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Office Hours: M,F 3:00-4:00, and by appointment  
Phone: 523-6216  
Class Meetings: MWF 11:30-12:20  
Location: LA 200

A Liberal Studies Course in the Social and Political Worlds Block. Also Fulfills the NAU Global Diversity Requirement.

A COPY OF THIS SYLLABUS WILL ALSO BE FOUND ON MY WEB PAGE

Course Description
Through a focus on the times, ideas, achievements, and limitations, of one of the most remarkable individuals of the twentieth century, this course examines the history of British colonialism and Indian nationalism. To understand Gandhi’s India, we need to first understand the nature of British imperialism against which Indian nationalism, including Gandhi’s, evolved. The period for this course therefore stretches from the mid 1700s to 1947. In addition to Gandhi’s ideas and activities, the course examines the material and ideological structures of British imperialism, and the many strands of nationalism in British India. One of our objectives is to understand nationalisms rather than a singular nationalism – and to realize that nationalism could come to mean different things to different people. We will pay particular attention to the events that led to decolonization, and created in 1947 not one, but two independent nation-states of India and Pakistan. Looking at this history will not only afford insight into the life and work of Gandhi, but also allow us to better evaluate the nature of the transition that took place in 1947.

Readings
Our main reading is the textbook by Barbara and Thomas Metcalf. To give you a sense of what Gandhi himself said there is his very short pamphlet, Hind Swaraj -- which is often regarded as the nearest thing he came to outlining a manifesto of his beliefs. I have also included a novel, Premchand’s Gift of a Cow and an autobiography Vasant Moon’s Growing Up Untouchable in India. Both, in their own ways, but provide realistic accounts of how common folk in India lived their lives under British rule, and how they responded to nationalisms in India. There are a few other short articles, which I will make available through electronic reserve at Cline Library. I have deliberately provided you with many different points of views in these readings in the hope that you will make your own informed arguments about the issues we discuss in this course.

The following REQUIRED texts have been ordered at the NAU Bookstore:


IN ADDITION: Short scholarly articles and/or fictional writing which are a REQUIRED part of reading for this course will be on electronic reserve at Cline Library.

**Course Requirements, Assignments and Evaluation**

Formal assignments include the following:

**Discussions**

The class will be divided into small groups to facilitate three formal discussions. You will be given specific questions or topics around which to frame your discussion notes a few days in advance of the discussion day. On the day of the discussion you need to come prepared with TWO copies of your notes on the discussion topics. You will hand one copy of that to me, and use the other to participate in the discussion. Attendance and participation in all discussions is mandatory; there is no possibility of make-ups in this regard. Under **NO CIRCUMSTANCES** will notes be accepted after the discussion has already taken place. If University-related business compels you to miss the discussion, you will be allowed to submit the notes in advance of your departure.

**Paper**

The paper needs to be about 1700-2000 words in length and will ask you to undertake a HISTORICAL reading of *Godan*. In the paper you will be expected to combine your understanding of the story with the HISTORICAL background of events, ideas, personalities, and processes you have obtained from class readings, discussion and lectures. Detailed instructions for writing the paper will be provided when formally assigned.

**Debate**

Given that the objective of this course is to introduce students to different perspectives on a contentious and important period of the world’s history, it is only fitting that we end the course with a debate. There is no better or more contentious topic in this history than the story of the partition of the subcontinent in 1947. Students will form teams and choose one from a list of different social groups and political parties with differing perspectives on the events of 1947. **The number and composition of teams, and the points of view they will represent in the debate, will be finalized by the middle of the semester. The exact topic of the debate will be handed out about two weeks prior to the debate.** Each team will make a ten-minute presentation followed by another five to ten minutes for questions from other participants. If time permits, each team will also be offered one chance at presenting a rebuttal. A written “brief” in the form of a paper between 1000 and 1200 words should accompany each team’s presentation. The brief will count toward 15% of the total course grade for both students in a team. Keep the following in mind:
1. Do use your imagination in preparing your brief and presentation, but both should closely follow the ideological and political position of the group you have chosen to represent.
2. You are REQUIRED to undertake independent research to be able to present the points of view you have chosen to represent. Mushirul Hasan’s essay should be starting point for all participants, and I will be happy to guide you further in your research as well.
3. In case of a major difference of opinion within teams, BOTH partners will make separate presentations from the point of view of the organization they earlier chose to represent, and prepare separate briefs which should be sufficiently different from each other to rebut charges of plagiarism.
4. You are not permitted to change your choice of the organization/social group you decide to represent after your initial selection.

ALL ASSIGNMENTS ARE DUE IN CLASS

Grades
The grades for the course will be determined according to the following criteria:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper</td>
<td>250</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td>Mid-Term Exam</td>
<td>150</td>
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<tr>
<td>Discussion Notes</td>
<td>150</td>
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<tr>
<td>Debate Brief</td>
<td>150</td>
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<tr>
<td>Debate Presentation</td>
<td>50</td>
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<tr>
<td>Class Participation</td>
<td>50</td>
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TOTAL FOR COURSE 1000 points

The grading scale for the course will be as follows:

900-1000 = A; 800-899 = B; 700-799 = C; 600-699= D; below 600 = F.

Attendance and Course Policy
I expect regular class attendance, of course, without which there is no point in your being enrolled in this class. Missing too many classes will undoubtedly have a negative impact on your class performance. Absence from discussion groups will certainly bring your grade down as there is no possibility of make-ups for that part of the class.

If you miss a class, whatever your reasons for doing so, it is YOUR RESPONSIBILITY to arrange to meet or call a classmate and find out what happened in that class. I also expect you to come to class having done all the required reading, and prepared to engage in discussion. Finally, I expect you to be motivated to learn about the subject, and to improve your skills as a historian.

PLEASE NOTE: I do not give extensions, incompletes, or make-up exams, except in cases
required by University policy. Full documentation of reasons for absence will be required in such cases. Plagiarism or other forms of academic dishonesty will not be tolerated and will result in failing the course. Please consult the NAU Student Handbook's sections on academic dishonesty (particularly Appendix F) if you are not certain of the meaning of any of these terms. IT IS THE STUDENTS' RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.

Provisional Course Schedule (Subject to modification)

PART ONE : INTRODUCTIONS
January 18 Course Introduction

January 20-23 An Introduction to Indian History
Reading
Metcalf and Metcalf, A Concise History of India, Preface and Chapter One.

PART TWO : THE BRITISH IN INDIA
January 25-27 Coming of British Rule
Reading
Metcalf and Metcalf, Chapter Two.

January 30-February 1 Company Raj
Reading
Metcalf and Metcalf, Chapter Three.
Assignment
Questions for Discussion #1: British Rule in India: Causes and Consequences.

February 3 Discussion #1 : British Rule in India: Causes and Consequences

PART THREE : REVOLT, THE COLONIAL STATE, and EARLY NATIONALISTS
February 6-8 Revolt and the Colonial State
Reading
Metcalf and Metcalf, Chapter Four.

February 10-13 Colonizers and the Colonized
Reading
Metcalf and Metcalf, Chapter Five.

February 15-22 Gender, Colonialism, and Nationalism
Reading
Screening
Satyajit Ray’s Home and the World.

Assignment
Questions for Discussion #2: Gender, Class, and Early Indian Nationalism.

February 24
Discussion #2: Nation, Class, and Gender in early Nationalism.

February 27
MID TERM REVIEW

March 1
MID TERM EXAM

I advise you to start reading Hind Swaraj and Godan on your own starting March 3.

PART FOUR: THE MAHATMA AND THE OTHERS OF GANDHIAN NATIONALISM

March 3-6
The Political Background
Reading
Metcalf and Metcalf, Chapter Six, pp. 165-191.

March 8-13
Gandhi’s Manifesto
Reading

March 15-27
Gandhi and Peasants
Reading
Premchand’s Gift of a Cow (Godan). (entire text)

Assignment
PAPER ASSIGNED

The above dates include
March 20-24
SPRING BREAK: I would strongly advise you to start reading Vasant Moon’s Growing Up Untouchable over spring break.

March 29
Gandhi, Women, Gender and Sexuality
Reading
David Hardiman, “Father of the Nation” chapter 5, pp. 94-122 of his Gandhi in His Time and Ours. Delhi: Permanent Black, 2003. (Electronic Reserve)
March 31- April 7  
*Living as “Children of God”*

**Reading**

Vasant Moon, *Growing Up Untouchable* (entire text)

April 10  
*Gandhi and Ambedkar*

**Reading**


**Assignment**

Discussion #3 Questions Assigned

April 12-14  
No Classes: Please ensure you see the film *GANDHI*, by Richard Attenborough VT 202 part 1&2 (ca. 195 min.) AND *Jinnah* by Jamal Dehlavi (and Akbar Ahmad) DVD 1290 (ca. 110 mins) before April 17th.

April 17  
*DISCUSSION #3: Evaluating Gandhian Nationalism*

**Assignment**

Debate Topic handed out.

**PART SIX : THE MAHATMA MARGINALIZED**

April 19-21  
*The Congress and the Raj*

**Reading**

Metcalf and Metcalf, pp. 191-204.

**Assignment**

__________________________ Paper on *Godan* Due April 21st.

April 24  
*The Congress and the end of the Raj?*

**Reading**

Metcalf and Metcalf, pp. 204-226.

I would recommend you watch the film *Earth* by Deepa Mehta (VT 8055) to get a sense of what it was like to live through partition. However the film is in no way a SUBSTITUTE for the readings, or your own research for the debate.

April 26  
*Perspectives on Partition*

**Reading**


April 28- May 3  
*CLASS DEBATE ON PARTITION*
THE FINAL EXAM FOR THIS COURSE WILL BE ON

**WEDNESDAY, MAY 10, 10:00 TO 12:00 pm.**

Liberal Studies Requirements

Distribution Block: Social and Political Worlds.

**Essential Skills:** Critical reading, creative thinking, critical thinking.

**Course Objectives**

By the end of the course, students will not only be familiar with the broad contours of the political, social, and cultural history of India from ca. 1750 to ca. 1948, but also be able to do the following:

a. Through exams, discussions and debate, demonstrate the ability to critically read and interpret different perspectives on Indian history and evaluate their merits by referring to data from Indian history.  (Critical reading and thinking)

b. Combine evidence from a variety of historical sources to get a sense of life and ideas of people in the times and places they are reading about in the essays and discussions.  (Creative thinking)

c. Be able to present a cogent argument about the above, well supported by evidence, in written essays, discussion notes, and in formal discussion groups.  (Critical reading and thinking, creative thinking)