

Pakistan. A Hard Country?

Spring 2018

Study Meeting Times.

Tuesdays: 2:30–4:30 pm

Discussion of Class Material

Fridays: 2:30–3:00 pm

Check-In and Preparation for the Following Week

Office Hours.

Use the following link to meet the instructor:

<http://www.signupgenius.com/go/70a0a4aa8ad2da31-hours>

Learning Outcomes. By the end of this course, the student will have:

- o Through scholarly sources and primary texts surveyed the country of Pakistan, and its geography, history, religious, social, cultural, political, economic and artistic life.
- o Demonstrated through a portfolio a dedicated and intensive engagement with, and analysis and synthesis of material studied on Pakistan throughout the term.
- o Learned to develop carefully crafted summaries of assigned readings and show understanding and synthesis of information through those;
- o Improved her ability to perform close textual analysis and carry articulate conversations about Pakistan and texts studied;

Assignments.

25% Weekly Assignments

These assignments will vary from week to week. For example, one week might be to bring detailed notes of the readings, another to bring a pithy one-paragraph summary, and another to draw a diagram comparing and contrasting reading. It is up to the student to discuss this beforehand with the professor and determine an appropriate assignment. This part of the grade will receive full credit as long as it is completed thoughtfully and on time.

25% Participation in Seminar Discussion

This part of the grade requires being present and engaged during class discussion. It includes active listening and responding to questions and inquiries as well as bringing your own points of discussion. For example, you can bring up a point you thought was poorly supported, a question about a paragraph that confused you, or something else. Thinking critically is the point.

50% Final Portfolio (25% quality of content | 25% presentation and execution)

To work on as you go, will be discussed first day of class. Bring ideas. Semester check-ins.

Inclusion.

The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library. Beth Bleil, Director, bebleil@davidson.edu, 704-894-2129; or Alysén Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

Contemporary Muslims should be realist enough to understand that they must begin their journey, in whatever direction they wish to go, from where they are. A well-known Chinese proverb asserts that "the journey of a thousand miles begins with a single step." Now this first step must of necessity take place from where one is located, and that is as much true culturally and spiritually as it is physically. Wherever the Islamic world is to "go," it must begin from the reality of the Islamic tradition and from its own real, and not imagined, situation. Those who lose sight of this fact actually do not travel effectively at all. They just imagine that they are journeying. A Pakistani or a Persian or an Arab "intellectual" who wants to be a leader of thought for the Muslim people must remember who he is, if he wishes to be effective and not be cut off from the rest of Islamic society. No matter how hard [s]he tries to make a corner of Lahore or Tehran or Cairo belong to the setting of Oxford or the Sorbonne, [s]he will not succeed. The so-called Muslim intellectuals of the Westernized kind who complain that they are not understood and appreciated by Islamic society forget that it is they who have refused to appreciate and understand their own culture and society and are therefore rejected by their own community. This rejection is, in fact, a sign of life, an indication that Islamic culture still possesses vitality.

Seyyed Hossein Nasr

Islam and the Plight of Modern Man (222)

Quote will be discussed on the first day of class. Come having read and reflected

COURSE MAP & WEEKLY READINGS.

Depending upon the direction our study takes, the course map may change. At any point, you are welcome to share ideas for new themes or topics that you may want to substitute for others in the course or discuss in relation to other themes. While several readings are listed for each week, we may NOT be required to read all of them for each week; for some of them, we will only read excerpts. We will decide which readings to exclude the week prior. The rest will be optional.

Week 1 (January 16–19), Discussion of Syllabus

Week 2 (January 21–26), Setting the Stage

- ❖ *Crimson Papers*, Harris Khalique
 - ❖ “Pakistan” in *WorldMark Encyclopedia of the Nations* ([Davidson Library](#)) OR “Pakistan” in *Oxford Encyclopedia of the World* ([Here](#))
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Week 3 (January 28–Feb 2), Pakistan in the American Imagination

- ❖ “The Pakistani Diaspora in the United States”, Migration Policy Institute (2015)
<https://www.migrationpolicy.org/sites/default/files/publications/RAD-Pakistan.pdf>
 - ❖ *Where the Wild Frontiers Are: Pakistan and the American Imagination*, Manan Ahmed
 - ❖ *Disenchanted Allies: The United States and Pakistan, 1947–2000*, Dennis Kux
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Week 4 (Feb 4–9), Geography of Pakistan

- ❖ *Pakistan Glimpses of Vistas, History, and Culture*, Riaz Mohammad Khan
 - ❖ *Punjab: Land, History, People*, Ihsan H. Nadiem
 - ❖ Study four maps of provinces + Pakistan map
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Week 5 (Feb 11–16), Religious Ideologies

- ❖ *Chapters from Purifying the Land of the Pure: Pakistan’s Religious Minorities* (Farahnaz Ispahani)
 - ❖ *A Documentary History of Islamic Education in Pakistan* (Vol. I & II) ed. Mumtaz Ahmed and Husnul Amin
 - ❖ *Selections from Purdah and The Status of Women in Islam*, Maulana Maududi
http://www.khilafahbooks.com/wp-content/ebook-download/english/khilafah/purdah_status_women_islam.pdf
 - ❖ Selections from *Islam: A Challenge to Religion*, Ghulam Ahmad Parvez (1968)
 - ❖ *Mawdudi and the Making of Islamic Revivalism*, Vali Nasr
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Week 6 (Feb 18–23), Sufism

- ❖ *Multan: A Spiritual Legacy*, Fauzia Husain Qureshi
 - ❖ *Islamic Sufism Unbound: Politics and Piety in Twenty-First Century Pakistan*, R. Rozenhal
 - ❖ “The Politics of Sufism: Redefining the Saints of Pakistan” Katherine Ewing
 - ❖ Primary Sources from Sufi Wasif Ali Wasif (Assigned by Dr. Zamir one week prior)
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Week 7 (Feb 25–March 2): Origins of Pakistan & the Jinnah's

- ❖ *Fatima Jinnah: Mother of the Nation* by M. Reza Pirbhai
- ❖ *Memories of Fatima Jinnah* by Surraya Khvurshid
- ❖ *The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan*, Ayesha Jalal
- ❖ Primary sources by Fatimah and Muhammad Ali Jinnah (selected one week prior)
- ❖ “The War of Images: Mohammed Ali Jinnah and Editorial Cartoons in the Indian Nationalist Press, 1947”, Sukeshi Kamra
- ❖ Tariq Rahman, *Language and Politics in Pakistan*

Week 8 (March 4–9): The Bhutto's

- ❖ Benazir Bhutto, *Daughter of Destiny: An Autobiography* (chapters)
- ❖ Zulfikar Ali Bhutto, *Myth of Independence* (chapters)

Week 9 (March 11–16): The Military

- ❖ *Military Incorporated: Inside Pakistan's Military Economy*, Ayesha Siddiqi

Week 10 (March 18–23): Cities of Pakistan

- ❖ *Bargain from the Bazaar: A Family's Day of Reckoning in Lahore*, Haroon Ullah
- ❖ *Walls Within Walls: Life Histories of Working Women in the Old City of Lahore*, Anita Weiss
- ❖ *Lahore: Topophilia of Space and Place*, Anna Suvorova
- ❖ *The New Pakistani Middle Class*, Anmara Maqsood (Lahore)
- ❖ *The Upstairs Wife: An Intimate History of Pakistan*, Rafia Zakaria (Karachi)
- ❖ “Karachi, Lahore, Quetta: A Tale of Three Cities”
<http://www.jstor.org/stable/10.7249/j.ctt1287mdc.11>

Week 11 (March 25–30): Literary Culture

- ❖ Selections from Muhammad Iqbal's writings (primary sources)
- ❖ *Basti*, Intizar Husain

Week 12 (April 1–6): Rickshaws, Roadways, and Truck Culture

- ❖ *On Wings of Diesel: Trucks, Identity, and Culture in Pakistan*, Jamal J. Elias
- ❖ “Flaws in the Flow: Roads and Their Modernity in Pakistan”, Naveeda Khan

- ❖ “Banning Two Stroke Auto Rickshaws in Lahore: Policy Implications”, Mohammad Rafiq Khan
 - ❖ Chapter 10: “Rickshaw Cities” in *Wheel: Inventions and Reinventions*, Richard Bullett
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Week 13 (April 8–13): Correcting Misperceptions

- ❖ *The Murder of History: A Critique of History Textbooks Used in Pakistan*, K.K. Aziz
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Week 14 (April 15–20): The Malala Phenomenon

- ❖ *I am Malala*, excerpts
 - ❖ TedTalk from her father, Ziauddin Yousafzai “My Daughter, Malala”
https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala
 - ❖ ABC News, *Unbreakable One Girl Changing the World— The Story of Malala*
 - ❖ “Malala versus Extremism: Not Taliban but Talibanization”, Syed Faizl-e-Haider
<http://www.jstor.org/stable/43746148>
 - ❖ “Malala: A Question for Us All”, Syed Irfan Ashraf
<http://journals.sagepub.com.ezproxy.lib.davidson.edu/doi/pdf/10.1177/0956474813515385e>
 - ❖ Reading Malala: (De)(Re)Territorialization of Muslim Collectivities,” Shenila Khoja-Moolji
<https://doi-org.ezproxy.lib.davidson.edu/10.1215/1089201X-3426397>
 - ❖ “Why is the West praising Malala but ignoring Ahd?” *Al Jazeera*, Shenila Khoja-Moolji
<http://www.aljazeera.com/indepth/opinion/west-praising-malala-ignoring-ahed-171227194606359.html>
 - ❖ *A Man to Match His Mountains: Badshah Khan, Nonviolent Soldier of Islam* by Easwaran Eknath (available in library)
 - ❖ “Who was Badshah Khan?” by Michael N. Nagler <https://read-dukeupress-edu.ezproxy.lib.davidson.edu/common-knowledge/article/22/2/207/7161/WHO-WAS-BADSHAH-KHAN>
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Week 15 (April 22–27): Open Space

- ❖ One option: Three Cups of Tea (Greg Mortenson) vs. Three Cups of Deceit (John Krakuer)

Week 16 (April 29– May 4): Revisiting Old Texts

Week 17: Optional Week, Final Presentation