

Professor Chester

Office Hours: M 330-430, W 2-3, & by appt

IAFS 4500: Conflict and Culture in South Asia

This course examines a range of contemporary challenges in the context of South Asia. We will discuss issues relating to women and gender, youth and education, the Taliban, Afghanistan, Kashmir, communalism, and nuclear proliferation. This syllabus is subject to change as current events and public-health needs dictate.

Within this regional context, students will acquire and develop skills that they can apply more broadly, in other courses, in graduate work, and in life beyond the classroom. These skills include:

- 1) distinguishing between reliable and unreliable sources of information;
- 2) evaluating, interpreting, and synthesizing evidence;
- 3) developing the ability to give a convincing briefing;
- 4) building and refining an analytical argument.

This is a capstone course, and students are expected to read thoroughly and thoughtfully. The weekly reading load will often top 100 pages. Course requirements include active seminar participation, a short policy paper, a book review, a group discussion presentation, a research presentation, and a final policy paper.

If you feel sick, please stay home! There will be no penalty for missed classes or late work due to coronavirus precautions. Your health is my top priority. Please err on the side of protecting yourself and your classmates.

I may need to cancel class on short notice due to unforeseen circumstances. If so, I'll let you know via email. Please check your email before coming to campus.

HYBRID LEARNING:

This class is a hybrid of in-person meetings and remote learning. I have assigned each of you to the Tuesday cohort or the Thursday cohort. If you're in the Tuesday cohort, you'll come to class for in-person discussion on Tuesdays and stay home for remote learning on Thursdays. If you're in the Thursday cohort, stay home for remote learning on Tuesdays and come to class on Thursdays. Please do NOT come to class on your remote day, because the classroom is not large enough to accommodate additional students safely.

ILLNESS AND QUARANTINE:

If you disclose to me that you have tested positive for COVID-19, are having symptoms of COVID-19, or have had close contact with someone who has tested positive for COVID-19, I am required to submit that information to the Medical Service Public Health Office for the purposes of contact tracing.

If you need to miss class for more than one day (because you have COVID-19, because you have some other short-term illness or disability, or if you're in quarantine), I'll be happy to work with you to arrange accommodations. For the first missed day, I'll ask you to get class notes from one of your fellow students. For subsequent days, we will probably use some

combination of synchronous Zoom attendance, asynchronous mini-lectures, and short response papers. I will tailor the accommodations to your situation.

REMOTE LEARNING PLAN:

If public-health needs require the class to go remote, all class materials will be available via Canvas. Remote learning will include a mix of synchronous Zoom meetings with full-class discussion and breakout rooms, asynchronous mini-lectures, and various online discussion modes. I will survey you as the semester goes on to determine what's working well and what's not, making adjustments accordingly. I welcome your feedback at any time.

When the class meets via Zoom, I will record our meetings (including video, audio, and chat text) for students who need to watch later. Ask me to pause recording if you'd like to make a comment that you don't want recorded. Students are not authorized to record class by any means. If you need something recorded, please speak with me. According to CU OIT, Zoom recordings are encrypted and secure.

If campus goes remote, there will be a lot of information coming at you. You can find out what you need to know about this class from the emails I send and from Canvas. You're always welcome to email me with questions or to come to my Zoom office hours.

REQUIRED READING:

Available at bookstore:

Ahmed Rashid, *Taliban: Militant Islam, Oil, and Fundamentalism in Central Asia*, 2nd ed. (New Haven: Yale UP, 2010)

Basharat Peer *Curfewed Night* (New York: Scribner, 2014)

Malala Yousafzai, *I Am Malala* (New York: Little, Brown and Co, 2013)

Available on Canvas:

Flavia Agnes, Audrey D'Mello, and Persis Sidhva, "The Making of a High-Profile Rape Trial," *Economic & Political Weekly* 49: 29 (19 Jul 2014): 37-41

Stephen Biddle, "Ending the War in Afghanistan," *Foreign Affairs* 92:5 (Sep/Oct 2013) 49-58

Uday Chandra, "Rashoman Revisited: Contending Narratives on a Gang Rape in West Bengal," *Economic & Political Weekly* 49: 17 (26 Apr 2014): 15-17

Debolina Dutta and Oishik Sircar, "India's Winter of Discontent: Some Feminist Dilemmas in the Wake of a Rape," *Feminist Studies* 39:1 (2013): 293-306

Sumit Ganguly, "The Crisis of Indian Secularism," *Journal of Democracy* 14.4 (2003) 11-25

Honor Code, CU Boulder, "What Is A Violation?" <http://honorcode.colorado.edu/student-information/what-violation>

Human Rights Watch, "'We Have No Orders to Save You': State Participation and Complicity in Communal Violence in Gujarat" 14:3 (Apr 2002)

Michael Kugelman, "Why Pakistan Hates Malala," *Foreign Policy* (15 Aug 2017) <foreignpolicy.com/2017/08/15/why-pakistan-hates-malala/>

Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in Mohanty et al, *Third World Women and the Politics of Feminism* (Bloomington: Indiana UP, 1991): 51-80

Marina Ottaway and Anatol Lieven, "Rebuilding Afghanistan," in Sumit Ganguly, *South Asia* (New York: New York UP, 2006) 104-112

Poulami Roychowdhury, "'The Delhi Gang Rape': The Making of International Causes," *Feminist Studies* 39:1 (2013): 282-292

Barnett Rubin, "A Blueprint for Afghanistan," in Ganguly, *South Asia* 113-124
Scott Sagan, ed. *Inside Nuclear South Asia* (Stanford: SUP, 2009) 13-19, 137-170, 219-254
Aatish Taseer, "In India, a Name Is Rarely Just a Name" *New York Times*, 26 Jul 2017
Matt Waldman, *Strategic Empathy* (Washington: New America Foundation, 2014)

ASSIGNMENTS:

CLASS PARTICIPATION

In order to succeed in this course, you must do the required reading before our first class meeting each week and come to class prepared to join actively in discussion. You'll also need to stay up-to-date on current events in South Asia.

POLICY PAPER—OCT 7

In 5-7 pages, offer a policy-oriented analysis (that is, a report making policy recommendations) based on your research on a current issue in South Asian affairs.

BOOK REVIEW—OCT 21

Write a scholarly review of a book of your choosing.

DISCUSSION PRESENTATION—WEEKS 3-9

Students will lead class discussion, analyzing a current event related to that week's theme.

RESEARCH BRIEFING—NOV 17-DEC 1

Students will brief the class during weeks twelve through sixteen on their developing research papers.

FINAL POLICY PAPER (15-20 pages)—DEC 7

Design your own paper topic, in consultation with me, on a subject you did not explore in your first policy paper.

GRADING

Student grades will be determined on the basis of class participation (30%); book review (10%); shorter policy paper (15%); discussion presentation (10%); research briefing (10%); and final policy paper (25%). If you need an extension, **discuss it with me in advance**, except in cases of documented medical or family emergency. Late assignments will be penalized a third of a grade for each day they are late; for example, an A paper that is submitted two days late will receive a B+. I grade as follows: 98-100=A+, 94-97=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-, 59 and below=F.

OFFICE HOURS AND EMAIL

Coming to my office hours (listed above) for a face-to-face discussion is the best way to get immediate feedback. Email should be reserved for questions I can answer in a sentence or two. I aim to reply to emails within 72 hours (excluding weekends).

RELIGIOUS OBLIGATIONS AND CLASS CONFLICTS

I will make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See [campus policy regarding religious observances](#) for full details. If you have a conflict with exams, assignments, or class meetings because of religious obligations, please let me know at least two weeks in advance. We will work together to arrange appropriate accommodations.

DISABILITY SERVICES

If you qualify for accommodations because of a disability, please submit to me your accommodation letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located at www.colorado.edu/disabilityservices/students. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with me.

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT, &/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation. The intention of this policy is to ensure that individuals impacted receive information about options for reporting and support resources.

PLAGIARISM AND THE HONOR CODE

A key element of the university Honor Code is that CU students will not plagiarize (that is, use the words or thoughts of others as their own). Plagiarism will not be tolerated. As a violation of the CU Honor Code and the university's policy on Academic Integrity, it is punishable by dismissal from the university. We will discuss proper citation in class, but you are responsible for familiarizing yourself with the meanings of plagiarism.

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the

faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

It is my intention to submit all student papers to TurnItIn.com, to give a grade of F in the course to any student in violation of the CU Honor Code, and to refer Honor Code violations to the Honor Code Council. Note that you cannot submit the same material for two different classes without the express permission of both instructors. If you have any questions about this procedure or about any matter regarding proper citation and the Honor Code, don't hesitate to ask me.

CLASSROOM BEHAVIOR

In this class, we will all treat each other with respect. Civil discussion of differing viewpoints is an essential part of the study of international affairs. I expect that we will all arrive on time and remain for the entire class; let me know before class if you'll need to leave early. We will discuss technology use and come up with a class policy together but please respect your colleagues' need to concentrate. In order to avoid distracting them, please do not eat, sleep, surf the web, read the newspaper, text, play games, or have private conversations during class.

This class touches on themes of power disparities and structural bias in South Asia. Some of our discussions may be uncomfortable, especially when they relate to similar issues in the United States. Moments of discomfort can be a productive space for learning. I look forward to our discussions about the relationship between this material and the ongoing work of anti-racism.

Due to the need to wear masks at all times while on campus, there can be no eating or drinking in this class.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

PREFERRED STUDENT NAMES AND PRONOUNS

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see policies at www.colorado.edu/classroom-behavior-policy-0 and at www.colorado.edu/osc/#student_code.

WEEK ONE: Introduction and Historical Context

Readings: CU Honor Code, reliable news sources for current events in South Asia

- Aug 25: course introduction (remote for everyone: <https://cuboulder.zoom.us/j/94352752360>)
- Aug 27: introduction to South Asia (in person)

WEEK TWO: Religion and Gender in Pakistan

Reading: Yousafzai, Kugelman

- Sep 1: South Asian religions (via Canvas)
- Sep 3: discussion of reading and related current events (in person)

WEEK THREE: Taliban I

Rashid 1-104

- Sep 8: Pashtun culture (via Canvas)
- Sep 10: variations on the veil, student-led current events discussion (in person)

WEEK FOUR: Taliban II

Rashid 105-206

- Sep 15: Afghanistan and Pakistan (via Canvas)
- Sep 17: student-led current events discussion (in person)

WEEK FIVE: The Future of Afghanistan

Rashid 207-246, Ottaway and Lieven, Rubin, Biddle, Waldman

- Sep 22: evaluating policy recommendations (via Canvas)
- Sep 24: student-led current events discussion (in person)

WEEK SIX: Communalism and Fundamentalism

HRW, “We Have No Orders to Save You”; Ganguly, “Crisis of Indian Secularism”

- Sep 29: Gujarat massacres (via Canvas)
- Oct 1: student-led current events discussion (in person)

WEEK SEVEN: Gender in India

Policy paper due on Wed 11:59pm.

Agnes, Chandra, Dutta, Mohanty, Roychowdhury, Taseer

- Oct 6: the Gulabi Gang and gender in India (via Canvas)
- Oct 8: student-led current events discussion (in person)

WEEK EIGHT: Kashmir I

Peer 1-106, watch *Haider* (available via Canvas)

- Oct 13: watch *Haider*
- Oct 15: reading and film discussion (in person)

WEEK NINE: Kashmir II

Book review due on Wed 11:59pm.

Peer 107-221, Sagan 13-19 (optional: Sagan 137-170, 219-254)

- Oct 20: nuclear security, the art of the briefing (via Canvas)
- Oct 22: the art of the briefing, student-led current events discussion (in person)

WEEK TEN: Research Meetings

Prepare for your research meeting

- Oct 27: one-on-one research meetings with Prof. Chester
- Oct 29: one-on-one research meetings with Prof. Chester

WEEK ELEVEN

- Nov 3: TBA (via Canvas)
- Nov 5: library workshop (remote)

WEEK TWELVE: Tools for Research

Self-selected research reading; prepare your research briefing

- Nov 10: identifying your best writing practices (via Canvas)
- Nov 12: writing workshop (in person)

WEEK THIRTEEN: Research Briefings

- Nov 17: research briefings (remote)
- Nov 19: research briefings (in person)

WEEK FOURTEEN: Research Briefings

Self-selected research reading; prepare your research briefing

- Nov 24: research briefings (remote)
- Nov 26: THANKSGIVING

WEEK FIFTEEN: Conclusions

Final paper due on Mon, Dec 7 11:59pm.

- Dec 1: research briefings (remote)
- Dec 3: final paper due, conclusions (remote)