

College of Arts and Letters

Department of History

HISTORY 498C - 002

Spring 2024: GANDHI IN HIS TIME AND OURS

Instructor: Sanjay Joshi
206

Phone: 523-6216
12:15

Prerequisite: HIS 300W completed
appointment

E-mail: Sanjay.Joshi@nau.edu
203

Office: LA

Office Hours: Tue & Thu 11:15 to

and by

Meetings: MON: 4:00-6:30 LA

CHECK THE [COURSE WEB PAGE](#) FOR THIS SYLLABUS WITH LINKS TO ELECTRONIC READINGS and [NAU's Policy Statements at: <https://nau.edu/university-policy-library/syllabus-requirements/>](#)

COURSE DESCRIPTION

A capstone is the opportunity for you to demonstrate the skills and perspectives you have learnt from your training as historians over the last few years. The course allows you to exhibit that training and produce work that will show that you have not only read history, but can “do” history, and communicate your own research to an audience of historians.

This capstone research seminar takes as its subject one of the best-known figures of the twentieth century, Mahatma Gandhi. Albert Einstein said of him: “Generations to come will scarce believe that such a one as this walked the earth in flesh and blood.” For the admiration he received from friends and foes, Gandhi is often remembered as a one-dimensional figure, the saintly apostle of non-violence who ended British rule in India. Yet, as the readings for the course will show, he was a complex personality, one who was both a product of his times and one who transcended the limitations of his age. He was a radical thinker, yet one who often tried to maintain the social status quo. He shaped not only the nature of Indian nationalism but had a global impact on the liberation of unfree peoples. He was a man of many dimensions, and his historical legacy cannot be assessed in easy sound bites!

This is why Gandhi makes for a fascinating topic for historical interpretation. Although Gandhi has been the subject of thousands of books and articles by scholars, his contributions leave a great deal of room for new and inventive historical research. After studying some of the different assessments of Gandhi in traditional historiography and film, in the latter part of this course we will move to the second and equally important component of our endeavor this semester. In the second half of the course, students will undertake an independent research exercise related to the subject of the course and produce a final research project based on that original research.

COURSE OBJECTIVES

This course has two primary objectives. The first is to understand contending views of Gandhi's contributions to India and the world. For this, we will read a variety of different historical interpretations, starting with two very different films on Gandhi. An equally important objective of this course is to have you learn how to undertake independent historical research and how to present that research that is in dialogue with existing historical scholarship, and with content and form acceptable to the historical profession.

COURSE STRUCTURE

Discussions are the lifeblood of a seminar. This is not a lecture class where you can expect to learn simply by reading and listening to the instructor. Rather, learning occurs through in-class discussions as much as from the readings/films and assignments. Recognizing that much of the subject matter of this course may be quite unfamiliar to many students, over the first four weeks of the course, we will seek to understand the historical background to Gandhi's ideas and politics. There will be some lecturing involved during this period. However, from the very first class meeting I would like this course to function as a true seminar where students take *primary responsibility* for knowledge-production in the classroom. To do that effectively, you must come prepared having done the week's assigned readings and viewed the relevant films. To ensure you are ready to raise questions and discuss the material for the week, on some weeks I will ask you to write a response paper to the week's readings, **due the night before the class meeting.**

The research process for the final paper will run concurrently with learning more about Gandhi and his historical context. All students will first submit a preliminary, and then a more detailed research prospectus, describing their project, sources, their research questions, and a tentative thesis or hypothesis. The actual writing of the paper (or filmmaking) will go through a peer-review process before submitting the final version of the project.

READINGS AND FILMS

You do not NEED to buy any books for this course. The following readings are available online.

- 1) **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. However, if you can, I do recommend getting and keeping this book!

- 2) **Barbara and Thomas Metcalf. *A Concise History of India*. Cambridge, UK: Cambridge University Press, 2012. Third Edition.** Available as an ebook to be checked out from Cline Library. [This is a direct link to the book.](#)

- 3) **In addition, there are two required films and several shorter *required* readings available on the internet.** There are direct clickable links to most of the readings available through the electronic version of this syllabus. *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.

COURSE REQUIREMENTS AND ASSIGNMENTS

The primary requirement is that you attend all class meetings and come to the meetings well prepared to discuss the films and the readings. I will not screen films in class, unless special circumstances dictate doing so. It is your responsibility to come to class having **already** seen the film **and** done the readings we are to discuss on a particular day.

There are a number of writing assignments required for this course.

1. You will write FOUR short (200-400 word) response papers to films and/or readings over the course of the semester, following the prompts outlined in the syllabus. The aim of these response papers is to better prepare students for discussion during the class meetings. The papers are opportunities for you to present your own **INFORMED** opinion about the subject you study. It requires thinking independently about the subject. You will not find the **ANSWERS** for discussion questions in the class readings or films -- only the **EVIDENCE** that **YOU** have to use to formulate your **OWN** arguments about the subject. There are no **RIGHT** or **WRONG** answers to the questions, only more or less persuasive arguments **better or worse supported by historical evidence**. **DO** take a position on the questions, differ with the assumptions of the questions even, but make your arguments supported by **SPECIFIC** data that you **CITE** (using footnotes or parenthetical citations followed by a bibliography). Merely stating a personal opinion or a general feeling about an issue is not enough. Be as specific as possible about events, dates, personalities, and historical processes and cite page numbers of readings you refer to in your notes. Hold all members of the class to the same standards of historical debate. I will penalize response paper **that either do NOT have a clearly outlined thesis OR do not point to specific evidence** to support the thesis. **I will evaluate each response paper out of a maximum of six points.**

2. Research Project

At the end of the class, you need to write a *Research Paper* between 15-18 pages in length **based on original research**. An important part of this capstone course is to demonstrate that you possess the skills of research, writing, and communicating with a scholarly audience.

- The paper needs to be double spaced, using a 12-point font, and have one-inch margins around the text.
- *The paper must deal with some aspect of Gandhi's life or its legacy.*
- *It needs to use at least two sets of primary sources.*
- The paper must *be in dialog with the secondary work on your topic and demonstrate that it is making an original argument on the topic.*

With the above qualifications, I leave the choice of your paper topic entirely to you. The range of possible paper topics is vast. I would urge you to choose a theme or subject that interests you. You could look at representations of Gandhi in the global media or in the media of the United States at the time. Are you interested in themes of gender or sexuality? Gandhi offers a great opportunity to explore these themes. Are films more your thing? You could consider a paper on the representations of Gandhi in film. Are you visual in your approach to understanding the past? Examining Gandhi through art and photography might be a possible topic. Are you an advocate for social justice? You might consider a paper on the relations between Gandhi and Ambedkar. Does global politics or do current affairs interest you? Consider a paper on Gandhi on the Palestine question. Only your own interests limit the possibilities of your topic. However,

- Keep in mind this is a **HISTORY** paper, so whatever your topic, you have to highlight

CHANGE OVER TIME.

- One of the reasons I ask you to write two proposals is to make sure the topic you choose is narrow enough to be researchable given the limitations of language and access. Please make sure your final topic is narrow enough to be written out in 15-18 pages and that you have access to the primary sources you need to write the paper.

I will be happy to discuss ideas about possible topics with you as soon as you are ready and will provide some possible themes during class discussions as well. I have a link from the course webpage called "[The Research Process](#)" that can help you through the process of choosing and researching your paper.

The paper will go through multiple stages, starting with two drafts of your paper prospectus (see below). I will give you feedback on both drafts of the prospectus. You will then submit the first draft of your paper to a classmate (selected by me) who will peer-review the paper (also see below). A final, revised, and polished version of the paper will be submitted to me by December 6th. *I expect this paper to be of publishable quality. If it is so, then, with your permission, I would like to publish it on the course website after you have made the changes I suggest.*

Stages for the Final Project

Prospectus: You must submit, by the dates mentioned in the syllabus, TWO versions of your prospectus for a research project.

- The first draft (around three to four double spaced pages) must have the following sections:
 - a. A **description** of your research project with historical background explaining its relevance and significance and setting it in its historical context. (Less than 1 page)
 - b. Some reasons **why you think this is an important topic**, in the context of your preliminary readings on the topic, and in the context of the history of subcontinent and/or the globe. (Less than one page)
 - c. A **briefly ANNOTATED bibliography** (at least two page) which includes:
 - i. at least a few PRIMARY sources you plan to use for your research, and how you will get them (the point is that you should propose a RESEARCHABLE topic, one that has sources that you know about, and will be able to access).
 - ii. A list of SECONDARY works you will argue with or against when writing your paper or making your film and why they are relevant to your topic.
- For the second and final version of the prospectus, which should be between seven to ten double-spaced pages, I expect to see:
 - a. a clear, formal, articulation of your **RESEARCH QUESTION** and at least a preliminary **THESIS** you will put forward in your paper. (1 page, max.)
 - b. a clear justification for the significance of the topic in the context of the secondary readings on the topic. I need to have a sense you have mastered the secondary works in your topic by the time you submit this version. (2 - 4 pages)
 - c. An **annotated bibliography** of the primary sources you have read, seen, or called, and how they will, or how you expect them to contribute to your final paper. (2-4 pages)

Treat the second and final prospectus as your first outline of the final paper. This is the last occasion on which you will get formal feedback from me before the submission of your final

paper, so try to make this as complete, as thorough, as possible. You must show me exactly HOW your proposed paper DIFFERS from or ADDS to the existing writing on the subject, and HOW each entry in your bibliography will support your paper's thesis.

- **Peer Review of Project** You must carefully proofread, edit, and comment on a classmate's project, and provide at least one page of **constructive** feedback to your peer. Please try to provide the sort of feedback on peer papers you would find most helpful yourself. Be considerate of the effort they have put into the project, and keep in mind that this is **neither** an opportunity to "trash" peer work, or to praise it. Rather, it is an opportunity for everyone to help classmates write a substantially better paper than the version they have submitted. You should find this to be useful as you revise your own final project. Do correct writing errors, but also try to offer more substantive comments on your classmates' work.

EVALUATION AND GRADES Grades will be determined using the following criteria:

Response Papers	24 points (6 points each)
Research Prospectus (preliminary)	06 points
Research Paper Prospectus (final)	10 points
Peer Review	10 points
Final Paper	35 points
Attendance and Participation (includes regular attendance and quality of in-class participation)	15 points
TOTAL FOR COURSE	100 points

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, which is particularly critical for a seminar class that meets once a week. Given that we only have around eight or nine substantive class meetings for this course, missing even one class will have serious learning consequences. More than one absence from class, unless it is for documentable reasons **or other reasons allowed for by University policy**, will result in a penalty of 3 points deducted from your participation points. ***More than three absences from scheduled class meetings, unless allowed for by University policy, will automatically result in a failing grade.*** 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. **PLEASE NOTE:** I do not give extensions on paper deadlines or other assignment deadlines, except in cases allowed for by University Policy. I do not offer the option of an incomplete or "IP" at the end of the course, unless warranted by exceptional, emergency, situations.

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" and "Artificial Intelligence" 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.**

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 (Dates, Readings and Assignments subject to modification).

ALL READINGS AND VIEWINGS MUST BE COMPLETED BEFORE THE START OF CLASS ON ANY GIVEN DAY

PART ONE: INTRODUCING GANDHI

January 22 Introduction to Gandhi (and the course)

Required Viewing

Film Gandhi (1982) Directed by Richard Attenborough. 3 hours 11 minutes.

Class Agenda

1. Introduce the course and each other.
2. Discuss responses to Attenborough's film.
3. A POSSIBLE topic you'd like to research for the course.

Assignment (due on Canvas midnight January 21)

Response Paper One 200-400 words.

As we are meeting a full week into the semester, I want you to have seen all of Attenborough's film before coming to class. The response paper will ask you to address the following questions:

- a) Two examples of scenes or themes you liked in the film, and why?
- b) Two elements of the film you did NOT like, and why.
- c) Two parts or episodes of the film that surprised you or you did not expect to see in the film.

January 29 India: Historical Context

Required Readings

1. Metcalf and Metcalf, Chapters One through Four
2. Use the following Powerpoint slide sets on the course web page to help you with the readings.

[The Mughal Empire: Powerpoint](#)

[Mughals to EIC: Powerpoint](#)

[Early Responses to EIC Rule Powerpoint](#)

Class Agenda

Get a sense of the history of India from the 16th to the 19th centuries, with a focus on the emergence British colonialism and early nationalism that shaped Gandhi's own views of the world.

February 5 Gandhi in South Africa

Readings and Film

1. Film *The Making of the Mahatma* (2 HOURS 24 MINUTES)

<https://www.youtube.com/watch?v=UrIYLKnxp3o>

2. And the following short media pieces:

- Jason Burke, “[‘Racist’ Gandhi statue banished from Ghana university campus.](#)” *The Guardian* (October 6, 2016).
- Ramachandra Guha, “[Setting the Record Straight on Gandhi and Race.](#)” *The Wire* (December 23, 2018).
- Kambon, Obadele. “[Ram Guha is wrong. Gandhi went from a racist young man to a racist middle-aged man.](#)” *The Print* (December 24, 2018).

Class Agenda

To better understand the formative years of Gandhi as a political activist, and the forging of his politico-moral philosophy. To understand Gandhi as a product of his time, and someone struggling to overcome those limitations (albeit not always successfully).

Assignment

Response Paper Two (due midnight February 4th) 200-400 words. The response paper will ask you to address the following questions: What did this film ADD to your understanding of Gandhi as a person AND a political figure compared to Attenborough’s film? What do you see as the most significant differences between the two films you have seen so far? List at least three significant differences between the two films you have seen (make a case for why you think these are the most important differences)? Additionally, do address the following questions about Gandhi: To what extent do you think Gandhi was a product of 19th century colonial India? Was he racist toward Black Africans in South Africa?

February 12 Gandhi’s India

Required Reading

1. Metcalf and Metcalf, Chapter Five
2. David Hardiman, *Gandhi in His Time and Ours*, [Chapters 1 through 3](#)
3. Use the following powerpoints to help you contextualize the readings:
 - [Powerpoint: Gandhi](#)
 - [Powerpoint: Gandhi’s India](#)

Class Agenda

To understand the context for the emergence of Gandhi, the situation of Indian nationalism at the time, and the distinct differences of the Gandhian approach to politics and society.

Assignment

First Draft of Proposal Due before start of class. See requirements, above.

February 19 Hind Swaraj

Required Reading

1. M.K. Gandhi, *Hind Swaraj*. (entire text).
2. David Hardiman, “[An Alternative Modernity](#)” Chapter Four of *Gandhi in His Time and Ours*.

Class Agenda

To understand Gandhi’s central ideas, particularly as outlined in *Hind Swaraj*, the closest thing that Gandhi produced to a “manifesto” of his politics.

Assignment

Response Paper Three (due BEFORE class, February 19th) 200-400 words addressing the following questions: How was Gandhi different from his peers, and what contributed to that difference? Why do you think his critique of modern industrial civilization might have appealed to Indians outside of the western-educated elite? What do you see as a weakness of Gandhi’s argument in that historical context?

PART TWO: GANDHI, CRITICAL PERSPECTIVES For this section of the course, please do look at [Powerpoint: Gandhi: Class, Caste and Gender](#)

February 26 Gandhian Politics and Peasants

Required Readings

1. Metcalf and Metcalf, Chapter Six.
2. Gyanendra Pandey, “[Peasant Revolt and Indian Nationalism](#).” *Selected Subaltern Studies*. Ranajit Guha and Gayatri Chakravorty Spivak eds. New York: Oxford University Press, 1988), 233-287.

Class Agenda

We will seek to understand both the success and limitations of the appeal of Gandhi’s ideas and politics to the largest section of the Indian population – its peasantry.

No formal assignment, but do come prepared to discuss how you might make revisions to your paper proposal.

March 4 Focus on PRIMARY SOURCES

No Preassigned Readings: But come to class with some ideas about the primary sources you might use for writing your paper.

Class Agenda: Will focus on exploring primary sources that could be used for your paper topics. We will also discuss the mechanics and politics of citations.

MARCH 11: SPRING BREAK No Class Meeting

Do work on your final proposal though.

March 18 Gandhi and Gender

Required Readings

1. David Hardiman, "[Father of the Nation](#)" Chapter Five of *Gandhi in His Time and Ours*.
2. Emma Tarlo "[Married to the mahatma: The predicament of Kasturba Gandhi.](#)" *Women: A Cultural Review*, 8:3 (1997), pp. 264-277.
3. Debali Mookerjea-Leonard, "[To be pure or not to be: Gandhi, women, and the Partition of India.](#)" *Feminist Review*, No. 94 (2010), pp. 38-54.

Class Agenda

How do we understand the paradoxical relationship of Gandhian politics with feminism? Was Gandhi a simple misogynist or are there more nuances we need to add to his politics around gender and his notions of sexuality.

Assignment

Revised Final Proposal Due (see above for requirements)

Please use the sign up sheet to set up an appointment for one-on-one meetings on your proposal over next week.

March 25: One on One Meetings on Paper Proposal

April 1 Gandhi and Caste

Required Readings

1. David Hardiman, "[Dalit and Adivasi Assertion](#)" Chapter Six 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*.
3. Ramachandra Guha, "[Gandhi's Ambedkar](#)"
4. Jason Bourke, "[Arundhati Roy accuses Mahatma Gandhi of discrimination](#)" *The Guardian* (July 18, 2014).

For background on the historical evolution of the "caste system" you may want to look at

[Powerpoint: Caste, a historical approach](#)

Class Agenda

Discuss Gandhi's problematic and changing relationship with caste, particularly untouchability. Gandhi's troubled relationship with Ambedkar and Ambedkar's critique of Gandhi.

Assignment

Response Paper Four (due BEFORE CLASS April 1st) 200-400 words addressing the following questions: What would say were the major limitations of Gandhi as a nationalist leader? Were Ambedkar's criticisms of Gandhi justified? Or is there a credible defense of Gandhi's position on the place of Dalits in the Indian nation?

April 8 Gandhi's Marginalization: Partition and Assassination

Required Readings

1. Metcalf and Metcalf, Chapter Seven.
2. David Hardiman, "[Fighting Religious Hatreds](#)" Chapter Seven of *Gandhi in His Time and Ours*.
3. Vinayak Chaturvedi, "[Vinayak & Me: 'Hindutva' and the Politics of Naming.](#)" *Social History*, Vol. 28, No. 2 (May, 2003), pp. 155-173.

You should also look at: [Powerpoint: Gandhi Marginalized](#) and [Powerpoint: Partition](#)

Class Agenda

Why does Gandhi become marginal to nationalism politics in the late 1930s and 1940s? Is he, in part responsible for his own marginalization? What are the consequences of Gandhi's marginalization? To what extent is Partition a product of Gandhi's marginalization. Who assassinates Gandhi and why?

NO assignment, but please continue work on the first draft of your final paper.

April 15 Gandhi and the World

Required Readings

1. David Hardiman, "[Gandhi's Global Legacy](#)" Chapter Nine of *Gandhi in His Time and Ours*.
2. Vijay Prashad. "[Black Gandhi.](#)" *Social Scientist*, Vol. 37, No. 1/2 (Jan. - Feb., 2009), pp. 3-20.
3. Nico Slate, "[A Dangerous Idea: Nonviolence as Tactic and Philosophy.](#)" *Modern Intellectual History*, Volume 18, Issue 4, (December 2021), pp. 1130 – 1154.

You may also want to look at (not mandatory):

Ajay Skaria, "[What Gandhi's Racism Tells Us About Anti-Racist Politics Today.](#)" *The Wire* (July 14, 2020).

Class Agenda

Gandhi was not just an Indian phenomenon, but had a profound global influencing, shaping the ideas of resistance to domination among a variety of groups. Readings for today explore primarily Gandhi's connection with the struggle for civil rights and equality in the US and Africa.

No Assignment, BUT we will finalize the list of peer reviewers. Reviewers and Reviewees need to exchange email addresses and phone numbers.

April 22 No Class Meeting, work on the first draft of your paper

April 25 Share first draft of your paper **directly with your peer reviewer.
Submit a copy of your first draft of your paper **on Canvas too.****

April 29 Class Meeting for Peer Review

May 6 No Class Meeting. Submit your revised paper on Canvas by the end of the day.

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>.

ARTIFICIAL INTELLIGENCE

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, any additional course-specific guidelines in the syllabus, or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

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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, 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. 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 (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>.

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 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 November 28, 2023***