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.

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Course Page: http://jan.ucc.nau.edu/~sj6/contemporaryindia.html

CHECK THE COURSE WEB PAGE FOR A COPY OF THIS SYLLABUS WITH CLICKABLE LINKS TO ELECTRONIC READINGS. PLEASE MAKE SURE YOU ALSO LOOK AT:

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 shortcomings, the course aims at achieving a nuanced understanding of the working of the world’s largest democracy. Studying the work of well-known scholars, films, as well as some sources of information available over the Internet, this course introduces students to multiple facets of contemporary India.

The class will be run in a lecture-cum-seminar format. I hope discussions between the students and the instructor will form a significant part of the learning experience. There will, of course, be some lectures 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 World Wide Web is an essential pre-requisite for this class.

READINGS

Two books have been ordered for this course at the NAU Bookstore.


There are also a number of other shorter readings either 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. 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 hard copies of
the readings in advance will prevent panic the night before class, or a few hours before!!

ASSIGNMENTS
There are FOUR different sets of assignments required for this class. In addition to regular participation in class activities, you must take one mid-term exam, produce short discussion notes responding to specific questions three times during the semester, write one formal paper based on Arundhati Roy’s novel, and a take-home final exam.

I. Mid Term Exam
The mid term will be worth 25 points, and will consist of short answer and longer-answer questions and may include a map component.

II. Discussion Notes
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 (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. 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. Each report will count towards 10 points.

III. Term Paper on God of Small Things
Each student will write a five to seven page paper highlighting how themes of caste, class, and/or gender ran through the novel by Arundhati Roy. Specific questions and more detailed guidelines for the paper will be provided in the assignment handed out early in April. The paper is due on April 29th and will count toward 20 points for calculating the final course grade.

IV. Take-Home Final
The exact nature of the final exam will depend on the performance of the class as a whole over the semester, but will probably consist of essay and short answer questions and be worth 25 points.

EVALUATION
Grades will be determined using the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion Notes</td>
<td>30</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20</td>
</tr>
<tr>
<td>TAKE HOME Final</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>5</td>
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<tr>
<td>TOTAL FOR COURSE</td>
<td>100</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 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 (subject to change)

SECTION I: INTRODUCTIONS
January 12 Introduction to the Course and Area

January 14 Introduction to Contemporary India
Required Reading
Guha, "Prologue: Unnatural Nation."

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.

SECTION II: HISTORICAL BACKGROUND GANDHI'S INDIA TO NEHRU’S INDIA
January 16-21 Legacy of Nationalisms and Partition
Required Readings
Guha, Chapters One and Two.

January 23-28 New Nation-States: Desires and Discontents
Required Readings
Guha, Chapters Three to Five. Skim Chapter Three, READ Four and Five carefully.

January 30-February 2 The Making of India
Required Readings
1. Guha, Chapter Six.
2. “Indian Political Structure,” http://www.indianembassy.org/dydemo/political.htm
February 4-6 Starting a Dynasty?
Screening of a documentary “Dynasty: The Nehru-Gandhi Story”

February 9 DISCUSSION #1: What Forces Shaped the Making of Modern India?

SECTION III: MAKING INDIA MODERN
February 11-16 The Making of Contemporary India
Required Readings
Guha, Chapters Seven to Nine. Read Seven and Eight, Skim chapter Nine.

February 18-23 Ruling the Republic
Required Readings
Guha, Chapters Ten to Thirteen. Read Ten and Twelve. Skim Eleven and Thirteen.

February 25 MID TERM REVIEW

February 27 MID TERM EXAM

March 2 Challenges to the Nehruvian Model
Required Readings
SKIM Guha, Chapters Fourteen, Fifteen, Sixteen.

March 4 Majorities and Minorities
Required Readings
Guha, Chapter Seventeen.

March 6 DISCUSSION #2: Was Nehru Good for India?

SECTION IV: INDIA AFTER NEHRU: POPULISM AND ITS DANGERS
March 9-13 Recourse to Populism: Indira is India
Required Readings
Guha, Chapters Eighteen to Twenty.

PAPER ON GOD OF SMALL THINGS ASSIGNED

MARCH 16-20 SPRING BREAK
I strongly advise you to start reading Roy’s God of Small Things over the break.

March 23-27 Consequence of Populism
Required Readings
Guha, SKIM Chapter Twenty One, READ Twenty Two and Twenty Three.

March 30-April 1 Dynasty and Democracy
Required Readings
Guha, Chapters Twenty Four and Twenty Five.
April 3-6

Tragedy of Populism? Or of Dynastic Politics?

Screening of film *AMU* on the Delhi riots of 1984

April 8

DISCUSSION # 3: Evaluating Indian Democracy

SECTION IV: CRITICAL THEMES IN CONTEMPORARY INDIAN HISTORY

April 10-17

Class, Caste and Gender

*Required Readings*

1. Amartya Sen, “Class in India.” pp 204-209 of *Argumentative Indian* (Penguin, 2005)
   http://jan.ucc.nau.edu/~sj6/Sen_-_Class_in_India_PDF.pdf
2. I want you to start by going to the Library of Congress Country Studies page on India at
   http://lcweb2.loc.gov/frd/cs/intoc.html and FIRST go to the section on Caste and Class and
   read the subsections on
   * Varna, Caste, and Other Divisions
   * Intercaste Relations
   * Changes in the Caste System
   THEN go back to the section titled Themes in Indian Society and read the subsections on
   * Hierarchy
   * Purity and Pollution
   (As the LoC stores these as temporary files, I cannot provide you direct links to these subsections.
   Despite the complicated instructions, these are very short, simple readings)
4. Screening parts of *When Women Unite* VT 6179

April 20-22

Class, Caste and Gender in *God of Small Things*

*Required Readings*


April 24-27

Caste, Community, and Power

*Required Readings*

Guha, Chapters Twenty Six and Twenty Seven.

April 29

Popular Culture: Film and Sport in Contemporary India

*Required Readings*

Guha, Chapter Thirty.

TERM PAPER DUE

May 1

End of Term Review

WEDNESDAY MAY 6th TAKE HOME FINAL DUE IN MY OFFICE AT 12 NOON.
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 interruption or disruption 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.