

Revised Syllabus for HIS 300W in light of transition to online teaching

This revised syllabus is necessary in light of NAU's shift to an online-only format for all courses for the rest of the semester. Other than the changes indicated below, please refer to the original course syllabus for details about the course description, objectives etc.

Please find below the revised course schedule, available as a link via the course web page <http://jan.ucc.nau.edu/~sj6/HIS300W.htm> and from BBLearn. Please do note that the schedule, below, **will be a dynamic document**, with additional notes that will integrate the reading and existing powerpoints. **I advise you to check it frequently to look for updates. This document is where you will find links to supplementary notes and information about assignments for the class.** The assignments themselves will be submitted over BBLearn, except for peer reviews of papers.

The course schedule follows, as much as possible, the original architecture of this course. Below each set of required readings is a box containing "**Online Resources**" that include a variety of, hopefully helpful, links to allow you to better understand the material.

Virtual Office Hours

I urge you to reach out to me over email with any queries or concerns you may have about the revised syllabus, films, readings or assignments. I will be available to respond to your email queries over the rest of the semester. **If there are questions that you don't want to discuss over email, or are better addressed in conversation, I am happy to invite any of you to a meeting over Zoom during my scheduled office hours (Tu-Thu 12:30 to 1:30 MST) or at other times that suit our mutual schedules.** **PLEASE send me an email to set up such a meeting in advance.** If you cannot access Zoom, but don't want to email your concerns, we can set up a time to talk over the phone as well. Just send me an email indicating that you need to set up a phone meeting during office hours.

If you have emailed me before, you know my response time is usually good. However, in the present circumstances, please be patient if you have sent me an email during normal working hours and not received a response within a few hours.

Assignments

The shift to an online format will mean I have to change some of the assignments and points for the class.

- ~~Nothing will change on the process or points related to the final paper for this class, but your submissions, as well as all responses from me (and later, your peers), will be done over email and/or via BBLearn.~~
- Recognizing the fickle nature of online communication, I have made one important change to the process for your final paper. THERE WILL BE NO PEER REVIEWS. You will submit your first draft via BBLearn as before. I will give you feedback, and then you will only submit a revised **final** paper to me as per the revised schedule. The points for the peer review have been redistributed between the first draft and the final submission.

- The “Review of Section III Assignment” stands cancelled. Instead, two short review quizzes, worth 5 points each, have or will be posted on BBLearn. These can also be sent over email if necessary.
- In case of problems submitting any of the assignments via BBLearn you should send me a copy as an attached document (in .doc, .docx, or .rtf formats) via email.
- All students will receive a minimum of 5 points for attendance and participation, with the other 5 calculated based on attendance and performance until March 10. Students can improve their existing participation points by engaging closely over email and with the assignments for the rest of the semester.

Revised Evaluation

Grades will be determined using the following criteria:

Response paper	10 points (already complete)
Review of Section II	10 points (already complete)
Paper Proposal	10 points (already complete)
Two Review Quizzes	10 points (5 points each)
First Draft of Paper	15 20 points
Review of Peer Work	10 points
Final Paper	25 30 points
Attendance and Participation	10 points (see above)
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.

Need for Patience and Empathy

This is a difficult and potentially frightening time for us all, facing as we are, a completely unprecedented situation. We may also face technical or logistical problems in the transition to online teaching and learning. If there is one certainty in these uncertain times, it is that things will not be the same as they were before, at least for a while. While keeping up with readings and doing the assignments is, obviously, important, as important is that we all prepare to deal with these changes with patience and empathy. I will certainly try to prioritize these vital emotional tools, and I hope you will too. Stay healthy, stay safe!

REVISED COURSE SCHEDULE (MARCH 23 TO MAY 6, 2020)

March 24 Discussion of responses to Paper Proposals

Please read the responses I have sent you via email. You may respond to my comments via email, to ask for clarifications. IF you are available at the time we had set up our original meetings on March 24, I have sent you an invitation for an online meeting using Zoom. This meeting is *not* MANDATORY, as I realize that not all students will have access to broadband internet while off campus. If you do want to discuss my comments on your proposal, but are unable to use Zoom, we can still do so, using either email or the telephone!

March 26 **New Assignment** I have a very short (10 question) online review/quiz posted on BBLearn that covers the material we have already gone over in class between February 25 and March 10, 2020. *All students are expected to take this quiz, latest by March 31, 2020.* (5 points)

Please look over the readings and powerpoint slide sets associated with Nationalism, Early nationalism in India, and Gandhis to prepare for the test. Because of potential problems with taking online quizzes, I have allowed students to take the test twice. **In case you are unable to access BBlearn, please send me an email, and I will send you the test as an attached file to complete and return to me.**

March 31 **Gandhi, Jinnah, and the lead up to Partition**

Course Content: Readings/Film and Course Objectives remain as in the original syllabus

Required Film: *Jinnah* (ca. 110 minutes)

Reading

1. Pervez Hoodbhoy, “Jinnah and the Islamic State: Setting the Record Straight.” *Economic and Political Weekly*, Vol. 42, No. 32 (Aug. 11-17, 2007), pp. 3300-3303

<http://jan.ucc.nau.edu/~sj6/Hoodhbhoy%20Jinnah%20Islamic%20State.pdf>

2. David Hardiman “Fighting Religious Hatreds” in *Gandhi in His Time and Ours*. New York: Columbia University Press, 2003, pp. 156-

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

Online Resources

Unfortunately, no amount of online material can really replicate what we can do in a seminar. In the absence of a face to face discussion, I am putting up a series of notes and questions on the readings to share with you. These include summaries of the readings above, and some questions that I would have posed to you had we had the chance to meet to discuss. **[Click here for that document.](#)** As always, please do feel free to email me if you have any questions, or want to discuss this further. If there is enough interest, and we can coordinate times, I am happy to host a Zoom meeting on this document.

April 7

Historical Background to Partition

ASSIGNMENT

First Draft of Paper Due to ME (submit online)

I would urge you to use both the submission link on BBlearn **and** send me the first draft of your paper as an email attachment, at Sanjay.Joshi@nau.edu. The paper must be properly formatted, and sent to me as either a Word (.doc or .docx) or an .rtf file. **No other formats are acceptable.** **PLEASE NOTE, this assignment is now worth 20 as opposed to 15 points it was, earlier.**

Course Content: Readings and Course Objectives remain as in the original syllabus

1. Metcalfs Chapter Seven.
2. Pankaj Mishra, "Exit Wounds," *The New Yorker* (August 13, 2007) <https://www.newyorker.com/magazine/2007/08/13/exit-wounds>
3. David Gilmartin, "Partition, Pakistan, and South Asian History: In Search of a Narrative," *Journal of Asian Studies*, vol. 57, no. 4 (November 1998) pp. 1068-95. <http://jan.ucc.nau.edu/~sj6/gilmartin%20partition.pdf>

Online Resources

[Outline # 5: Toward Independence and Partition 1928-47](#)

This will give you a good sense of the chronology of events leading up to partition. It is VITAL you have a good sense of this in order to understand what happened in August, 1947.

[Gandhi Marginalized Powerpoint](#)

Shows the reasons for and the historical processes leading to Gandhi's marginalization and the consequent emergence of "high politics" leading to Partition

[Partition Powerpoint](#)

Please look over this very carefully.

Partition is a very complex event in the history of the Indian subcontinent, [here are my notes](#) taking into account the readings and the above powerpoint slides. Because of the complexity of the subject, they are unfortunately twice as long as the previous ones. I hope you will find them useful. As always, if you have any questions, please do feel free to reach out to email me. I am happy to set up Zoom meetings to discuss your questions too.

[Questions about Partition](#) I suggest you certainly look over this before taking the upcoming quiz!

April 14

Women and Partition (previously required readings cancelled)

New Assignment: I will be posting a short review/quiz on Partition on BBLearn and will also share it with all students over email. All students are expected to take this quiz, latest by April 21, 2020. (5 points)

Online Support

If *even a single student so desires* (perhaps on account of their paper topic), I will be happy to post a series of notes to help guide you through the readings originally assigned for this day. As always, feel free to email me with questions about the readings.

~~I will also be assigning EACH student a paper to review and assigning a reviewer for your paper. I will be sharing the relevant email addresses with each student. It is YOUR responsibility to get in touch with your reviewer and reviewee and arrange to send and receive papers on or by April 21st. I would like to be informed of the successful receipt of papers to review by the reviewer. Please do look at the PEER REVIEW GUIDELINES (following the link) and use the form to complete your review and share it with your reviewee. Do use “track changes” and comments under the Review heading of MSWord (or relevant settings on your text editing program) to mark the papers you review. Send both the Peer Review Form and the marked paper to the student whose paper you are reviewing. There are 10 points associated with this assignment.~~

~~April 21~~ **Assignment: Submit Second Draft of Paper to Peer Reviewer.**

~~This exercise will be undertaken over email. I will be sending you the emails of your reviewer as well the email of the student whose paper you are reviewing.~~

~~April 28~~ **Return Second draft of paper to Reviewee, with your comments and the completed Peer Review Form.**

~~Please provide helpful feedback to your peers in class on the first draft of their papers. These comments should be made on the actual paper (especially corrections, using “track changes” and “comment” options in Word [most other text editors have this option too]), and by using the peer review form. Both documents should be sent back over email to the classmate whose paper you~~

reviewed. ~~You MUST copy me on this email, so that I also receive a copy of your review effort.~~

May 6 **ONLINE SUBMISSION OF FINAL PAPER:** Please use the submission link on BBlearn **AND** send me the first draft of your paper as an email attachment, at Sanjay.Joshi@nau.edu The paper must be properly formatted, and sent to me as either a Word (.doc or .docx) or an .rtf file. No other formats are acceptable. **Please note, this assignment is now worth 30 points as opposed to the 25 points earlier.**

Note: I will be looking at the entire portfolio of your writing (**Proposal, First and the Final paper**) to calculate your grade for the final paper. Obviously, the final paper itself will carry the greatest weight.