



HIST 316.01E

Modern India

FALL 2024

Time: MWF 12.00–12.50

Room: Ferguson SS 311

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours: MWF 2pm – 4 pm

University Email Address: William.Kuracina@tamuc.edu

Preferred Form of Communication: ***email***

Communication Response Time: usually within 24 hours

COURSE INFORMATION

Course Description

HIST 316: 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 historic 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.

We primarily will explore the meaning and implications of two connecting themes: laws and justice; and national and imperial citizenship.

Jean-Jacques Rousseau's *Social Contract* (1762) highlights a basic agreement between government and the people—the general will, a foundational balancing act between legal

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systems and the enforcement of laws and the freedoms that accompany citizenship. From this theory, we see the emergence of discussions about natural rights (life-liberty, the pursuit of happiness) and about laws that restrict these natural rights. We also observe that in a colonial empire, where citizenship does not equally apply to everyone, the pursuit of a general will and the general welfare struggles against legal structures meant to perpetuate imperial domination. Inevitably, justice and human rights are imprisoned by legal structures that deny or postpone the equal application of justice. And, as Dr Martin Luther King Jr once observed, justice delayed is justice denied. The struggle for freedom, then, means a struggle for justice. Our examination of the history of India provides an opportunity for us to explore these sorts of themes.

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Our reading assignments are transcribed primary sources. Some assignments are one selection, other weeks you will read multiple selections. Please follow the course calendar below to identify and access each assignment. These materials are found in D2L.

This course does not use a textbook; textbook information is readily found anywhere online. Rather than teach the content, we are going to begin making sense of the content. Instead of textbook assignments, we will practice how to research information, and how to communicate our findings. Google becomes our research database, and then we will use targeted searches and specific keywords to focus our research results. We will discuss those results in breakout groups and during class meetings, and from there we will practice making sense of the historical information that we uncover.

Your weekly assignments include:

- Jean-Jacques Rousseau, “The Social Contract,” 1762
- Declaration of Independence, 1776
- Preamble to the US Constitution, 1789
- Edmund Burke’s speech to Parliament, 1783
- Edmund Burke’s impeachment charges against Warren Hastings, 1786
- Lord William Bentinck’s “Minute on Sati,” 1829
- Thomas Macaulay’s “Minute on Indian Education,” 1835
- Letters from the Rani of Jhansi, 1853–54
- An anonymous petition, 1857
- George O Trevelyan’s *Cawnpore*, 1865
- Queen Victoria’s Proclamation, 1858
- Dadabhai Naoroji’s “The Moral Poverty of India,” 1880
- Romesh Chandra Dutt’s “Enquiry into the Economic Condition of India,” 1902
- Chittaranjan Das’s address during the Alipore Bomb Case, 1908
- Barindra Kumar Ghose’s statement during the Alipore Bomb Case, 1908
- Madan Lal Dhingra’s court statement, 1909

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- Aurobindo Ghose's *Tales of Prison Life*
- Lala Lajpat Rai's *The Story of My Deportation*
- Barindra Kumar Ghose's *The Tale of My Exile*
- Mohandas K Gandhi's *Autobiography*
- Indian National Congress's "Election Manifesto," 1936
- Jayaprakash Narayan's "Why Socialism?"
- Subhas Chandra Bose's "The Role of Mahatma Gandhi in History"
- Muslim League's "Pakistan Resolution," 1940
- Jawaharlal Nehru's "Tryst with Destiny" speech, 1947

Optional Texts and/or Materials: The instructor will upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and/or accompanied by appropriate announcements from the instructor.

Student Learning Outcomes

1. **Critical/Integrative Thinking:** Students will apply insights from the humanities (i.e., examinations of human history, culture, language, ethics, and aesthetics) to problems or questions that intersect with other areas of inquiry, including STEM and professional disciplines. (Core Outcome Alignment: Critical Thinking)
2. **Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)
3. **Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and problems. (Core Outcome Alignment: Personal Responsibility; Critical Thinking)
4. **Cultural Awareness:** Students will demonstrate an appreciation for social and cultural diversity while engaging in critical analysis of various forms of literary, artistic, or cultural expression. (Core Outcome Alignment: Social Responsibility; Critical Thinking)

Student Learning Outcomes will be assessed by the Synthesis Project (see below).

COURSE REQUIREMENTS

Instructional Methods and Assessment

We will discuss assigned works, using small group and full-group discussions, with short low-stakes writing and reflection assignments that scaffold into a final synthesis project. This Synthesis Project is meant to highlight your learning and the development of your skills, especially information literacy, critical thinking, and communication. You will read, discuss, listen, analyze, and develop an understanding of the assigned texts; you will conduct research to contextualize primary sources; and you will communicate your ideas. By engaging with these kinds of core learning objectives, you will gain a greater appreciation of the complexities of the

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world of history and a better understanding about your place within that complexity. You also will learn and practice skills derived from deep textual reading and analysis, critical thinking, research and information literacy, and the ability to communicate their ideas; these skills provide you with solid foundations for your college experience, and they will bolster your employability after graduation.

To prepare for and develop the Synthesis Project, you will complete research assignments, reading assignments, content quizzes, breakout group discussions, in-class discussions, and weekly journal entries that scaffold into your final project. All of these elements are set out in the Course Schedule below. We will consistently tie all of these components into the course's chief themes of citizenship, representative government, and consent, connections that are designed to enable you to better understand large issues in ways that prepare you to make arguments about how society perceives and understands those issues.

You are required to use some aspect of the Adobe Creative Campus suite of apps, in a format that best suits your preferences, in a way that permits your greatest creativity of expression.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Assignments are broken down as follows:

Attendance: Attending class means success in the class — you have to be where the action is to receive the best benefits. Attendance grading reflects this philosophy, with the opportunity to collect bonus points that add to your final grade — each day of class is worth 3 points; attending every day is worth 126 points, which means that perfect attendance for the entire semester can earn 26 “extra credit” points. Again, you should attend class to be where the action is.

Participation: If attendance is necessary, participation is even more vital. Successful participation means attending class, being prepared for the class session, contributing and adding to the conversation (thoughtful participation). Participation shows that you understand the material, you are willing to think critically about the material, that you are engaged with the discussion of the material, and that you are willing to help the entire group learn about the material. Proper participation means offering your viewpoints, but it equally means exhibiting a willingness to listen, and whenever necessary, the ability to agree to disagree.

Participation each day will be scored on a scale of 1 to 4 points:

- 1 point means you attend class but are not involved;

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- 2 points mean that you generally are paying attention, occasionally taking notes, more-or-less following the conversation
- 3 points mean you are following the discussion, writing some notes, engaged with the ebb and flow of the discussion, tangibly and intangibly contributing to our group learning;
- 4 points mean you are contributing in ways that advance the conversation in meaningful directions.

Extra participation points can be banked and rolled into “extra credit” toward the semester’s final grade.

Research assignments: This course asks you to find valid information and put that information to use as historians. Each week, you will conduct some online research into a topic using general keywords contained within the course outline below. We are using this technique to help begin to fine-tune your factfinding skills.

Reading assignments: This course introduces you to a world of primary source materials through which you can learn to think critically about the material that you read. Each week, you will complete a collection of related primary sources, which connect directly with the topic of your weekly research assignment. The idea is that your research helps to inform your understanding about the document you are analyzing, and then the document also helps contextualize the history that you are studying.

Quizzes: Quizzes are meant to assess your understanding of the content found within reading assignments. Each week, a brief quiz will be administered through D2L. All quizzes are open-note/open-book/open-source. Due dates for quizzes are listed within the course schedule below. One quiz is an Academic Dishonesty Quiz that demonstrates your understanding of the expectations of academic honesty and the consequences for violating this university policy; a second quiz measures your understanding of this course’s design and expectations (the content of this syllabus).

Breakout Group Discussions: At the beginning of the semester, the instructor will divide the class into breakout groups (usually three or four students per group). Because learning does not occur in a vacuum, and because we all can benefit from multiple insights, you will use these breakout groups to begin discussing each reading assignment. The breakout group discussion forum is in D2L. For each discussion session, you are expected to 1) contribute your thoughts about the reading assignment; 2) highlight the research information that you uncovered during your research assignment; and 3) respond to at least one other group member’s observations. In this way, you can be situated to generate a conversation that can organically move itself.

Analysis should not just be a summary about the reading assignment or about the information produced by the research assignment. Please refer to the analysis vs summary document found within D2L.

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Journal entries: At the end of each week, you will compile your analysis of the week's material into a journal entry. This report should connect with the discussion or lecture from the week; it could consider further areas you might explore with additional research; it could raise questions that remain unanswered; it could sketch today's relevance related to past events. Overall, your journal entry should attempt to make analytical sense of the documents and the historical context of those documents. You will submit each response into D2L for the instructor's review, and the assignment will be graded for its analysis, thoughtfulness, context, quality of overall impressions, connections to historical context or to present relevance, etc.

Synthesis project: You will complete a major project that is due at the end of the semester. This project asks you to: 1) consider a theme from this course; 2) present an argument about it; 3) support your argument with relevant information and data (course materials) from multiple topics covered during the course; and 4) link this learned material and the course content into a self-reflective consideration about your own experiences or personal journey. This synthesis project comprehensively assesses all Student Learning Outcomes for this course.

It's the journey rather than the destination that matters. — Your discussion posts and journal entries, as well as our class discussions, are jigsaw puzzle pieces that, when put together, will reveal a detailed picture about your thoughts about some of the themes contained within this course.

Additional details forthcoming: You will utilize apps from the Adobe Creative Suite for this synthesis project. Rather than impose one-size-fits-all, your project can be your own unique presentation about your own experiences. For the planners in the class, as we get into the semester, we will carve out some time to discuss options or possibilities. Also, please take early advantage of office hours to begin talking through some likely options.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Please be aware of deadlines, please anticipate due dates, please be careful not to miss assignments, please be sure to attend class—our courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

Attendance policy

You should attend every class, so you are where the action is, prepared to participate during the discussions. Multiple unexcused absences will trigger a report to your academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

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Please inform me if there is a legitimate reason (illness, emergency, etc.) for missing an exam. Please contact me within 48 hours of the missed exam to schedule a make-up exam; failure to contact the instructor may forfeit the possibility of making up a missed exam.

Non-documented excuses for absences generally are not accepted, but they can be accepted; please inform me as these situations occur. If you must travel for university business (for example, with an athletic team), then please inform me ahead of time.

Participation

Please complete the reading assignments for this class on time. You should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used in place of discussions, as necessary if our class conversation lags.

Please bring questions to class, and I encourage you to ask questions about the material, or to provoke me into further explaining some point found within a reading assignment or made during the class.

You are expected to create and sustain an open intellectual learning environment that fosters comfortable discussion. You are expected to listen to the comments and questions from classmates with an open mind, while clearly respecting viewpoints that might be different from your own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors' behaviors because we perceive them to have been "wrong;" we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

Reading

You must complete reading assignments **before** we begin the section when they are discussed (Example: assignments for Week 3 must be read before we begin covering Week 3). The documents listed below within the course calendar especially must be read before class discussion, otherwise you will not be prepared for discussion, or for your research assignment. Additionally, you are expected to post your thoughts about the reading and the research assignment to the members of your breakout group, with postings due at the beginning of the week.

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. You are responsible for completing all reading assignments, and you are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or exams).

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GRADING

Final grades for this course will be based on the following percentages total points:

A = 90%-100%

A = 900 – 1000 points

B = 80%-89%

B = 800 – 899 points

C = 70%-79%

C = 700 – 799 points

D = 60%-69%

D = 600 – 699 points

F = 59% or Below

F = less than 599 points

Assignment grading (points) is:

Attendance	100 points
Class Participation	100 points
Quizzes in D2L (10 points each)	150 points
Breakout Group Discussions (10 points each)	150 points
Journal entries (20 points each)	300 points
Synthesis project	200 points
	1000 points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each of you 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact the instructor — William.Kuracina@tamuc.edu

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (William.Kuracina@tamuc.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices for personal use during class. Although you think that you can subtly multitask this way, you cannot—it is a distraction; if it bothers me, it probably bothers the people around you, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use in Courses

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 [Undergraduate Academic Dishonesty](#)

13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

Students with Disabilities — 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:

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination 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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR

Week 1 – Introductions

26 August (Monday)	Class meets	Introduction to the course
27 August (Tuesday)		• Introduction to breakout group due @ 11.59 pm
28 August (Wednesday)	Class meets	Discussion: introductions, getting to know us • Syllabus Quiz due @ 11.59 pm
29 August (Thursday)		• Academic Dishonesty Quiz due @ 11.59 pm
30 August (Friday)	Class meets	Discussion: success tips Lecture: Mughal Empire

Week 2 – English East India Company

Week 2 reading assignment:

- Rousseau's "Social Contract" (1762)
- [Declaration of Independence](#) (1776)
- [Preamble to the US Constitution](#) (1789)

Week 3 research assignment:

Mughal Empire, Emperor Akbar, Emperor Aurangzeb

1 September (Sunday)		• Week 2 quiz due @ 11.59 pm
2 September (Monday)	No class	Memorial Day
3 September (Tuesday)		• Week 2 discussion group post due @ 11.59 pm
4 September (Wednesday)	Class meets	Lecture: Mughal decline, English conquest
5 September (Thursday)		
6 September (Friday)	Class meets	Discussion: Social Contract, Declaration of Independence, Preamble • Week 2 journal entry due @ 11.59 pm

The syllabus/schedule are subject to change.

Week 3 The purpose of governing

Week 3 reading assignment:

Week 3 research assignment:

Conquest of Bengal

8 September (Sunday)		• Week 3 quiz due @ 11.59 pm
9 September (Monday)	Class meets	Lecture: Bengal and corruption
10 September (Tuesday)		• Week 3 discussion group post due @ 11.59
11 September (Wednesday)	Class meets	Lecture: British views about governing India (“law-givers” and Oriental Despots)
12 September (Thursday)		
13 September (Friday)	Class meets	Lecture: problems with Company rule • Week 3 journal entry due @ 11.59 pm

Week 4 The purpose of governing

Week 4 reading assignment:

- Edmund Burke’s speech in Parliament (1783)
- Edmund Burke: On the Impeachment of Warren Hastings (1786)

Week 4 research assignment:

Edmund Burke, Impeachment of Warren Hastings, Pitt’s India Act

15 September (Sunday)		• Week 4 quiz due @ 11.59 pm
16 September (Monday)	Class meets	Discussion: what is “good” governance?
17 September (Tuesday)		• Week 4 discussion group post due @ 11.59 pm
18 September (Wednesday)	Class meets	Lecture: Problems with Company rule
19 September (Thursday)		

The syllabus/schedule are subject to change.

20 September (Friday)	Class meets	Discussion: Burke, Warren Hastings, Pitt's India Act • Week 4 journal entry due @ 11.59 pm
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Week 5 Progress, Reforms and Improvement

Week 5 reading assignment:

- Minute on Sati (1829)
- Macaulay's Minute on Indian Education (1835)

Week 5 research assignment:

Abolition of thugi, abolition of sati, Utilitarianism, Thomas B Macaulay

22 September (Sunday)		• Week 5 quiz due @ 11.59 pm
23 September (Monday)	Class meets	Lecture: science, progress, liberalism
24 September (Tuesday)		• Week 5 discussion group post due @ 11.59 pm
25 September (Wednesday)	Class meets	Discussion: <i>thugi</i> and <i>sati</i>
26 September (Thursday)		
27 September (Friday)	Class meets	Discussion: Macaulay's Minute on Education • Week 5 journal entry due @ 11.59 pm

Week 6 Indian Mutiny

Week 6 reading assignment:

- The Bone Dust Story (1857)
 - Rani Lakshmi Bai: Two Letters to the Marquis of Dalhousie (1853, 1854)
 - "The Massacre of Cawnpore"
 - Queen's Proclamation (1858)
- What does the Queen's Proclamation actually promise? What promises does it suggest?

Week 6 research assignment:

Indian Mutiny, Rani of Jhansi, Cawnpore Massacre

29 September (Sunday)		• Week 6 quiz due @ 11.59 pm
30 September (Monday)	Class meets	Discussion: problems with reforms, prejudice, fears, British expansion

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1 October (Tuesday)	Post	• Week 6 discussion group post due @ 11.59 pm
2 October (Wednesday)	Class meets	Discussion: Mutiny and massacres
3 October (Thursday)		
4 October (Friday)	Class meets	Discussion: justice, retribution, Queen’s Proclamation • Week 6 journal entry due @ 11.59 pm

Week 7 Indian National Congress and “responsible government”

Week 7 reading assignment:

Week 7 research assignment:

Founding of Indian National Congress

6 October (Sunday)		• Week 7 quiz due @ 11.59 pm
7 October (Monday)	Class meets	Lecture: liberal imperialism
8 October (Tuesday)	Post	• Week 7 discussion group post due @ 11.59 pm
9 October (Wednesday)	Class meets	Lecture: Indian National Congress
10 October (Thursday)		
11 October (Friday)	Class meets	Discussion: who are “the people”? • Week 7 journal entry due @ 11.59 pm

Week 8 Indian critiques of British rule

Week 8 reading assignment:

- Dadabhai Naoroji – The Moral Poverty of India and Native Thoughts on the Present British Indian Policy (1880)
- Romesh Chandra Dutt – Enquiry into the Economic Condition of India (1902)

Week 8 research assignment:

Drain theory of wealth, Dadabhai Naoroji

The syllabus/schedule are subject to change.

13 October (Sunday)		• Week 8 quiz due @ 11.59 pm
14 October (Monday)	Class meets	Discussion: does British rule benefit India?
15 October (Tuesday)	Post	• Week 8 discussion group post due @ 11.59 pm
16 October (Wednesday)	Class meets	Discussion: the purpose of British rule in India
17 October (Thursday)		
18 October (Friday)	Class meets	Discussion: who is left behind? • Week 8 journal entry due @ 11.59 pm

Week 9 Partition, *Swadeshi* and bombs

Week 9 reading assignment:

- CR Das's address to the court during the Alipore Bomb Case
- Barindra Kumar Ghose – Statement during the Alipore Bomb Case 1908
- Madan Lala Dhingra's court statement 1909

Week 9 research assignment:

Swadeshi Movement, Indian Moderates, Indian Extremists, Alipore Bomb Case, Bal Gangadhar Tilak

20 October (Sunday)		• Week 9 quiz due @ 11.59 pm
21 October (Monday)	Class meets	Lecture: Partition and <i>Swadeshi</i> Movement
22 October (Tuesday)	Post	• Week 9 discussion group post due @ 11.59 pm
23 October (Wednesday)	Class meets	Discussion: terrorism and "the cult of the bomb"
24 October (Thursday)		
25 October (Friday)	Class meets	Discussion: consequences of Partition • Week 9 journal entry due @ 11.59 pm

The syllabus/schedule are subject to change.

Week 10 Political trials, prisons and exile

Week 10 reading assignment:

- Aurobindo Ghose – *Tales of Prison Life*
- Lala Lajpat Rai – *The Story of My Deportation*
- Barindra Kumar Ghose – *The Tale of My Exile*

Week 10 research assignment:

Aurobindo Ghose, Lala Lajpat Rai, Andaman Islands

27 October (Sunday)		• Week 10 quiz due @ 11.59 pm
28 October (Monday)	Class meets	Discussion: Tales of Prison Life
29 October (Tuesday)	Post	• Week 10 discussion group post due @ 11.59 pm
30 October (Wednesday)	Class meets	Discussion: The Story of My Deportation
31 October (Thursday)		
1 November (Friday)	Class meets	Discussion: The Tale of My Exile • Week 10 journal entry due @ 11.59 pm

Week 11 Gandhi in South Africa

Week 11 reading assignment:

- Gandhi in South Africa – selections from Gandhi's *Autobiography*

Week 11 research assignment:

Mohandas Gandhi, *satyagraha*, *ahimsa*

3 November (Sunday)		• Week 11 quiz due @ 11.59 pm
4 November (Monday)	Class meets	Discussion: Gandhi in South Africa
5 November (Tuesday)	Post	• Week 11 discussion group post due @ 11.59 pm
6 November (Wednesday)	Class meets	Discussion: colonial rule and colonial subjects
7 November (Thursday)		

The syllabus/schedule are subject to change.

8 November (Friday)	Class meets	Lecture: Gandhi, <i>ahimsa</i> , and civil disobedience • Week 11 journal entry due @ 11.59 pm
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Week 12 Non-Cooperation and Civil Disobedience

Week 12 reading assignment:

Week 12 research assignment:

Non-Cooperation Movement, Salt Satyagraha, Gandhi-Irwin Pact

10 November (Sunday)		• Week 12 quiz due @ 11.59 pm
11 November (Monday)	Class meets	Lecture: Jallianwallah Bagh, Non-Cooperation
12 November (Tuesday)	Post	• Week 12 discussion group post due @ 11.59 pm
13 November (Wednesday)	Class meets	Lecture: Non-Cooperation to Civil Disobedience
14 November (Thursday)		
15 November (Friday)	Class meets	Lecture: Salt March and Civil Disobedience • Week 12 journal entry due @ 11.59 pm

Week 13 Leftism in India

Week 13 reading assignment:

- Leftism in India
- Congress Election Manifesto
- Why Socialism?
- The Role of Mahatma Gandhi in History

Week 13 research assignment:

Indian socialism, Jayaprakash Narayan, Congress election manifesto 1937, Subhas Chandra Bose

17 November (Sunday)		• Week 13 quiz due @ 11.59 pm
18 November (Monday)	Class meets	Discussion: Leftism in India
19 November (Tuesday)	Post	• Week 13 discussion group post due @ 11.59 pm

The syllabus/schedule are subject to change.

20 November (Wednesday)	Class meets	Discussion: the movement becomes a political party
21 November (Thursday)		
22 November (Friday)	Class meets	Discussion: Why Socialism? • Week 13 journal entry due @ 11.59 pm

Week 14

Week 14 reading assignment:

Week 14 research assignment:

24 November (Sunday)		• Week 14 quiz due @ 11.59 pm
25 November (Monday)	Class meets	Discussion: The Role of Mahatma Gandhi in History
26 November (Tuesday)	Post	• Week 14 discussion group post due @ 11.59 pm
27 November (Wednesday)	No class	Thanksgiving break
28 November (Thursday)	No class	Thanksgiving break
29 November (Friday)	No class	Thanksgiving break

Week 15 Independence

Week 15 reading assignment:

- Pakistan Resolution
- Tryst with Destiny

Week 15 research assignment:

Quit India Movement, Indian partition

1 December (Sunday)		• Week 15 quiz due @ 11.59 pm
2 December (Monday)	Class meets	Discussion: Quit India and Pakistan
3 December (Tuesday)		• Week 15 discussion group post due @ 11.59 pm

The syllabus/schedule are subject to change.

4 December (Wednesday)	Class meets	Discussion: Tryst with Destiny and Independence
5 December (Thursday)		
6 December (Friday)	Class meets	Conclusions

The syllabus/schedule are subject to change.