

American College Dublin

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LIB308 INDIA

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage two
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Dr. Stephen Barcroft

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. familiarize themselves with the history of the Indian subcontinent from c. 1500 to the present, with emphasis on the Mughal Empire and the beginning of the colonization by British and other European powers;
2. develop an understanding of the integration of India's multiple religious, literary, and visual cultures under the Mughal Empire's tolerant and peaceful vision of political Islam;
3. use basic political concepts such as empire, nationalism, religious nationalism, religious tolerance, and non-violence to explore the history of India's nationalist movement and struggle towards independence;
4. discuss the impact of the British Raj and the transformation of India into a colonial economy;
5. understand the processes that led to the emergence of Indian Nationalist Movement, Mohandas K. Gandhi's mission of national liberation, the subsequent attainment of national independence and the partition of India into the new nations of India and Pakistan.

Learning outcomes 3, 5 will be assessed by a research paper, and 1-2, 4-5 by the final examination.

MODULE OBJECTIVES

The aim of the module is to examine the history of modern South Asian from the beginnings of British influence, the attainment of independence by India in 1947, to the present emergence of India as a regional economic and political power, alongside Pakistan, Sri Lanka, and Bangladesh. Beginning with a brief introduction to ancient, medieval, and Mughal history, the course focuses on

British rule in the subcontinent and the subsequent political emancipation of India in the post-war period. Themes to be discussed include relations between religious groups, the economic impact of British colonialism, political development, the role of indigenous nationalist movements, and the cultural diversity of the Indian subcontinent.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities. These are planned to include the following topics:

- introduction to the history of South Asia: from prehistory to the Mughal Empire;
- religious and cultural diversity of the Indian subcontinent;
- British inroads: the East India Company;
- the British Raj and its “civilizing mission”;
- the effects of British colonial control in India: from collaboration to resistance;
- early nationalist movements in India;
- Mohandas K. Gandhi’s rise to power;
- Gandhi as Mahatma and the policy of passive resistance;
- the decisive decade: the 1940s;
- India’s political independence and partition;
- the world’s largest democracy;
- the effects of globalization;
- Kashmir, Afghanistan, and the Future of Indo-Pakistani Relations.

REQUIRED TEXT

Barbara D. Metcalf, Thomas R. Metcalf, *A Concise History of India*, Cambridge University Press, 2002;

Douglas M. Peers, *India Under Colonial Rule*, Pearson Education, 2006;

Susan Bayly, *Caste, Society, and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.

SUPPLEMENTARY READING LIST

Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 1996;

Patrick French, *Liberty or Death*, London: HarperCollins, 1997;

Ranajit Guha, Gayatri Chakravorty Spivak, eds., Selected Subaltern Studies, New York: Oxford University Press, 1988;

Stephen Hay, ed., *Sources of Indian Tradition*, New York: Columbia University Press, 1988;

Burton Stein, *A History of India*, Oxford: Blackwell, 1998;

Stanley Wolpert, *History of India*, New York: Oxford University Press, 2000;

Hermann Kulke, Dietmar Rothermund. *History of India*, London: Routledge, 2004;

Christopher Pinney, *Camera Indica: The Social Life of Indian Photographs*, University of Chicago Press, 1997;

Arvind Rajagopal, *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India*, Cambridge University Press, 2001;

Emma Tarlo, *Clothing Matters: Dress and Identity in India*, London: Hurst & Company, 1996;

William Mazzarella, *Shoveling Smoke: Advertising and Globalization in Contemporary India*, London: Duke University Press, 2003.

INTERNET WEBSITES

<http://www.sscnet.ucla.edu/southasia/History/Ancient/ancient.html>

<http://voice.indiasite.com/modern.html>

<http://www.culturalindia.net/indian-history/modern-history/index.html>

http://www.indianetzone.com/5/modern_history_india.htm

<http://www.indhistory.com/modern-india-history.html>

<http://www.maharashtraweb.com/India/ModernHistoryofIndia.htm>

<http://www.fordham.edu/halsall/India/indiasbook.html>

<http://www.iloveindia.com/history/modern-history/index.html>

<http://www.topindiatour.com/history-of-india.html>

<http://www.historytution.com/>

<http://www.goforindia.com/modern-history-india.html>

<http://www.indovacations.net/english/modernhistory1.htm>

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the proposed Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers (five) and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment, attendance and active class participation, and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- research paper (c. 3000 words), in which learners will present results of their original research on a selected topic relating to modern India (40%);
- final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%).

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.