1-22; 99-124

*In-Class Exercise: Present your research paper (& get feedback)*

**Nov. 16: Urban Infrastructures & Infrastructural Politics**

Bjorkman, *Pipe Politics*, Ch. 5, “No Hydraulics Are Possible,” pp. 128-164.

Nikhil Anand, “Pressure: The PolyTechnics of Water Supply in Mumbai” *Cultural Anthropology*, 26, 4 (2011): 542-564.

*In-Class Exercise: Present your research paper (& get feedback)*

**Nov. 18: Final Research Paper Due**

**Nov. 21: Turning Nature into Money**

\*Anna Tsing, Introduction, “Better you had brought me a bomb, so I could blow this place up,” Ch. 1, *Frontiers of Capitalism*, “They communicate only in sign language,” in *Friction: An Ethnography of Global Connection* (Princeton, NJ: Princeton University Press, 2005), pp. 1-54.

*In-Class Exercise: Free-writing*

**Nov. 23: No Class—Thanksgiving Break**

**Nov. 28: Inequality & exclusion**

Ajantha Subrahmanian, “Making Merit: The Indian Institutes of Technology and the Social Life of Caste,” *Comparative Studies in Society & History* 57, 2 (April 2015): 291-322.  
Newspaper articles: Find & bring to class 2 articles from English-language Indian online media regarding the “Una protests.”

**Nov. 30: The Emotional Life of Neoliberalism**

Watch online episodes of *Satyamev Jayate* (further details to come).  
Additional TBA

**Dec. 2: 10 a.m. Rough Draft Due: Email to your group; hard copy to me.**

**Dec. 5: Peer review workshop**

**Dec. 7: Conclusions**

RS returns rough drafts

**Dec. 15: 12 p.m. Final Draft due via email.**