

# HIST 366.01E History of Modern India

Spring 2018

MWF 10.00 – 10.50 am

SS 141

**Instructor:** Prof. Kuracina

**Office location:** Ferguson Social Sciences 113 or AGIT 222

**Office hours:** Tuesday, 5.00 pm to 7.00 pm; *and by appointment*

**Office email:** [William.Kuracina@tamuc.edu](mailto:William.Kuracina@tamuc.edu)

## COURSE INFORMATION

### **Course Materials:**

**Books:** A reading packet for this class has been prepared by the instructor 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 titles will provide a basic foundational narrative of the content and are 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*, (New York: Oxford University Press, 2003).

### **Course description:**

This course surveys the history of the Indian subcontinent from c.1700. It considers trends and themes in Indian history, emphasizing British colonial rule and India's transition to an independent state. The effects of Mughal decline and the advent of British conquest will be explored, as will the nature of British colonial rule. A significant focus will be the evolution of the Indian nation-state and the characteristics of India's anti-imperialist movement. This introduction to historical trends will prepare students to understand the long-term significance and implications of past events and their relevance to issues in today's India and Pakistan.

### **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 influenced the course of the nationalist movement

Students' ability to meet this course objective will be evaluated by a measurement instrument administered at an appropriate time during the semester.

## COURSE REQUIREMENTS

### **Instructional, Methods, Activities Assessments:**

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence negatively affects the attendance grade. Excessive unexcused absences (more than 5) 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 a class or an exam. For missed exams, 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 inform the instructor ahead of time.

Participation: 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. Students are encouraged to bring questions 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.”

Participation grades 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:* Discussion and participation is a significant element of this class. The course is intended to move beyond lectures of content into a broader and more complex assessment of the significance of precise moments and events. The objective of discussion is to enable students to integrate these moments into a broader historical context. Generally class discussion will be steered by a series of guided questions that are designed to assist students in drawing their own conclusions about the significance of each moment under consideration.

Assignments: There are two main objectives to this course: 1) to provide students with a foundational 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 explores significant events 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.

***Research assignment #1—Gandhi Day:*** Students will research Mohandas Gandhi. The purpose of the assignment is effectively researching a designated topic. The written portion of this assignment is submission of the notes taken and the properly-formatted list of sources consulted. The research and notes will then be used by students to discuss Gandhi’s career, life, ideology, etc., during class periods indicated by the class calendar found below.

***Research assignment #2—Teaching topic:*** Students will select a subject already covered during a class period. Once a topic is selected and approved, students will conduct research to “teach” it. Students will develop a full, properly-formatted bibliography of sources and a “lesson” about the topic. Written submissions should include (at a minimum):

- A precise point of view or argument or thesis that generally guides the material to be presented. Essentially, the audience should be clear about what historical lessons should be learned from this lesson.
- Details covered by the lesson should communicate with the lesson’s overarching point of view. In other words, the historical content discussed by students’ lectures should prove the historical argument made by their lessons.
- A brief portion of the paper should be devoted to reflection about how the lesson was developed. Students could emphasize how they might teach the topic differently than covered during class; they might rationalize why certain themes were emphasized. This portion of the paper is designed to hone strategic thinking skills – teaching is more than data mining and data dumping; the clearest lessons tend include relevance and purpose. Consequently, students should be thinking in terms of why they covered the topics they did and what historical purpose such a lesson might serve.

The completed written portion of the teaching topic assignment will be approximately six (6) full pages in length (including text and notes but excluding bibliography and title page). The paper must use footnotes according to Turabian format and the bibliography will also be formatted according to Turabian style. The title page will include a minimum of the student’s name and a

title. Text must be double spaced, the pages must be numbered, and all margins must be set at 1 inch. The paper should be written in Times New Roman 12pt or its equivalent.

Students should discuss potential teaching topics with the instructor as soon as possible, to enable adequate research time.

This assignment may not be submitted for a grade for another course.

The teaching topic assignment will be due at the end of the semester. The precise date will be determined by the class as a group as we move through the semester.

The written portions of both research assignments 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 or summarization
- 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)

**Exams:** 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. Exam dates appear in the course calendar below.

For exams, students are expected to frame an argument in response to the essay prompt, not merely reiterate the content covered in class, and then use the historical facts as evidence to support their arguments. Essays also 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 assignments from the reading packet, as identified below in the course calendar. As a group we will critically analyze the document(s) in question, discuss the merits of the arguments and evidence and generally examine the significance of these historical sources.

**Gandhi Day discussion:** Students will participate in a graded discussion based upon research conducted about Mohandas Gandhi. Generally, students are expected to share their findings with each other, thereby enabling the group as a whole to learn different aspects or to confirm the details they found for themselves.

**Quizzes & written responses:** Quizzes are designed to assess understanding of basic content and comprehension of reading assignments. Written response papers enable students to apply that specific content to broader themes.

## Grading:

Student performance will be evaluated as follows:

- 4 exams (**each** exam is 10% of final grade)
- Research assignment #1 (10% of final grade)
- Research assignment #2 (10% of final grade)
- Formal discussion and debates (**each** debate is 10% of final grade)
- Gandhi Day discussion (5% of final grade)
- Class discussion & participation; quizzes & written responses (10% of final grade)
- Attendance (5% of final grade)

*Written work:* Grading criteria for written work are consistent for papers, exams, and all such written 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

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, he/she **must** notify the instructor 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 prepare for 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 course materials in eCollege.

**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](http://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 and the instructor will add this information to the course's eCollege documents). Once you input your information into the system, you should see HIST 366 "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 5.00 pm on the same date the hard-copy work is submitted to the instructor.

Papers can also be submitted to Turnitin via eCollege Drop Box, with papers submitted in the appropriate week's assignments.

**eCollege:** This course is web-enhanced through eCollege, the Learning Management System used at Texas A&M University–Commerce. I will use eCollege for course communication: circulating announcements and reminders; distributing assignments; and as a central repository for course materials such as the reading packet or other handouts. An internet connection, preferably high-speed, is needed to access eCollege.

You can access eCollege through your MyLeo (the MyLeo login link is: <https://leo.tamuc.edu/Login.aspx>). Please double-check your MyLeo settings to ensure that your preferred email listed there is the address at which you prefer to receive course communications.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

#### Pearson LearningStudio Student Technical Support

Texas A&M University – Commerce provides students with technical support in the use of Pearson LearningStudio. Technical assistance is available 24 hours a day, 7 days per week. If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site at <http://247support.custhelp.com/>.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

#### *Accessing help from within your course:*

Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

#### Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>.

## **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:**

Students will be treated with respect and I expect the same in return. Please exercise common classroom courtesy. 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:**

Response 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 according to appropriate footnoting conventions. 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.

**ADA Statement:**

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  
Texas A&M University-Commerce  
Gee Library, Room 132  
Phone: (903) 886-5150 or (903) 886-5835  
Fax: (903) 468-8148  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

**Non Discrimination Notice:**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill – 11 (Government Code 411.2031, et.al.) authorizes the carrying of a concealed handgun in Texas A&M University–Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to penal Code (PC) 46.035 and A&M–Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

#### *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 CALENDAR**

### **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.

*NOTE: The assigned reading material is due on the date specified in the course schedule. Students should expect to be prepared to participate in a group discussion of the reading assignment in class on that date.*

17 January – Introduction

## **PART 1 – INDIAN DECLINE and BRITISH CONQUEST**

(M&M, pp. 1–68)

19 January – India up to 1500

22 January – Mughal India

- “From Taj to Raj”

Document found at <https://muftbooks.files.wordpress.com/2014/12/india-a-history-john-keay.pdf>  
(see reading packet for specific pages)

24 January – Mughal Decline

26 January – Mughal Decline

29 January – East India Company

31 January – Conquest of Bengal

2 February – Early Colonial Rule

- “Law, Property and ‘Improvement’”

5 February – Control of the Company

7 February – Control of the Company

9 February – **Exam #1**

## **PART 2 – COMPANY RULE of INDIA**

(M&M, pp. 83–107)

12 February – Country Power to Colonial Authority

14 February – Expansion, 1800–1848

16 February – Liberalism

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

- “Macaulay’s Minute on Indian Education”

Document found at: <http://legacy.fordham.edu/halsall/mod/1833macaulay-india.asp>  
(see reading packet for specific pages)

21 February – Liberal Reform

- “Minute on Sati”

Document found at: <http://legacy.fordham.edu/halsall/mod/1829bentinck.asp>

(see reading packet for specific pages)

23 February – Causes of the Indian Mutiny

- “Proclamation to the People of Oude”  
Document found at: <https://archive.org/details/lucknowoudeinmu01innegooq>  
(see reading packet for specific pages)
- Rani Lakshmi Bai: Two Letters

26 February – The Indian Mutiny, 1857

- “The History of the Sepoy War in India”  
Document found at: <https://archive.org/details/cu31924021098441>  
(see reading packet for specific pages)
- “The Massacre at Cawnpore”
- “British Atrocities”

28 February – Crown Rule in India

2 March – **Exam #2**

### **PART 3 – INDIAN NATIONALISM**

(M&M, pp. 108–166)

5 March – Indian National Congress

- “Discovery of India”

7 March – Early Nationalism, 1890s

9 March – Partition of Bengal and Swadeshi Movement

12 March – *Spring Break*

14 March – *Spring Break*

16 March – *Spring Break*

19 March – Swadeshi Movement

21 March – Muslim League and Separate Electorates

23 March – World War I and Constitutional Reform

26 March – **Gandhi Day**

28 March – Gandhi in India

30 March – **Exam #3**

**PART 4 – LIBERATION**

(*M&M*, pp. 167–230)

2 April – Rowlatt Act and Jallianwallah Bagh

4 April – Non-Cooperation

6 April – Non-Cooperation

9 April – Simon Commission and Complete Independence

11 April – British Reforms

13 April – Civil Disobedience

16 April – Round-Table Conference

18 April – The Congress Parliamentary Program

- “Leftism in India”

20 April – Government of India Act, 1935

- “Congress Election Manifesto”

23 April – **Debate #2: Congress Socialism**

- “Why Socialism?”

25 April – Congress Ministries

27 April – Muslim Separatism

- “The Identification of Indian Muslims”
- “The Congress and Muslims”
- “Pakistan Resolution”

30 April – World War II

- “The Role of Mahatma Gandhi in History”

2 May – Transfer of power

- “Kingdom’s End”
- “Tryst with Destiny”

4 May – Conclusions

**Exam #4 is scheduled for 7 May @ 10.30 am**