

**HISTORY 312: GANDHI'S INDIA**

**Instructor: SANJAY JOSHI**  
**Office: LA 206**

**Time and Location: Mon-Wed, 12:45 -2:00, LA 209F**  
**Office Hours: Mon-Wed. 11:30 – 12:30 pm and**  
by appointment

Please send me an email to set up an appointment even during regular office hours.

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**Course Page:** <http://jan.ucc.nau.edu/~sj6/gandhi'sindia.htm>

**PLEASE NOTE: ELECTRONIC READINGS FOR THE COURSE WILL BE FOUND ON THIS WEBPAGE AND NOT ON CANVAS. ASSIGNMENTS WILL BE AVAILABLE ON CANVAS AND SOME NEED TO BE SUBMITTED ONLINE**

**A LIBERAL STUDIES COURSE IN THE SOCIAL AND POLITICAL WORLDS BLOCK. ALSO FULFILLS NAU'S GLOBAL DIVERSITY REQUIREMENT. DO CHECK NAU'S POLICY STATEMENTS AT <HTTPS://NAU.EDU/UNIVERSITY-POLICY-LIBRARY/SYLLABUS-REQUIREMENTS/>**

### **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. This is a history course on Gandhi's *India*, and not a course on Gandhi alone. To understand Gandhi's India, we need to first understand the nature of British imperialism against which Indian nationalisms, including Gandhi's, evolved. This course therefore covers the period 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 in the PLURAL rather than a singular nationalism – and to realize that nationalism could mean different things to different people. What makes this particularly obvious in Gandhi's India was that decolonization in 1947 created not one, but two independent nation-states – 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.

### **Course Structure/Approach**

The format of the course consists of lectures, as well as formal and informal discussions. Students are encouraged to raise questions and make comments throughout the course.

### **Readings**

We use the textbook by Barbara and Thomas Metcalf to allow us to understand the historical context of the themes we study in the course. David Hardiman's excellent book analyzes Gandhi's life and work from his own context and the contemporary one. To give you a sense of what Gandhi himself said there is his very short pamphlet, *Hind Swaraj* -- often regarded as the nearest thing he came to outlining a manifesto. I have also included a novel, Premchand's *Godaan (Gift of a Cow)* to provide a fictional, but still very authentic account of how common folk in India lived their lives under British rule. There are a few other short readings available electronically. The electronic copy of this syllabus gives you direct links to those readings. I have deliberately provided you with many different points of view 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:

1. **Barbara and Thomas Metcalf.** *A Concise History of India.* Cambridge, UK: Cambridge University Press, 2012. Third Edition. 2012. Available as an ebook to be checked out from Cline Library. [This is a direct link to the book.](#)
  2. **M. K. Gandhi.** *Hind Swaraj or Indian Home Rule.* Ahmedabad: Navajivan Publishing House, 1996. Available as a free pdf at [https://www.mkgandhi.org/ebks/hind\\_swaraj.pdf](https://www.mkgandhi.org/ebks/hind_swaraj.pdf)
  3. **Premchand.** *Gift of a Cow (Original title Godaan).* Bloomington: Indiana University Press, 2002.
  4. **David Hardiman.** *Gandhi in his Times and Ours.* New York: Columbia University Press, 2004.
- As this book is sometimes difficult to get, I have scanned and included required chapters as electronic readings, links below and via the Canvas page for the course. However, if you can, I do recommend getting and keeping this book!

IN ADDITION: Other short scholarly articles and/or fictional writing, which are a REQUIRED part of reading for this course, will be available as online links, below.

### Course Requirements, Assignments and Evaluation

1. A **take home quiz** in the early part of the semester. 50 points
2. **Midterm Exam:** The midterm exam will be worth 200 points, and will consist of short answer and longer-answer questions and may include a map component. **There is no final exam.**
3. **Discussion Notes:** This may be a relatively new kind of assignment for you, so do pay attention to the following:  
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 (see assignment prompt for details) on the questions set for discussion. You will hand one copy of the notes to me, and use the other to participate in the discussion.

To evaluate the notes I will be looking for both a clearly outlined THESIS in response to each question, AND relevant data/evidence to support your thesis. As the assignment indicates, the evidence/ data can be in “note” form. Notes that do not indicate a clear thesis or sufficient supporting data will be penalized at my discretion.

There will be THREE formal discussions. To allow you to get used to the requirements of this assignment, they have been weighted progressively. **The first set of notes will be worth 50 points, the second 150 points, and the last worth 200 points each. You MUST submit notes to participate in the discussion. I will not allow participation in discussion without PRIOR submission of notes. Hence no notes, no participation, and therefore no points for the assignment.**

The class will be divided into small groups to facilitate the formal discussions. Attendance and participation in all discussions is mandatory; there is no possibility of make-ups in this regard. If University-related business compels you to miss the discussion, you will be allowed to submit your notes *in advance of your departure*.

4. **Paper:** The paper, worth 250 points, needs to be between 1700-2000 words in length and will ask you to undertake a HISTORICAL reading of *Godaan*. In the paper, you are 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.

5. **Class Participation:** My subjective assessment of your attendance and participation in class activities (including the discussions) will count toward 100 points of the total course grade.

**ALL ASSIGNMENTS ARE DUE IN CLASS OR BY START OF CLASS TIME ON CANVAS**

### **Grades**

Your final grade for the course will be determined according to the following criteria:

Paper	250 points
Mid-Term Exam	200 points
Take Home Quiz	50 points
Discussion Notes (50, 150 points and 200 points)	400 points
Class Participation	100 points
<b>TOTAL FOR COURSE</b>	<b>1000 points</b>

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**.

### **Career Readiness Skills**

In every class you take at NAU, you learn professional skills that can support your future career. There are a number of ways that this course can help you meet and excel at your job goals and life desires. Below is a list of in-demand skills from National Association of Colleges and Employers (NACE) you could earn and practice in this class. In parenthesis after each skill are the assignments or requirements of the course that help you demonstrate competencies in these skills:

1. **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization. (**Class and Discussion Participation, Mid Term Exam, Discussion Notes, Final Paper**)
2. **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information. (**All aspects of the course, particularly the discussion notes, written exam and final paper**)
3. **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism. (**That diversity is at the heart of any sustainable idea of India is at the heart of this course, and is central to each lecture, assignment, and discussion required for the class**)
4. **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace. (**Regular attendance, arriving for class in time, submitting assignments on time**)
5. **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities. (**Respectful interaction with course material as well as classmates on contentious issues around gender, caste, religion, or politics. Preparing and actively participating in formal and informal discussion**)
6. **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals. (**Accessing films, readings and timely submission of assignments over Canvas**)

### **Attendance and Course Policies**

- 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 find out what happened in that class by contacting a classmate. 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 Policy Statements* at [/https://nau.edu/university-policy-library/syllabus-requirements/](https://nau.edu/university-policy-library/syllabus-requirements/) and particularly the [sections on academic integrity](#). IT IS THE STUDENTS' RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.
- I do not permit the use of ANY electronic devices in the classroom, for any purpose not directly related to this course. If this policy is abused, I reserve the right to ban all electronic devices in the classroom at any point in the semester.

### **Provisional Course Schedule and Assignments (BOTH subject to modification)**

#### **PART ONE: INTRODUCTIONS**

**August 28** *Course Introduction*

**August 30** *An Introduction to Indian History*

#### Reading

Metcalf and Metcalf, *A Concise History of India*, Preface and Chapter One.

#### **PART TWO: THE CONTEXT FOR GANDHI: BRITISH IN INDIA**

**September 6** *Coming of British Rule*

#### Reading

Metcalf and Metcalf, Chapter Two.

**September 11-13** *Company Raj*

#### Reading

Metcalf and Metcalf, Chapter Three/Four.

#### Assignment (September 11)

Questions for Discussion #1: From Traders to Rulers: Consequences for India.

#### Assignment (September 13)

Take Home Quiz assigned

**September 18** *Assignments (Take home Quiz and Discussion One notes)*

**Take-Home Quiz Due BEFORE start of class**

**Discussion #1: EIC Traders to Rulers and Consequences for India (Notes MUST be submitted online before start of class and you MUST bring notes to class. No notes = no participation in discussion, hence no points)**

#### **PART THREE: BEFORE GANDHI: COLONIALISM and EARLY NATIONALISTS**

**September 20** *Revolt and the Colonial State*

#### Reading

Metcalf and Metcalf, Chapter Four (remainder).

**September 25** *Colonizers and the Colonized*

Reading

Metcalf and Metcalf, Chapter Five

Assignment (September 27)

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

**September 27** *Gender, Colonialism, and Nationalism*

Reading

1. Sumanta Banerjee, "Marginalization of Women's Popular Culture in Nineteenth Century Bengal" in Kumkum Sangari and Sudesh Vaid ed. *Recasting Women* (Delhi: Kali for Women, 1989)

<http://jan.ucc.nau.edu/~sj6/Banerjeewomenspopculture.pdf>

2. Begum Rokeya Sakhawat Hossain (1880-1932) "Sultana's Dream." Originally published in *The Indian Ladies Magazine*, Madras, India, 1905, in English.

<http://digital.library.upenn.edu/women/sultana/dream/dream.html>

Assignment (September 27)

Study Guide for Midterm Exam handed out

**October 2** Follow up on Sept 27 readings (Happy Birthday Mahatma Gandhi!!)

**October 4** *Discussion #2: Nation, Class, and Gender in early Nationalism.*

**October 9** *MID TERM REVIEW*

**October 11** *MID TERM EXAM*

**PART FOUR: THE MAHATMA AND THE OTHERS OF GANDHIAN NATIONALISM**

Between October 11 and 18, please watch Richard Attenborough's GANDHI on your own time. Links from the Canvas Page for HIS 312. I *strongly* advise you to start reading *Hind Swaraj* and *Godaan* this week.

**October 16** *Gandhi: An Introduction and Political Background*

Reading

Metcalf and Metcalf, Chapter Six, pp. 167-189.

Assignment (October 16)

**Self-Evaluation of Notes Due**

**October 18 No class Meeting : There have been a lot of assignments, and you deserve a break! But do read ahead for the next class.**

**October 23** *Gandhi's India*

Reading

David Hardiman, *Gandhi in His Time and Ours* pp. 1-65, [Chapters 1 through 3](#).

**October 25-30** *Gandhi's Manifesto*

Reading

1. M.K. Gandhi, *Hind Swaraj*. (entire text).

2. David Hardiman, "[An Alternative Modernity](#)" pp. 66-77 of *Gandhi in His Time and Ours*.

**November 1-6** *Worlds of the Gandhian Peasant*

Reading

Premchand's *Gift of a Cow (Godaan)*. (entire text)

Assignment

TERM PAPER on *GODAAN* ASSIGNED (November 1<sup>st</sup>)

**November 8** *Gandhi, Women, Gender and Sexuality*

Reading

1. David Hardiman, "[Father of the Nation](#)" chapter 5, pp. 94-122 of *Gandhi in His Time and Ours*.

2. TBA

Informal Assignment (no notes required)

Questions Assigned for Informal Discussion on November 15 (November 8<sup>th</sup>)

**November 13** *Gandhi and "Untouchables"*

Reading

1. David Hardiman, "[Dalit and Adivasi Assertion](#)" chapter 6 of *Gandhi in His Time and Ours*.

2. B. R. Ambedkar, "[What do the Untouchables Say? Beware of Mr. Gandhi](#)" Chapter X of *What Congress and Gandhi Have Done to the Untouchables*.

<http://ambedkar.org/ambcd/41K.What%20Congress%20and%20Gandhi%20CHAPTER%20X.htm>

3. Ramachandra Guha, "[Gandhi's Ambedkar](#)," <http://www.ambedkar.org/research/GandhiAmbedkar.htm>

**November 15** **Informal Discussion: *Evaluating Gandhian Nationalism and Godaan***

**Notes not required.**

**PART FIVE: THE MAHATMA MARGINALIZED**

**November 20** *The Congress and end of the Raj*

Reading

Metcalf and Metcalf, pp. 190-230.

Assignment

**PAPER ON GODAAN IS DUE November 20<sup>th</sup>**

**Discussion #3 Questions Assigned November 20<sup>th</sup>**

**November 22** **No Class Meeting**

**November 27-29** *Toward Partition*

Reading

1. David Gilmartin, "Partition, Pakistan, and South Asian History: In Search of a Narrative," *Journal of Asian Studies*, vol. 57, no. 4 (November 1998) pp. 1068-95. <http://www.jstor.org/stable/2659304?origin=JSTOR-pdf>

or <http://jan.ucc.nau.edu/~sj6/gilmartinpartition.pdf>

2. "[Toba Tek Singh](#)" by Saadat Hasan Manto (Frances Pritchett's translation)

3. David Hardiman, "[Fighting Religious Hatreds](#)" chapter 7 of *Gandhi in His Time and Ours*.

**December 4** **Discussion # 3: *Understanding Partition* AND end of course discussion**

**December 6** **Reserve Day, should we need it. No class scheduled at this time.**

Assignment

**Self-Evaluation of Discussion Notes 3 Due**

**THERE IS NO FINAL EXAM FOR THIS COURSE**

## **LIBERAL STUDIES REQUIREMENTS**

### **Liberal Studies Mission**

*The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world.*

HIS 312 supports the mission of the Liberal Studies program in the following ways:

\*It helps students gain a deeper understanding of the history of colonialism and nationalism as they influenced about a fifth of humanity.

\* It helps them understand the politics, ideas, achievements and limitations of one of the greatest men of the twentieth century, Mahatma Gandhi.

\*It not only helps them understand the historical factors that have created a rich cultural, political, social, and religiously diverse environment in India, but also the ways in which traditional identities were transformed, mobilized and managed in an era of colonial modernity, leading to the creation, in 1947 of not one but two nation-states in the subcontinent.

\*In seeking to understand and evaluate competing interpretations of this rich and complex history, through a variety of sources, the course helps students gain the skills to do the same for the world they inhabit.

**Distribution Block: Social and Political Worlds.**

This course provides students with:

\*The opportunity to study economic, social, and political developments in India from about 1700 to independence in 1947 so as to better understand the social and political world we inhabit.

\*An analytic framework that foregrounds the transformative impact of colonialism in the Indian subcontinent, and Gandhi's fundamental challenges to the model of modernity that shapes the world around us.

**Essential Skill: Critical Thinking.**

The following assignments will help foster this skill among students of HIS 312.

\*students will be able to identify the broad contours of the political, social, and cultural history of India from about 1700 to independence in written examinations.

\* through writing a term papers and preparing notes for discussion, students will be able to demonstrate the ability to critically read and interpret primary sources (political and literary) and secondary sources, to reach their own conclusions about the merits of different arguments.

\* in all their writings, students will be able to combine evidence from secondary and primary sources to describe the complexities of political, social, and cultural life of India from the time of the Mughals to independence.

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## **SYLLABUS POLICY STATEMENTS**

### **ACADEMIC INTEGRITY**

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

### **COPYRIGHT INFRINGEMENT**

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

### **COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

### **DISRUPTIVE BEHAVIOR**

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

### **NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977,

email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## **TITLE IX**

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at [titleix@nau.edu](mailto:titleix@nau.edu). In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## **ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## **RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## **MISCONDUCT IN RESEARCH**

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## **SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

**Last revised August 4, 2022**