HISTORY 314 CONTEMPORARY INDIA: 1947 TO THE PRESENT
A Liberal Studies Course in the Social and Political Worlds Block. Also fulfills the NAU Global Diversity Requirement.

Instructor: SANJAY JOSHI
Time and Location : Tue-Thu 3:00-6:15pm,
HEALTH & LEARNING CTR, RM 3102
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Course Web Page: http://jan.ucc.nau.edu/~sj6/contemporaryindia.html
PLEASE CHECK THE LINK ABOVE FOR A COPY OF THIS SYLLABUS WITH CLICKABLE LINKS TO ELECTRONIC READINGS.

NAU Policy Statements http://www2.nau.edu/academicadmin/plcystmt.html
Classroom Management Statement http://www4.nau.edu/stulife/handbookmanagement.htm

COURSE DESCRIPTION
This course examines social, political and economic developments in India since independence in 1947, and places these developments in a historical and comparative context. Exploring the sources of India’s diversity as well as unity, riches as well as poverty, the roots of cooperation as well as conflict, its progress as well as limitations, the course aims at achieving a nuanced understanding of the working of the world’s largest democracy. Studying the work of well-known scholars, fiction, films, as well as some sources of information available over the Internet, this course introduces students to multiple facets of contemporary India. For this semester, for reasons that will become obvious as the course develops, I have chosen “Rise of the Commoners” as the overarching theme for our course.

The class will be run in a lecture-cum-seminar format. There will, of course, be a considerable amount of lecturing too, whose frequency and content will depend on my agenda as well as the nature of questions asked by the students! The course demands that students come to class having done the assigned readings and prepared to discuss them with the instructor and fellow students. As some of the course material is only accessible through the Internet, basic knowledge of how to navigate the Internet is an essential pre-requisite for this class. Because of our long class meetings, I will be breaking up lectures and discussions with screenings of videos or parts of longer films. As and when our schedule allows, I will be offering one or two breaks during our long meetings.

ACCELERATED SCHEDULE
A strikingly different aspect of this class compared to others I have taught, and perhaps you have taken, is the accelerated schedule. What this means is that all of us have to prepare quite differently for this class as opposed to those scheduled over the full semester. It is important to recognize that this is an accelerated schedule, and not an abbreviated course. We will be covering material similar to regular courses, but in a shorter time. Hence more material will be covered in each class, and therefore each class demands more preparation time than one scheduled over a regular semester. You will also have shorter breaks in between assignments and in between the time these are assigned and they are due. I have tried my best to rethink this course and its assignments, and not simply have all of us do twice the amount of work for each meeting. However, there is no doubt that this will prove to be a challenging course for all of us.
In addition to the accelerated workload, I must emphasize that the short duration of the course means that regular attendance is even more crucial than usual for all courses. I will not allow for ANY unexcused absences. Absences for any reason either must be cleared with me beforehand, or be for cases allowed for by University policies. If you do happen to miss class, it is entirely your responsibility to ensure you make up the work you missed. If you think your University-related activities, such as field trips, debates, athletic competitions or training might mean you will miss more than one class during this accelerated course, my advice would be not to take the course.

READINGS
Only one book has been ordered for this course at the NAU Bookstore.


But students will be expected to read a variety of other sources, mostly online, as part of the required readings for this course. Films, available on streaming media via the BBLearn page for this course, or via links to other media, will also be a part of the course requirements.

ASSESSMENT
I will be using THREE different types of tools to assess student progress and performance. In addition to regular attendance and participation in class activities, you must take three in-class quizzes, and produce discussion notes responding to specific questions three times during the semester.

1. **Quizzes**: There will be three quizzes, worth 10, 15 and 20 points at times indicated in the course schedule below. You will receive some basic study guides for all quizzes, and the quiz can ONLY be taken in class, as a closed-book test.

2. **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 (two to three typed pages) 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. The class will be divided into small groups to facilitate 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 the FINAL notes *in advance of your departure*.

   *On the class meeting immediately following the formal discussion, the entire group will submit a revised, FINAL, set of notes, on which all members of the group will be evaluated for that assignment.* I will be appointing one person the group leader for each discussion who will coordinate the activities of the group. There may or may not be different group leaders for each discussion. It will be the group leader’s responsibility to ensure that the revisions are completed and submitted on the due date. The group leader must also report to me if any member of the group is not participating as fully as desirable in the group’s task.

   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. 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 10 points, the second worth 15, and the last worth 20 points.

3. Class Participation: My subjective assessment of your attendance and participation in class activities (including the discussions) will count toward 10 points of the total course grade.

**EVALUATION**
The grading scale for the course will be as follows:

- 90+ = A
- 80 - 89 = B
- 70-79 = C
- 60-69 = D
- below 60 = F

**COURSE POLICIES**
I expect regular class attendance of course, without which there is no point in your being enrolled in this class. As pointed out earlier, given the accelerated schedule, it is vital you keep absences to the absolute minimum. If you miss a class, whatever your reasons for doing so, it is YOUR RESPONSIBILITY 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 and social critic.

**PLEASE NOTE:** I do not give extensions, incompletes, or make-up exams, except in cases allowed for by University Policy.

Plagiarism or other forms of academic dishonesty will not be tolerated, and will result in failing the course. Please consult the section on “Academic Integrity” in the NAU Policy Statements appended to this syllabus for further details. IT IS THE STUDENTS' RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.

**PROVISIONAL SCHEDULE (all dates, readings and assignments subject to change. Either contemporary developments or pedagogical requirements might lead me to change the schedule or even the assigned readings and assignments for this course)**

**March 11 Course Introduction**

Unfortunately, I will be unable to be with you for this introductory class. A substitute teacher, probably Mr. Benjamin Carver, will be present. Attendance WILL be taken, and the assignment for the short geography quiz scheduled for March 13 will be handed out. All students will receive a detailed email from me about the course prior to this day. Please feel free to email me Sanjay.Joshi@nau.edu or meet me on Wed. or Thu. to discuss any outstanding questions about the specifics of the class. Mr. Carver will not be able to address specific questions about the course content.

**Assignment**

1. Study Guide for Geography Quiz (5 points) handed out in class. Look at assignment sheet and course webpage links for maps to use to prepare for this quiz.
2. Read Introduction and Chapter One of Wendy Singer’s book for lecture and discussion on March 13th.
3. Look over the following on the COURSE web page: “Indian Politics Since Independence: An Overview”
Recommended
You may also want to refer to three other links from the course web page:
1. A List of Commonly Used Abbreviations and Acronyms in Contemporary India.
2. A Glossary of Indian Political Terms.

March 13
Introducing India
Readings Discussed
Introduction and Chapter One of Wendy Singer’s book.

Themes, Subjects, Activities
Personal Introductions
Geography (Quiz)
Society (Caste, Religion, Language)
Political background to Independent India
Partition and Transfer of Power
Nehru’s India: Early Issues and Problems
If there is time, we will start screening the film Dynasty: The Nehru Gandhi Story.

Assignment
THERE ARE NO CLASSES SCHEDULED BETWEEN March 14th and 31st for this course. During this time, you must complete the following:
1. Complete the viewing of Dynasty: Part One (available as streaming video via the BBLEARN page for the course)
2. Read Chapters Two and Three (optional) of the Singer book. Re-read Chapter One if not completed yet.
3. Prepare for the second quiz scheduled for April 3rd. This quiz will focus on material from Chapters One and Two of Singer, Dynasty (Part One) and “Indian Politics Since Independence: An Overview.” It will test you on basic information, and simple analysis of issues confronting the early Indian state. 10 points. A study guide will be handed out in class on March 13th.

April 1
The Making of Contemporary India
Readings and Film Discussed
Singer, Chapter One and Two
Dynasty Part One

Themes, Subjects, Activities
Nehru, the Constitution, and first Elections
Integration of States and the Kashmir Problem
Nature of the early Indian state and its politics.

Assignment
Discussion ONE Questions assigned
Prepare for Quiz on April 3
Read Singer Chapter 3 if you want it discussed April 3.
April 3
Assessing Nehruvian Democracy and Liberalism

Readings Discussed
Singer, Chapter Two. We will also discuss Chapter Three if there is sufficient student interest.

Themes, Subjects, Activities
Quiz # Two
Nehru’s Modernity and Liberalism
Assessing Nehru
Life After Nehru: Shastri and Indira Gandhi
If there is time we will start screening the Second Part of the film Dynasty

Assignment
Prepare for Discussion One, April 8th
Read Singer, Chapter Four
Complete Watching: Dynasty Part II
Watch Hazaaron Khwaishein Aisi
http://www.youtube.com/watch?v=QqOJdx16Kk&list=TLZlvNUeVdIjfcuK1bZMmgbtu8vkhvCyG

April 8
Modernity and its Discontents

Readings and Films Discussed
Singer, Chapter Four
Hazaaron Khwaishein Aisi

Themes, Subjects, Activities
Discussion # One: Assessing Nehru and his Impact
From Nehru to Indira via Shastri
Progress? Its Costs? Its Victims?
Emergence of Political and Social Challenges
Naxalism
The JP Movement
Women’s Movement

Assignments
Discussion # 2 Questions Assigned
Read, Singer, Chapter Five

April 10
Indira Gandhi and the Populist Options?

Readings Discussed
Singer, Chapter Five
Kaviraj, “Indira Gandhi”

Themes, Subjects, Activities
Indira’s Challenges and her responses
The Emergency
The Much Maligned Janata
Emergence of New Political Forces

Assignments
Revised First Discussion Notes Due
Quiz Three Study Guide Assigned
Prepare for Discussion # 2
Read Raka Ray and Mary Katzenstein, “Introduction: In the Beginning There was the Nehruvian State” in Social Movements in India: Poverty, Power and Politics (Rowman and Littlefield, 2005) http://sociology.berkeley.edu/sites/default/files/faculty/ray/Introsocmovements-1.pdf
If you have time, watch the documentary, When Women Unite

April 15  New Social Movements
Readings and Films Discussed
Ray and Katzenstein, “In the Beginning”
Singer, parts of Chapters Four and Five revisited
Film, When Women Unite

Themes, Subjects, Activities
Discussion # 2
Screening of When Women Unite
Emergence of new people’s movements
Extending the meaning of the political
NGOs and the state.

Assignment
Prepare for Quiz # 3
Read Singer, Chapter Six
Read Aseem Shrivastava and Ashis Kothari, “Globalization?” from their Churning the Earth: The Making of Global India (Viking Penguin, 2012),
Try and see as much as possible of Welcome to Sajjanpur

April 17  Local and Global. The Social and the Political
Readings and Films Discussed
Singer, Chapter Six
Shrivastava and Kothari, “Globalization”
If there is time, we will screen Parts of Welcome to Sajjanpur (My Introduction to the film, http://jan.uce.nau.edu/~sj6/filmandhistory/Welcome%20to%20Sajjanpur.pdf)

Themes, Subjects, Activities
Quiz Three
Women, Religion, Politics
Contradictions of Globalization
Negotiating the Global in the Local
Local or Parochial?

Assignments
Revised Discussion Two Notes Due
The Readings for last two weeks will depend on the timing and developments related to the
national elections. These are scheduled from April 7th to May 12, 2014.

Next Week’s Readings, TBA

April 22

The Political Spectrum

Readings
TBA

Possible Themes, Subjects, Activities
The Congress Party: Past, Present, and Future?
Narendra Modi and the BJP: The politics of Hindutva
Regional Parties: Another Turn?
Caste in Indian politics and its relevance for the current elections

Assignments
Discussion # 3 Questions assigned

Readings TBA (I will be expecting students to contribute some of their own research to the discussions next class)

Among other issues, for the next class we will be focusing on the latest phenomenon in Indian politics, the Aam Aadmi Party
(The Common Man’s Party) for this:


April 24

Challenges and Prospects for the Ordinary “Man”

Possible Themes
Rise of the AAP
Other themes TBA

April 29

The Latest Currents in the Elections

May 1

Wrapping Up

Readings and Themes
TBA

Activity
THIRD and Final Discussion
Discussion on themes TBA

May 6

No Class. Revised Discussion Notes due in my box in the History Office.
Northern Arizona University

POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.htm. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “An hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.” The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such disruption or obstruction has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.