

Professor Chester
Office Hours: W 1200-100, TH 100-200, and 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.

JAN 15: Introduction

- Jan 15: course introduction (read CU Honor Code, reliable South Asian news sources)

JAN 18-20: Historical Context

- Jan 18: no class (Martin Luther King Jr. Day)
- Jan 20: introduction to South Asia (read Yousafzai 1-156)

JAN 25-27: Religion and Politics in South Asia

- Jan 25: Afghanistan, Pakistan, and the US
- Jan 27: South Asian religions, reading discussion (read Yousafzai 157-275, Kugelman)

FEB 1-3: Taliban I

- Feb 1: Pashtun culture, discussion of related current events (read Rashid 1-104)
- Feb 3: variations on the veil, reading discussion (read Rashid 105-116)

FEB 8-10: Taliban II

- Feb 8: Afghan elections
- Feb 10: student-led current events discussion (read Rashid 117- 206)

FEB 15-17: The Future of Afghanistan

- Feb 15: policy, reading disc (read Rashid 207-246, Ottaway et al, Rubin, Biddle, Waldman)
- Feb 17: no class (wellness day)

FEB 22-24: Communalism and Fundamentalism

- Feb 22: Gujarat massacres, reading disc (read HRW, “We Have No Orders to Save You”)
- Feb 24: student-led current events discussion (read Ganguly, “Crisis of Indian Secularism”)

MAR 1-3: Gender in India

Policy paper due on Wed 11:59pm.

- Mar 1: Gulabi Gang & gender in India, reading disc (read Agnes, Chandra, Roychowdhury)
- Mar 3: student-led current events discussion (read Dutta, Mohanty, Taseer)

MAR 8-10: Kashmir I

- Mar 8: Kashmir overview, *Haider* screening (read Peer 1-106)
- Mar 10: *Haider* screening

MAR 15-17: Kashmir II

Book review due on Wed 11:59pm.

- Mar 15: *Haider* screening
- Mar 17: finish *Haider*, reading and film discussion (read Peer 107-221)

MAR 22-24: Marketable Skills

- Mar 22: the art of the briefing, student-led current events discussion (no reading this week)
- Mar 24: CELL presentation on propaganda and extremism

MAR 29-31: Research Meetings

Prepare for your research meeting

- Mar 29: NO CLASS: indiv research meetings w/ me _____
- Mar 31: NO CLASS: indiv research meetings w/ me _____

APR 5-7: Tools for Research

Prepare your research briefing

- Apr 5: library visit
- Apr 7: writing discussion (self-selected research reading)

APR 12-14: Research Briefings

Prepare your research briefing

- Apr 12: writing workshop (self-selected research reading)
- Apr 14: research briefings (self-selected research reading)

APR 19-21: Research Briefings

Prepare your research briefing

- Apr 19: research briefings (self-selected research reading)
- Apr 21: research briefings (self-selected research reading)

APR 26-28: Conclusions

Final paper due on Wed, Apr 28, 11:59pm

- Apr 26: research briefings
- Apr 28: final paper due, conclusions

NO FINAL EXAM

ASSIGNMENTS

CLASS PARTICIPATION

In order to succeed in this course, you must do the required reading before the date on which we'll discuss it 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—MAR 3

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—MAR 17

Write a scholarly review of a book of your choosing.

DISCUSSION PRESENTATION—FEB 10 AND 24, MAR 3 AND 22

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

RESEARCH BRIEFING—APR 14-26

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

FINAL POLICY PAPER (15-20 pages)—APR 28

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

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, "Prohibited Academic Conduct,"
<https://www.colorado.edu/sccr/honor-code>, click on Honor Code and Procedures
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
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)

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. If possible, I encourage you to leave your camera on during class, but I recognize that’s not always feasible. We will discuss technology use and come up with a class policy together but please respect your colleagues’ need to concentrate, as well as the need to build community in our remote setting.

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.

Students and faculty each have responsibility for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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](#).

COVID-19 REQUIREMENTS

If you are sick and need to miss class, please email me. I will work with you to arrange accommodations. There will be no penalty for missed classes or late work due to COVID-19 illness or precautions. Your health is my top priority.

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.

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,

- practice hand hygiene,
- follow public health orders, and
- if you're sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#).

If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the "Accommodation for Disabilities" statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#). Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home.

I may need to cancel class on short notice due to unforeseen circumstances. If so, I'll let you know via email.

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 (see top of syllabus) for a face-to-face (well, Zoom-to-Zoom) 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).

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 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. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website and discuss your needs with me. I will be happy to arrange the necessary accommodations.

PREFERRED NAMES AND PRONOUNS

I will gladly honor your request to address you by your preferred name or gender pronoun. Just let me know. CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

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.

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

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (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 graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources. The intention of this

policy is to ensure that individuals impacted receive information about options for reporting and support resources.

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.

REMOTE LEARNING PLAN

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). 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.

BASIC NEEDS

Studies show that students learn better once they've secured their basic needs: food to eat and a safe place to live. If you're having trouble with either, the campus has some resources for you. If you're facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources. If you're having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](#) at 303-441-1000 or [Off-campus Housing](#) at och@colorado.edu and 303-492-7053. For assistance with landlord-tenant matters, contact [Mediation Services](#) at 303-441-4364 & mediation@bouldercolorado.edu. A **Student Emergency Fund** has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](#)). [Case manager resources](#) are also available to help you find appropriate campus and local resources. A 24/7 **Suicide Prevention hotline** is available for you: just call 303-492-2277. Please don't hesitate to approach me if you have trouble negotiating these resources.

SPRING PAUSE

In this class, we will use the week of March 22-26 as a Spring Pause to provide us all with a safe and supportive way to promote health, wellness, and learning without leaving campus. While you won't have any assignments due that week, we will still have class with interactive class activities that will require your attendance and be part of your final course grade. I wish we could take a regular spring break, but public health concerns prevent us from doing so. Do not use the week to travel or engage in risky behavior that could result in an outbreak on campus or wherever you're located.