

Ambedkar University Delhi

Course Outline

Winter Semester (January to May 2018)

Time Slot: Wednesday 9-11 am, Friday 11-1 pm

1. Title of the Course: **Partitions in South Asia**
2. Name of the School/Centre proposing the course: **School of Liberal Studies**
3. Programme(s) which this course can be a part of: MA History
4. Level at which the course can be offered: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate : Masters
5. If it is a stand-alone course, how can it be scheduled?:(e.g., as a summer/winter course, semester-long course, regular or evening course, weekend course, etc.): Semester
6. Course Team: (coordinator, team members etc.): Dr Rachna Mehra
7. Rationale for the Course (Link with the institutional vision, how it fits into the programme(s), Availability of literature and resources, Expertise in AUD faculty or outside, how it would be beneficial to those who take this course, etc.):

This course takes the partition of the Indian subcontinent as the starting point and closely assesses the programme of nation-making in the case of India, Pakistan and Bangladesh. From situating this partition in a global context, the focus shifts to a study of mapping the boundaries by which these states marked their territory, and then proceeds towards the demarcation of its constituents (refugee/citizen/alien), and finally summarizes how the nation-state emerged herein.

8. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other: As one of the modules in UG and PG courses on Modern Indian History, and Indian National Movement, Communalism and Partition.
9. A brief description of the Course:

The objective of the course is to enable a more complete understanding of the event itself, i.e the partition of India. The legacy of partition continues to this day and hence the relevance in studying the event in greater detail. The purpose is to place the event in a global context as well whereby it is observed that in the 20th century, the age of decolonization, partition increasingly came to be used as an exit strategy by the erstwhile colonialists: Israel/Palestine, East/West Germany, North/South Korea, and India/Pakistan. Therefore, one module of this course will look at comparative history of Partitions. Finally, post-partition global south will

also be looked at in some detail, specifically in the case of the Indian subcontinent—the legacy that the partition of the Indian subcontinent leaves behind: post-Independent states in India, Pakistan and Bangladesh. The paper tries to show that partition was not the culminating event in nation-making, rather it was the beginning of the entire nation-making process, and that too, in the three states of India, Pakistan, and Bangladesh.

10. Specific Requirements on the part of students who can be admitted to this course: (Pre requisites or prior knowledge level etc.): None
11. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)
The Modules:

Module 1:

1. **Partition as an ‘exit strategy’:**

This module will focus on partitions that took place across the world after the breakdown of the colonial empires. Partitions arising out of retreat of empires and also those emerging out of Cold War conditions or geopolitical factors will be assessed by looking at the following cases: Northern Ireland and Irish Republic, India/Pakistan/Bangladesh, Israel/Palestine, and the cases of Germany, Vietnam and Korea. The idea is to situate the partition of the Indian subcontinent in a global context, and show that whereas it was not uncommon to use partition as a means of decolonisation from the perspective of the coloniser, yet, it was never a final solution to the problems it wished to solve.

Readings:

Smita Tewari Jassal and Eyal Ben-Ari (eds), *The Partition Motif in Contemporary Conflicts*, New Delhi: Sage Publications (2007)

Roy Licklider and Maya Bloom (eds), *Living Together After Ethnic Killing: Exploring the Chaim Kaufmann Argument*, London: Routledge (2006)

Richard Caplan (ed), *Exit Strategies and State Building*, Oxford: OUP (2012)

Thomas M Wilson and Hastings Donnan (eds), *A Companion to Border Studies*, Sussex: Blackwell Publishers (2012)

G. G. Deschaumes and Rada Ivekovic (eds), *Divided Countries, Separated Cities: The Modern Legacy of Partition*. New Delhi: Oxford University (2003).

2. **Drawing the Borders and Consequences of Cartographic Calculations:**

This module will look at the discussions involved in the drawing of the border with a special focus on the Indian borders with West and East Pakistan. How the borders got the final shape, how they remain permeable and how they spelt devastation and disruption in the lives of the ‘borderlanders’ (Willem van Schendel’s description of people living in and around the borders) will be the main focus of this module.

Readings:

- Willem van Schendel, *The Bengal Borderland: Beyond State and Nation in South Asia*, London: Anthem Press (2005)
- Lucy P Chester, *Borders And Conflict In South Asia: The Radcliffe Boundary Commission And The Partition Of Punjab*, Manchester: Manchester University Press (2009)
- Lucy P Chester, 'Boundary commissions as tools to safeguard British interests at the end of empire' in *Journal of Historical Geography*, Vol 34, Issue 3, July 2008, pp 494-515.
- Joya Chatterji, 'The Fashioning of a Frontier: The Radcliffe Line and Bengal's Border Landscape, 1947–52' in *Modern Asian Studies*, Vol 33, No 1, 1999.
- Willem Van Schendel, 'Working Through Partition: Making a Living in the Bengal Borderlands' in *International Review of Social History*, Vol 46, Issue 3, 2001.
- Sanjoy Hazarika, *Rites of Passage: Border Crossing, Imagined Homelands, India's East and Bangladesh*, New Delhi: Penguin (2000).

3. **Beyond Independence and Partition:**

This module looks at the consequences of partition in political terms in the post-independent state of India and Pakistan. The focus is on the coming to terms with the event: the view from above 'administrative consequences of partition' and the view from below, i.e. displacement, migration, relief, and rehabilitation of refugees. Hence, looking beyond independence and partition as just an event that occurred on 15th August 1947, and instead, to take the story further, as to what happened after this date—to the two new states and its new citizens.

Readings:

- Sekhar Bandyopadhyay, *Decolonisation in South Asia: Meanings of Freedom in Post-independence West Bengal, 1947-52*, London and New York: Routledge, 2009.
- Pradip Kumar Bose, *Refugees in West Bengal: Institutional Processes and Contested Identities*, Calcutta: Calcutta Research Group Oxford University Press (2000)
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*, New Delhi: Penguin (1998)
- Prafulla Chakrabarti, *The Marginal Men: The Refugees and the Left Political Syndrome in West Bengal*, Kalyani, West Bengal: Lumiere Books (1990)
- Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*, Cambridge: Cambridge University Press (2007)
- Antara Dutta. *Refugees and Borders in South Asia, The Great Exodus of 1971*, Routledge, 2013.
- Farooq Ahmad Dar, *Jinnah's Pakistan, Formation and Challenges of a State*, 2014.
- G. Ghislaine Schaumes and Rada Ivekovic, *Divided Countries, Separated Cities: The Modern Legacy of Partition*, New Delhi: Oxford University Press (2000-2001)
- Yasmin Khan, *The Great Partition: The Making of India and Pakistan*, London: Yale University Press (2007)
- Farzana Sheikh, *Making Sense of Pakistan*, 2009
- Taylor C Sherman, William Gould and Sarah Ansari, *From Subjects to Citizens, Society and Everyday State in India and Pakistan, 1947-70*, CUP, 2014.
- Tai Yong Tan and Gyanesh Kudaisya, *The Aftermath of Partition*, London: Routledge

(2000)

Vazira Zamindar, *The Long Partition and the Making of Modern South Asia*. New York: Columbia University Press (2007)

4. **The Legacy of Partition:**

This module looks at the legacies that partition left behind in social terms with a special focus on India and some reference to the situation in Pakistan and Bangladesh. Looking at India, the focus is on regions—the states bordering Pakistan and Bangladesh. The themes which will be taken up for analysis and further discussion will include—ideas of minority/majority (religion and region); assimilation and amnesia (cities and culture); hope and despair (women).

Readings:

Jasodhara Bagchi and Subhoranjan Dasgupta (eds), *The Trauma and the Triumph: Gender and Partition in Eastern India*, 2 Vols, Kolkata: Stree (2003 and 2007)

Gargi Chakravartty, *Coming Out of Partition: Refugee Women of Bengal* New Delhi: Bluejay Books (2005)

Papiya Ghosh, *Partition and South Asian Diaspora: Extending the Subcontinent*, London: Routledge (2007)

Mushirul Hasan and Asim Roy (eds), *Living Together Separately: Cultural India in History and Politics*, New Delhi: Oxford University Press (2005)

Ravinder Kaur, *Since 1947: Partition Narratives among Punjabi Migrants of Delhi*, New Delhi: Oxford University Press (2007)

Ritu Menon, *No Women's Land: Women From Pakistan, India and Bangladesh Write on Partition of India*.

Ranabir Samaddar, *Refugees and the State: Practices of Asylum Care in India, 1947-2000*, Calcutta: Mahanirban Research Group, Oxford University Press (2003)

-- (ed) *Reflections on partition in the East*, New Delhi: Vikash Publications (1997)

Ian Talbot, *Divided Cities: Lahore, Amritsar and the Partition of India*, Karachi: Oxford University Press (2006).

Sarah Ansari, *Life After Partition: Migration, Community and Strife in Sindh, 1947-62*, Karachi: OUP (2005)

D A Low and Howard Brasted (eds), *Freedom, Trauma, Continuities: Northern India and Independence*, New Delhi: Sage

Sanib Baruah, *India Against Itself: Assam and the Politics of Nationality*, Philadelphia: University of Philadelphia Press (1999)

5. **The Nation-States Emerge: India, Pakistan, and Bangladesh**

This module looks at the final shape in which the three nation-states emerged. While the history of partition entails the study of political division, it also signified the birth of the new nation states. The making of East and West or 'moth eaten' Pakistan though reckoned as an achievement in 1947 became a malignant sore with the emergence of Bangladesh (1971). What role does 'religion' culture and 'language' play in the making of these ethnic states is a question which will be explored in this module. Here we will also look at how contemporary politics are still shaped by the spectre of Partition which has not lost its relevance to this day—communal riots, border disputes, and the 'right to return' for a certain group of migrants are themes which will be discussed herein. Thus, re-emphasising on the continuing impact of partition in the three countries, and also the futility of it all.

Readings:

- C M Ali, *The Emergence of Pakistan*, New York: Columbia University Press (1967)
Ayesha Jalal, *The Cambridge History of Pakistan*, CUP, 2002.
Christophe Jaffrelot, *Nationalism without a Nation*, Zed, 2002.
Ian Talbot, *Pakistan A Modern History*, OUP, 1999.
Ian Talbot, *Pakistan A Modern History*, OUP, 1999.
Srinath Raghavan, *1971, A Global History of the Creation of Bangladesh*, 2013.
Yasmin Saikia, *Women War and Making of Bangladesh, Remembering 1971*, Duke, 2011.
Ranabir Samaddar, (ed). *Refugees and the State: Practices of Asylum Care in India, 1947-2000*, Calcutta: Mahanirban Research Group, Oxford University Press (2003)
Schendel, Willen van. *The Bengal Borderland: Bengal State of Nation in South Asia*. London: Anthem Press (2005)
Sheikh, Farzana. *Making Sense of Pakistan*, 2009.
Sashank S. Banerjee, India, Mujhibur Rahman, Bangladesh, Liberation and Pakistan, A political treatise, 2011.

Apart from these readings, students will be exposed to various themes in partition history using alternative sources to the 'historian's history', i.e. partition literature, oral testimonies, and cinema.

12. Assessment Methodology: 2 in-class assignments (20% each), 1 take-home project (30%), and end term exam (30%)

13. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None