

Islamic Culture of the Indian Subcontinent

Winter 2017

Course Code: ISLA 421
Hours: MW 1:05-2:25pm
Classroom: Stewart Biology Building S2/2
Institute of Islamic Studies, McGill University

Instructor: Prof. Pasha M. Khan
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Office: Morrice Hall Rm. 312

Office Hours: W 3pm-4pm, F 12pm-1pm by appointment
(please [schedule an appointment online](#))

This seminar offers a survey of the Islamicate cultural history of South Asia, from the 17th century onward. How have the "Great Mughal emperors" been perceived? What are the principles and power dynamics underlying Indic-Islamicate art? Did Islamicate India undergo a decline in the 18th century? What is modernity, and was it imported from the West? How do we account for conflict and shared practices between Muslims, Sikhs, Hindus, Buddhists, Parsis, and others? How was gender performed in India, and what were the extent and the limits to the power of gender/sexual minorities? What are the roots of modern forms of Shi'ism, Sunnism, and Sufism? Through historical texts, literature, visual art and music, students will be invited to consider questions such as these.

Required Text:

This required textbook is available at The McGill Bookstore (3544 Ave. du Parc).

Schimmel, Annemarie. *The Empire of the Great Mughals: History, Art and Culture*.

All other readings (listed in the Class Schedule) will be made available to you via myCourses. If you do NOT have access to the myCourses page for this class, please notify me A.S.A.P.!

On Technology in Class: Students are discouraged from using mobile phones in class. Fixating on your phone, surreptitious texting and so on will result in a lowered participation mark. Laptops and tablets (iPads, etc.) are allowed in class, but solely for the purpose of referring to the readings for the day. I encourage the use of paper and pen if you need to take notes. The use of laptops and tablets should not interfere with your participation in the class discussion; this will obviously cause your participation mark to take a nosedive. Make eye contact and stay away from email, social media, and so on—stick to the readings.

Students with Disabilities: If you have a disability, whether physical or mental (anxiety, depression, etc.) please do not hesitate to let me know in person or via email as soon as you can, and we will plan a course of action. I strongly recommend getting in touch with the Office of Students with Disabilities. Please note that mark-based accommodations can only

be made if they are requested via email by you (or via the OSD). Do speak to me in person if you need to, but a follow-up via email will be necessary for accommodations to be made.

Preferred First Names and Pronouns: In case your name is different from the one that I see on Minerva, or if you prefer to be called by a particular pronoun, please indicate this in the [Student Questionnaire](#). I will do my utmost to respect your self-identification, and I would ask you to please respect your classmates in a similar manner.

Trigger Warnings: At certain points in this course we will discuss various forms of historical and current violence. One of the goals of the course is for you to learn about these forms of violence, which emphatically should not be ignored. That said, some content may be disturbing to students given their particular life experiences. Therefore I have provided trigger warnings in the class schedule below (beneath each heading). If you suspect that specific material is likely to be disturbing for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Grading Scheme:

Participation	35%	Attendance and participation in class discussions makes up a significant portion of your grade. Please do the readings for each class carefully, come to class (on time), and engage in the discussion. For a better understanding of how participation is graded, see the Participation Rubric (next section).
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Presence in class is very important. It is imperative to have a doctor's note to avoid losing marks due to absence.

Marks will also be given for completing the Student Questionnaire when you enroll, and for attending the last class, where you will have the chance to complete the course evaluation. You may email me to inform me that you have completed the evaluation, or you are welcome to opt out by indicating this decision to me via email.

Class attendance:	10%
Participation:	23%
Student Questionnaire:	1%
Course Evaluation/Opt-out:	1%

Discussion Forum	20%	Students should post their brief thoughts on the readings for each class on the myCourses forum. They should be posted by 11:59 PM the night before each class . (However, late posts will be marked as well!) These will form some of the basis of the class discussion. Full marks would be given to an exceptionally well-articulated and insightful comment showing critical meditation on at least two of the days' readings (if there is more than one reading for the day).
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Student-led Class	20%	One of the final classes of the course will be taught by you and other students. For a duration to be determined by the number of other students presenting on the same day, you will teach a lesson on a topic to be chosen from the course topics for the modern period, using the readings given. Team teaching is encouraged and may raise your grade. Two weekends before your class, you must post some thoughts and questions to the discussion forum, in order to guide your fellow students.
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Note that you must present on the day fixed for your topic in the syllabus! A class plan draft (script, bullet-point notes, or a PowerPoint) must be emailed to the professor after you have taught the class. A limited number of students may present per class, so please sign up for your preferred topic, on the spreadsheet sent to you by the professor, in a timely manner in order to avoid disappointment.

You must submit the class plan draft to me via email according to the following instructions; failure to follow them will result in a reduced mark:

1. You must send the email from your *McGill email address*, not your personal address.
2. The email must be a *new email*. Please don't reply to an email I've sent you or to an existing email thread. Send me a new email with a new subject.
3. You must send the email to the following special email address:
pashamkhan+classplan@gmail.com. Please do not send it to my McGill address.

Preliminary Research
Question

5%

By **February 12 at 11:59 PM** students must email me a preliminary question that they hope to answer in their research paper.

You must submit it to me via email according to the following instructions; failure to follow them will result in a reduced mark:

1. You must send the email from your McGill email address, not your personal address.
2. The email must be a new email. Please don't reply to an email I've sent you or to an existing email thread. Send me a new email with a new subject.
3. Your research question should be stated in the body of the email. Please do not send attachments.
4. You must send the email to the following special email address:
pashamkhan+topic@gmail.com. Please do not send it to my McGill address.

Final Research Paper

20%

The final research paper is **due April 16 at 11:59 PM**. Guidelines with a marking rubric are available on myCourses. Because this is due after classes end, McGill treats it as a take-home examination. Don't be alarmed, therefore, if you see the course code on the central exam schedule—there is no sit-down exam.

You must submit the research paper to me via email according to the following instructions. If you do not follow the instructions, in the best case you will be emailed back with an error message; in the worst case your project will go off the radar and be docked marks, or not be marked at all. However the process is fairly simple:

1. You must send the email from your *McGill email address*, not your personal address.
2. The email must be a *new email*. Please don't reply to an email I've sent you or to an existing email thread. Send me a new email with a new subject.
3. Your assignment must be *attached to the email* in PDF format. Alternatively, Word and OpenOffice documents are also fine.

4. You must send the email with your assignment attached to the following special email address:
pashamkhan+final@gmail.com. Please do not send it to my McGill address.

In order to ensure timely grading, assignments handed in late or under an extension will not receive written comments.

Participation Rubric:

For each class, students receive a participation mark of 0 to 5 on the basis of the following rubric:

0	0%	<ul style="list-style-type: none"> • Absent.
1	35%	<ul style="list-style-type: none"> • Present but disruptive.
2	55%	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
3	70%	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows the readings and the issues, but does not show evidence of trying to interpret or analyse them. • Offers straightforward information (e.g. straight from the readings), without elaboration, or does so very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
4	85%	<ul style="list-style-type: none"> • Demonstrates good preparation: knows reading well, has thought through implications. • Offers interpretations and analysis of readings (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, links own opinions to others', offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
5	100%	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analysed readings exceptionally well, relating it to other readings for the class and other material (e.g., discussions, experiences etc.). • Offers analysis, synthesis, and evaluation of readings; for example, puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building,

suggests alternative ways of approaching material and helps class analyse which approaches are appropriate etc.

- Demonstrates very active involvement that is ongoing.

Class Schedule

Please note that this schedule is subject to change!

January 4

Introduction: Muslims and the Islamicate

TW: Racist violence, racism, Islamophobia

- Arora, Kamal. "Wisconsin Shooting."
- Husain, Salman. "Review: Terrifying Muslims."
- Hodgson, Marshall G. S. "Islamicate" in The Venture of Islam. 57-60.

January 9

The Great Mughals: Images of Tolerance and Bigotry

- Schimmel. 32-55.
- Minault, Gail. "Akbar and Aurangzeb."
- Moin, Azfar. The Millennial Sovereign. Selections.

January 11

Patronage: Music, Art and Storytelling

- Schimmel. 263-297.
- Schofield, Katherine. "Did Aurangzeb Ban Music?"
- Ghalib Lakhnawi. Adventures of Amir Hamza. Selections.

January 16

Mughal Gender: Men's Fashion, Women's Spaces

- Schimmel. 143-166, 225-228.
- Lal, Ruby. "Domesticity and Power." 176-213.
- Ahmed, Aziz. Mīrzā-nāmāh.
- O'Hanlon, Rosalind. Manliness and Imperial Service in Mughal North India.

January 18

Syncretism: Sufism, Bhakti, and Sikhism

- Schimmel. 118-119.
- Hawley, Jack. "Bhakti."
- Ernst, Carl and Tony Stewart. "Syncretism."
- Snell, Rupert. "Story of Raskhan."
- Poem by Raskhan
- Oberoi, Harjot. "Popular Saints, Goddesses, and Village Sacred Sites."

January 23	**NO CLASS**
January 25	Library Session
January 30	Courtly Languages: Persian, Urdu and Braj Bhasha <ul style="list-style-type: none"> • Schimmel. 229-261. • Alam, Muzaffar. "The Pursuit of Persian." • Sharma, Sunil. "Translating Gender." 94-100. • Faruqi, Shamsur Rahman. "Urdu Literary Culture: the Syncretic Tradition."
February 1	Sufism in Crisis <ul style="list-style-type: none"> • Bullhe Shah. "Bullha, What Do I Know Who I Am?" • Schimmel, Annemarie. Mystical Traditions of Islam. 141-145, 363-370. • Buehler, Arthur. "Ahmad Sirhindi."
February 6	The 18th Century: An Era of Decline? <ul style="list-style-type: none"> • Schimmel. 56-63. • Sarkar, Jadunath. "Condition of the People" in History of Aurangzib. 335-361. • Stein, Burton. "Eighteenth-century India: Another View" in The Eighteenth Century in Indian History. 62-87. • Barnett, Richard. North India Between Empires. 17-41. • Fisher, Michael. A Clash of Cultures: Awadh, the British, and the Mughals. 71-79.
February 8	The White Man's Burden: Orientalists and Anglicists <ul style="list-style-type: none"> • Macaulay, Thomas Babington. "Minute on Education." • Dalrymple, William. White Mughals. 109-156. • Azad, Alexander Heatherly. Qasidas.
February 13	Sexuality and Performance: Urdu/Persian Poetry <ul style="list-style-type: none"> • Naim, C. M. "Transvestic Words?: The Rekhti in Urdu" in Urdu Texts and Contexts. • Rekhti Poetry

	<ul style="list-style-type: none"> • Naim, C. M. "Homosexual (Pederastic) Love in Pre-Modern Urdu Poetry". • Abru, Najmuddin Shah Mubarak. "Advice to a Beloved."
February 15	The Parsi Theatre <ul style="list-style-type: none"> • Schimmel. 116. • Palsetia, Jesse. The Parsis of India. 1-7. • Hansen, Kathryn. "Passionate Refrains."
February 20	Film Screening: The Chess Players (Shatranj ke khilari)
February 22	Decadence: The Last Mughal and the Last Nawab of Awadh <ul style="list-style-type: none"> • Pritchett, Frances. Nets of Awareness. Ch. 1. • Edwardes, Michael. The Orchard House. 162-189. • Sharar, 'Abd al-Halim. Lucknow. Selections.
February 27	**READING WEEK**
March 1	**READING WEEK**
March 6	1857: The Indian Mutiny/Rebellion/War of Independence <ul style="list-style-type: none"> • Pritchett, Frances. Nets of Awareness. Ch. 2. • Kaye, J. W. "A History of the Sepoy War in India" in The 1857 Rebellion. • Sayyid Ahmad Khan. The Causes of the Indian Revolt.
March 8	Intersections of Buddhism and Islam: Cooperating Competitors <ul style="list-style-type: none"> • TBA
March 13	Changing Worldviews: Islamic Reformists and Modernists <ul style="list-style-type: none"> • Metcalf, Barbara. Islamic Revival in British India. 296-313. • Sanyal, Usha. Ahmad Riza Khan Bareilwi. 35-39. • Ahmed, Aziz. Islamic Modernism. 31-56.

March 15 **The Shifting Power of Women: Courtesans and Women's Education**

- Kugle, Scott. When Sun Meets Moon. 147-165.
- Oldenburg, Veena Talwar. "Lifestyle as Resistance."
- Minault, Gail. Secluded Scholars. 58-104, 256-263.
- Rokeya Sakhavat Husain. "Sultana's Dream."

March 20 **Shi'ism: Remembering the Martyrs of Karbala**

- Cole, Juan. Roots of North Indian Shi'ism in Iran and Iraq. 123-144.
- Sabri, Zahra. "Three Shi'a Poets."
- Hyder, Akbar. Reliving Karbala. Selections.

March 22 **Nationalisms: Muhammad Iqbal, Abu'l-Kalam Azad**

- Ahmed, Aziz. "Islamic Modernism. 156-163.
- Iqbal, Muhammad. "What Should Then Be Done."
- Iqbal, Muhammad. "Presidential Address."
- Henderson, Ian. "Abul Kalam Azad." 127-162.
- Azad, Abul Kalam. "Presidential Address."

March 27 **Partition**
TW: Violence

- Jalal, Ayesha. Modern South Asia. 165-189.
- Manto, Sa'adat Hasan. "Toba Tek Singh."
- Manto, Sa'adat Hasan. "A Believer's Version."
- Faiz, Faiz Ahmed. "The Dawn of Freedom."

March 29 **Bollywood/Lollywood Muslims**
TW: Reference to rape in Ali & Ahmad

- Dwyer, Rachel. Filming the Gods. Selections.
- Khan, Ali & Ali Nobil Ahmad. "From Zinda Laash to Zibakhana"

April 3 **Language Politics: Bangladesh and Pakistan**

- Thompson, Hanne-Ruth. "Bangladesh" in Language and National Identity in Asia.
- Rahman, Tariq. Language and Politics in Pakistan. Selections.
- Malik, Jamal. "The Language Issue - Urdu."
- Nazrul Islam. "The Rebel."

April 5

20th Century Soundscapes: Music Between Tradition and Innovation

- Qureshi, Regula. "Muslim Devotional."
- Sarrazin, Natalie. "Global Masala"
- Kvetko, Peter. Mimesis and Authenticity.

April 10

Communalism: Break the Mosque, Break the Temple

TW: Violence

- Ghassem-Fachandi, Parvis. Pogrom in Gujarat. 93-122.
- Naim, C.M. "Islamic 'Adl in Orakzai."
- Richard Eaton. "Temple Desecration and Indo-Muslim States."
- Kaifi Azmi, "The Second Exile."

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. / Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.