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
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Location: Health & Learning CTR, RM 3111
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Course Web Page: http://jan.ucc.nau.edu/~sj6/contemporaryindia.html


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, 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. Each semester, in addition to the above, this class focuses on a particular theme. For this semester, I have chosen to focus on Dalits, the former “untouchables,” in the context of the history of Indian politics and culture since 1947.

The class will be run in a lecture-cum-discussion format. I hope discussions between the students and the instructor will form a significant part of the learning experience. 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.

READINGS
Two books have been ordered for this course at the NAU Bookstore, and are required reading for all students.


There are also a number of other shorter required readings available on the internet. There are direct
clickable links to most of these readings available through the electronic version of this syllabus on the COURSE WEB PAGE. These are as much a required part of the class readings as your textbook. As a matter of habit, I urge you to visit all course-related web sites in advance, and save or print the required readings. As I am sure most of you are aware, connections to web sites often fail at the very time we need them most! For that reason, having soft or hard copies of the readings in advance will prevent panic the night before class, or a few hours before!! Please note that many links require you to be logged in via an NAU domain, either from campus or via VPN.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE
Fifteen weeks from now, you all will have developed some sense of the complex history of the Indian subcontinent from 1947 to the present day. To help you understand this history, the course assigns a variety of readings. It is absolutely critical that you complete your assigned readings before coming to class. Lectures will always relate to the topics assigned but will not summarize assigned readings. Instead, they will introduce additional material, different interpretations, and theoretical concepts that are not always in the text. I expect you to be motivated to learn about the subject and to improve your skills as a historian. I will do my best to help you understand more about the subject. But my efforts will only help if you bring an active engagement with the contents of this course. An active engagement will allow students to:

- Learn through texts, lectures, and films, the important events of processes of South Asian history since 1947.
- Demonstrate, through the in-class examinations, their grasp of the details of this complex history.
- Demonstrate through in-class discussions and discussion notes, their understanding of assigned textual materials and participate in critical discussions of sources and their interpretation.
- Demonstrate through the term paper as well the essay sections of the examinations, their ability to independently identify, and critically read, analyze, and compile information from a variety of sources: fictional as well as historical, and information from Indian news and scholarly sources

WORK HABITS: I strongly urge all students in all my classes to back up their written work in multiple ways and in multiple locations. In addition to your hard drive, please back up your work on the cloud (working on or uploading regularly to Google Docs is one possibility) and an external “thumb” drive.

ASSESSMENT OF LEARNING OUTCOMES
The course uses primarily three types of instruments to assess your achievement of the learning objectives listed above. In addition to regular participation in class activities, you must take one exam, produce short discussion notes responding to specific questions three times during the semester, and write one formal paper evaluating Ants Among Elephants in the context of culture and politics of India since 1947. All assignments are due on the dates indicated in the schedule. I do not accept late assignments unless allowed for by University policy. Health-related absences or tardiness in submitting assignments will require documentation.

I. Mid Term Exam: The mid-term exam (closed book, in class) worth 25 points, will consist of short answer and longer-answer questions and may include a map component. No final exam.

II. 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.

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 assignments will indicate, 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 15 points, and the last 20 points. Together discussion notes comprise 45 out of the total 100 points for the course.**

The class will be divided into small groups to facilitate the formal discussions. Attendance and participation in all discussions is mandatory. Please make sure that your other commitments (academic, work-related, or personal) do not conflict with the discussion dates; there is no possibility of make-ups in this assignment. In rare cases, where University-policies permit, I will allow you to submit notes **in advance of your departure.**

**III. Evaluating Ants Among Elephants.** Your task will be write a formal paper between 7 to 10 pages (double spaced, one inch margins, fonts between ten and twelve points) evaluating the autobiography in the context of history you have learnt in this course. All conventions of academic writing and citations need to be followed while writing this paper.

**Requirements**
In addition to course material, this paper requires you to conduct some independent research. Your paper should use at least five sources beyond course readings (at least three journalistic sources and two scholarly sources) on the position of Dalits in India since 1947. Journalistic sources should include at least one source from the Indian subcontinent. You may also use more polemical websites to gather research material, but these should be used to represent perspectives, rather than factual evidence. Scholarly sources can include peer-reviewed journals (or their websites), books published by reputable academic presses, or proceedings of conferences. I would particularly urge you to look at journals such as Economic and Political Weekly (EPW) [http://www.epw.in/](http://www.epw.in/) or Seminar from India [http://www.india-seminar.com/semframe.html](http://www.india-seminar.com/semframe.html). EPW is archived on JSTOR and Seminar back issues are searchable and accessible on their website. **This assignment will be worth 25 points.**

I strongly recommend that you clear your research and outline of the paper with me well before the due date of the paper.

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

**EVALUATION**
Grades will be determined using the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Discussion Notes</td>
<td>45 (10 for the first, 15 second, and 20 third)</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>25</td>
</tr>
<tr>
<td>Paper on Ants Among Elephants</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL FOR COURSE</strong></td>
<td><strong>100</strong></td>
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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. Missing too many classes will undoubtedly and negatively impact on your class performance, especially given the discussion-oriented nature of this class, and will be penalized at my discretion.

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 link to NAU Policy Statements at the top of this syllabus for further details. IT IS THE STUDENTS' RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.

PROVISIONAL SCHEDULE (dates, readings and assignments subject to change)

SECTION I. INTRODUCTIONS
January 14 Introduction to the Course and Area

January 16 Introduction to Contemporary India
   Required Reading
   Guha, "Prologue: Unnatural Nation." And, Chapter One.
   Gidla, Introduction and Prelude.
   
   Required Viewing “Dynasty: The Nehru-Gandhi Story”. Complete watching Part One in over the next two weeks. Film Available Streaming online VIA THE BBLEARN Page for the class

Recommended
You may also want to refer to three other links:
1. A List of Commonly Used Abbreviations and Acronyms in Contemporary India.
2. A GLOSSARY OF INDIAN POLITICS

SECTION II. HISTORICAL BACKGROUND: GANDHI’S INDIA TO NEHRU’S INDIA
January 23 Legacy of Nationalisms and Partition
   Required Readings
   Guha, Chapters One and Two.

January 28- 30 New Nation-States: Desires and Discontents
   Required Readings
   Jan. 28th Guha, Chapters Three, Gidla, Chapter One
   Jan 30th Guha Chapters Four Five
February 4  The Modern State
   *Required Readings*
   1. Guha, Chapter Six.
   2. “Indian Politics Since Independence: An Overview”

Questions for Discussion
One assigned February 4th (for discussion February 11th)

February 6  The View from Below
   *Required Readings*
   Gidla, Chapter Two

February 11  DISCUSSION # 1: The History of the Modern Indian State

SECTION III.   MAKING INDIA MODERN
February 13-18  A Modern State
   *Required Readings*
   Guha, Chapters Seven to Nine. Read Seven and Eight, Skim chapter Nine.

February 20-25  Ruling the Republic
   *Required Readings*
   Guha, Chapters Ten to Thirteen. Read Ten and Eleven. Skim Twelve and Thirteen.

February 27  MID TERM REVIEW

March 4  MID TERM EXAM

March 6-11  Challenges to the Nehruvian Model
   *SKIM Required Readings*
   Guha, Chapters Fourteen, Fifteen, Sixteen. READ Chapter Seventeen
   Gidla, Chapter Three

Questions for Discussion
Two assigned March 6th

March 13  DISCUSSION # 2: Was Nehru Good for India?

March 18-20  SPRING BREAK
   No Class, but do watch documentary “Dynasty: The Nehru-Gandhi Story” PART TWO, over the break. Film Available Streaming online VIA THE BBLearn Page for the class. I also STRONGLY RECOMMEND making an early start on reading chapters 4-7 of Ants Among Elephants.

SECTION IV. INDIA AFTER NEHRU: POPULISM AND ITS DANGERS
March 25-27  Recourse to Populism: Indira is India
   *Required Readings*
   Guha, Chapters Eighteen to Twenty.

April 1-3  How the Other Half Lived
   *Required Readings*
   Gidla, Chapters Four to Seven.
April 8  
*Consequence of Populism*

*Required Readings*

Guha, *SKIM* Chapter Twenty One, READ Twenty Two and Twenty Three.

April 10  
*Dynasty and Democracy*

*Required Readings*

Guha, Chapters Twenty Four and Twenty Five.

April 15  
*Gidla’s Story*

*Required Readings*

Gidla, Chapters Eight to Ten

**Questions for Discussion Three assigned April 15th**

April 18  
*Indian Democracy*

*Required Readings*

Guha, Chapters Twenty Six, Twenty Seven, and Twenty Eight.

April 22  
**DISCUSSION # 3: Evaluating Indian Democracy**

**SECTION V. CASTE IN INDIA: Focus on DALITS**

April 26  
*Caste and Indian Society*

*Required Readings (subject to change)*

1. Gidla, Afterword
2. Bama Faustina, “Scorn” (A Short Story) Little Magazine (Vol. VI, 4&5) Read BOTH parts of the story, Part I and Part II

**Recommended**

English Subtitled Episode 10 “Dignity for All” under the heading “Breaking the Shackles” from the television show, *Satyamev Jayate*.

April 28  
*Caste and Indian Politics*

*Required Readings (subject to change)*


**PAPER EVALUATING Ants Among Elephants** due by May 3rd in my office by 3 pm. If I am not there, please leave it in the History Office, requesting a time stamp. **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 314 supports the mission of the Liberal Studies program in the following ways:

* It helps students gain a deeper understanding of the history of the world’s largest democracy and about a fifth of humanity.
* It helps them understand the historical factors that have created a rich cultural, political, social, and religiously diverse environment in India since independence from the British in 1947.
* Understanding how such diversity emerged and how traditional identities have been transformed, mobilized and managed in an modern electoral system students better appreciate the changing and complex world around them.
* 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 since independence and understanding India’s place in the global comity of nations, promotes a better understanding of the social and political world we inhabit.
* An analytic framework that foregrounds the very different ways in which democracy works in the Indian context, which allows students to understand the diversity that can inhabit what has become the central organizing and rhetorical concept of the modern world order.

Essential Skill: Critical Thinking
The following assignments will help foster this skill among students of HIS 314.

* Students will be able to identify the broad contours of the political, social, and cultural history of India from independence to the present day in written examinations.
* Through writing a term papers, preparing notes for discussion, and most of all through the final project, students will be able to demonstrate the ability to critically read and interpret primary (particularly news sources) and secondary sources, and 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 since independence.

Syllabus Requirements and Template

Approved 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.

COURSE TIME COMMITMENT
Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.
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 breach the peace, 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 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, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE 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, or via the EAO website at https://nau.edu/equity-and-access.

TITLE IX
Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at http://nau.edu/equity-and-access/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), 928-523-6906 (TTY), 928-523-8747 (fax), or 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.

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.

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.
Updated 8/20/2018
Updated 3/29/17
Approved UGC – 2/12/14
Approved UCC – 1/28/14