

HISTORY 366.01E: Modern India

Spring 2014

TR 11.00 am – 12.15 pm

SS 141

Instructor: Prof. Kuracina

Office location: Ferguson Social Sciences 104

Office hours: Tuesday, 3.00pm to 5.00pm; Thursday, 3.00 pm to 6.00 pm; *and by appointment*

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COURSE INFORMATION

Course Materials:

Books: Readings have been prepared and can be found on the eCollege site accompanying this course. The reading packet is a blend of primary and secondary materials that complement lectures and provide the foundations for classroom discussions.

Note: It is imperative that you complete the assigned readings; the material contained therein will drive classroom discussion, a very crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

Suggested & supplemental reading list: Although this course does not have books for reading assignments, students interested in supplemental reading to better digest the content may discuss possible titles with the instructor.

Additionally, the following will provide a basic foundational narrative of the content; the former title is recommended:

- Barbara Metcalf and Thomas Metcalf, *A Concise History of Modern India*, second edition, (Cambridge: Cambridge University Press, 2006).
- Stanley Wolpert, *A New History of India*, seventh edition, (New York: Oxford University Press, 2003).

Course description:

This course surveys the history of the Indian subcontinent from c. 1700 to the present. It considers the larger trends, changes and themes in Indian history, with particular emphasis on those occurring during British colonial rule and on those fostering India's transition to an independent state. The larger social and political impacts of Mughal decline and the advent of British rule will be explored, as will the nature of the two-century British *Raj*. A significant focus over the semester will be the formation and evolution of an Indian nation-state and the characteristics of India's anti-colonial movement. Through this sweeping assessment of historic trends, students will be prepared to understand the long-term significance and implications of the events of the past in framing recent and contemporary concerns in India and Pakistan. This course presupposes no prior knowledge of South Asian history.

Prerequisite and/or Co-requisite Majors: HIST 253. *Non-Majors:* may enroll with consent of instructor.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Identify the major causes of the Indian Mutiny and how it affected British attitudes toward colonial peoples
- Identify conflicting viewpoints within Indian nationalism and how they affected independence

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the attendance grade; excessive unexcused absences (more than 4) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up; failure to do so may forfeit the possibility of making up the exam. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then let me know ahead of time.

Students are expected to do the reading as noted in this syllabus and to be prepared to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Participation: You are encouraged to bring questions with you to class and to interrupt lecture to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong." Your participation grade will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion
- F = Student is unprepared and appears disinterested in contributing to discussion

NOTE about discussion and participation: this course is intended to move beyond lectures of content into a general assessment of the significance of precise moments and the integration of these moments into a broader historical context. Generally class discuss will be steered by a series of guided questions that are designed to enable students to draw their own conclusions about the significance of each moment or movement.

Assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of the material by covering the basic content; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. Consequently, this course will explore selected moments in world history to enable students to better analyze these events in the context of larger themes that bind them together. This process involves both in-class discussion and a more standardized analysis through written assignments.

Historiography paper: students in this class are not expected to merely learn history, but to *do* history; consequently, students will write a comprehensive historiography paper on a topic of his/her choice associated with this course's broad theme. This assignment will be due at the end of the third quarter of the semester; we will determined the specific due date later in the semester. The final paper will be approximately 12 pages in length (including text and notes but excluding the bibliography and title page). The paper must use footnotes according to Turabian style and will also include a properly-formatted bibliography and a title page that (at least) includes the student's name and the title of the paper. The text must be double-spaced, the pages must be numbered, all margins will be set at 1 inch and the paper should be written in Times New Roman 12pt or its equivalent. This paper may not be submitted in more

than one class. Students are encouraged to submit a draft paper prior to the draft paper due date, but no partial drafts will be accepted; however, please consult me at any time about your paper, topic, sources, etc.

The paper will be graded according to the following criteria:

- Compliance with the assignment
- The presence, strength and originality of a thesis
- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

Grading criteria for written work holds true for exams, written quizzes or occasional written “homework” assignments. It is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60–69
- F = less than 59

Essay exams: Essays in this class are timed written exercises. You are expected to argue a point, not merely reiterate the content covered in class, and then use the historical facts as evidence to support your argument. Essay examinations are designed to assess both content and analysis – how well do students understand the issues addressed in the class and how do students use the content to arrive at original conclusions? Exams are blue book responses to broad, thematic prompts. Essays should optimally integrate reading assignments into an argument-driven historical discussion of the content material covered in lecture.

Formal discussion and debates: Students will participate in two graded discussion sessions based on specific reading assignments. As a group we will critically analyze the document(s) in question, discuss the merits of the arguments and generally comment on the significance of these historical sources.

Grading:

Student performance will be evaluated as follows:

- Historiography paper (20% of final grade)
- Exams (4 exams, each worth 10% of final grade)
- Formal discussion and debates (each debate is 10% of final grade)
- Class discussion & participation (15% of final grade)
- Attendance (5% of final grade)

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for **each day** it is late.
- *Late assignment policy:* Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor **must** be notified of the absence **prior** to the exam and a make-up exam must be rescheduled **within one week's time**. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a "0" grade for the exam.

All of the requirements must be completed to pass this course

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to write research papers, to prepare for debates and written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence. Students will also need to access eCollege for course-related materials.

Turnitin: Turnitin is a web-based plagiarism detection software site that scans student papers into a database of all such papers and check submitted papers against those in the database and virtually every website on the Web to determine whether or not paper content was "lifted" or fabricated in any fraudulent way. Students must submit their papers in Microsoft Word format after creating an account tied to this course. To submit a paper to Turnitin, go to www.turnitin.com and click on "new user." Choose "student" and click "next." Enter the Class ID and Password (details on ID and password are forthcoming). Once you input your information into the system, you should see History 497 "Modern India" listed in your classes. Click on the appropriate assignment, click on the icon under "submit" and follow the instructions to upload your paper. Please let me know if you have any problems (and do not wait until the very last minute to upload your paper). Submissions to Turnitin are due by midnight of the due date.

COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

COURSE AND UNIVERSITY POLICIES AND PROCEDURES

Classroom Behavior:

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you can not – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Written Assignment Format and Late Assignment Policy:

Papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; no cover page is necessary. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

Academic Honesty:

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Students with Disabilities:

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Gee Library, Room 132,

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: StudentDisabilityServices@tamu-commerce.edu.

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE AND CALANDAR

Tentative course schedule (and themes):

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

January 14 – Introduction and historiography discussion

January 16 – Pre-colonial India (M&M, pp. 1–10)

January 21 – Mughal supremacy (M&M, pp. 10–28)

January 23 – Decline of the Mughals (M&M, pp. 29–44)

- “From Taj to Raj”

January 28 – English East India Company & conquest of Bengal (M&M, pp. 44–55)

- “First the *Farman* ... Then the *Diwan*”
- “Bengal Lanced”

January 31 – Early Colonial Rule (M&M, pp. 56–68)

- Law, Property and ‘Improvement’

February 4 – Control of the Company

February 6 – **Exam 1**

February 11 – Conquest, 1750–1848

- “Mysore Tamed”
- “The Marathas Managed”

February 13 – Liberalism and reform

February 18 – **Debate #1: Macaulay’s Minute on Indian Education**

- Macaulay’s Minute on Indian Education

- February 20 – Indian reform (M&M, pp. 83–91)
- Minute on Sati
- February 25 – Indian Mutiny (M&M, pp. 92–107)
- Proclamation to the People of Oude
 - Rani Lakshmi Bai: Two Letters
- February 27 – Indian Mutiny
- The History of the Sepoy War in India
- March 4 – British India (M&M, pp. 108–122)
- “India’s present and Britain’s past”
 - “Shaping Communities”
- March 6 – **Exam 2**
- March 11 – **Spring break**
- March 13 – **Spring break**
- March 18 – Indian National Congress
- Discovery of India
- March 20 – Indian revolutionaries and Congress Extremists
- March 25 – Partition and *Swadeshi* movement
- March 27 – World War I and constitutional reform
- April 1 – Gandhi
- April 3 – Gandhi
- Imagining India
- April 8 – **Exam 3**
- April 10 – Gandhian nationalism
- April 15 – Non-Cooperation Movement
- April 17 – Civil Disobedience campaign
- April 22 – Congress and the parliamentary program
- Leftism in India
 - Congress Election Manifesto
- April 24 – **Debate #2: Congress socialism**
- Why Socialism?

April 29 – Muslim separatism

- “The Identification of Indian Muslims”
- “Jinnah’s Conversion”
- The Congress and Muslims
- Pakistan resolution

May 1 – World War II and transfer of power

- “Kingdom’s End”
- Tryst with Destiny

Exam 4 is scheduled for Tuesday, May 6 at 10.30 am in our usual classroom