Introduction to Modern India

History 3560
Tuesday, Thursday, Spring 2016
TIME: AM
LOCATION:
3 Credits
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This course fulfills the Humanities Exploration Requirement.

Course Description:
This survey course covers the Indian subcontinent’s history from c. 1500 to the present. From this time, India experienced two related phenomenon: first, the establishment of larger and more centralized empires beginning with the Mughals and then the British and other European powers. India was increasingly incorporated into the world’s economy and culture through contact via European colonialism. The Portuguese, Dutch, French and British all made claims to different parts of the subcontinent, and in doing so, incorporated India into their own world. This course will explore India during this period of great empires, both Indian and foreign. Second, it will explore India’s nationalist movement and independence. From this, the modern nations of India, Pakistan, Sri Lanka, and subsequently Bangladesh were all born. Most recently, these countries have emerged (again) to be Asian superpowers not only in economic and military terms, but culturally as well.

Course Objectives:
Through this course, it is expected that you will gain a clear understanding of India’s modern chronology. This includes an understanding of the major empires and their attributes. It will also introduce basic political concepts and their specific applications to India, for instance, empire, nation and nationalism, religious nationalism, non-violence, etc. The course also will introduce various cultural phenomenon (religion, caste, social life, etc.) to help you better understand South Asia and its beauty, splendor, and diversity.

Each offering of this course introduces students to one book that is new in the field of modern South Asian history. During the semester, we will pause from lectures and spend time intensively reading and discussing the book of choice. This year we will read Nisid Hajari’s book on the partitioning of the Indian Subcontinent into the modern nations of India and Pakistan.
Course Readings:

This course has three required texts.

Course Assignments:
The assignments cannot be made up, nor can they be late. Participation requires attendance and active engagement in the classroom – asking questions, contributing to a discussion, taking notes, etc.

- Quizzes (6 total, each 8.3%) 50%
- Participation/Attendance 10%
- Writing Assignment 1: 20%: Micro-historiographical research paper.
- Writing Assignment 2: 20%: Newspaper research paper.

Grade Scale:
Numerical grades have the following letter equivalent. A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62. Students may ask to have a grade reconsidered. A typed and signed explanation must be accompanied by the original graded work within three days of when the assignment was returned. Grades are subject to being raised or lowered.

Other:
I will only write a letter of recommendation if you are currently earning an “A” level grade in this course and have no incomplete assignments. The exception to this is if you are applying for India related scholarships or programs. Please do not “friend” me via a social networking website (Facebook, Linkedin, etc.). Please do not blog about the lectures or content of this course – doing so could have serious consequences for you, the class, and the professor.

Week 1: Introductions
January

Week 2: India to the Mughals
January

Quiz 1.

Week 3: Mughal India and European Arrivals
January

Metcalf: Chapter 1.
Week 4: European Arrivals contd.
February
Readings:

Metcalf: Chapter 2.
Quiz 2.

Week 5: “Discovering India”
February
Readings:

Metcalf: Chapter 3
Sources: Rammohun Roy, pp. 15-35.
Writing Assignment 1 due.

Week 6: 1857, States and Subjects.
February
Readings:

Metcalf: Chapter 4 (1848-1885)
Sources: Swami Vivekananda, pp. 72-83.
Quiz 3

Week 7: Nationalists, Gandhi, WWI
February
Readings:

Metcalf: Chapter 5 (1885-1919)
Sources: Dadabhai Naroji, pp. 87-96; Syed Ahmed Khan, pp. 180-194.

Week 8: Gandhi contd.
March
Readings:

Gandhi, sections beginning on p. 243, 251, 256, 265.
Quiz 4.

Week 9: Between the Wars, “Quit India”
March
Readings:

Metcalf: Chapter 6 (1919-1939)

Week 10: Spring Break

Week 11: Midnight’s Furies: The Deadly Legacy of India’s Partition
March
Readings: Prologue; Chapters 1-5

Week 12: Midnight’s Furies: The Deadly Legacy of India’s Partition
March
Readings: Chapters 6-10; Epilogue
Week 13: Partition
April
Readings:
Metcalf: Chapter 7 (1940s)

Week 14: Independence
April
Readings:
Metcalf: Chapter 8 (1950-1989)
Sources: Savarkar, pp. 289-295; Nehru, pp. 349-351.
Quiz 5.
Writing Assignment 2 due.

Week 15: Indira Gandhi, Rajiv Gandhi, 1990s – 2000s
April
Readings:
Metcalf: Chapter 9

Week 16: Conclusions and Review
April, Last class.
Quiz 6.

Faculty Responsibilities, ADA Statement and Accommodation:

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

“Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf.”

This syllabus was prepared in accordance with the Undergraduate Council Syllabus Guidelines, Fall 2010.

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.