

HH4017 (Semester 2, 2021-22)
Defining a Nation: India on the Eve of Independence

Tuesdays, 1030 am – 230 pm
LHS-TR+ 29 (The Hive LHS-B2-06)

Note: This syllabus is subject to change.



| | |
|--------------------------|--|
| Course Instructor | Dr. Tapsi Mathur |
| Email | tapsi.mathur@ntu.edu.sg |
| Office | SHHK 5-11 |
| Office Hours | Tuesdays and Fridays, 930 am – 1030 am (and by appointment over email) |

In 1945, the British rulers of India gathered at the hill station of Simla with leaders of the Indian National Congress, the Muslim League and various sections of Indian society to determine the future of the nation. The ultimate outcome of these heated negotiations was the 1947 Partition of the subcontinent into the nation-states of India and Pakistan (and subsequently in 1971, Bangladesh). Partition resulted in the displacement of 15 million people and continues to shape foreign policy, security, and national identity in South Asia today.

But did it have to happen this way? This innovative course takes the form of a role-play game modeled on the Simla conference in 1945. You will be assigned the role of one of the participants of the conference, whether it's the British Governor-General to Nehru (India's first Prime Minister), or several Indian princes, along with representatives of dalit and adivasi communities in India, and of course Mohandas Gandhi. Drawing on your knowledge of the historical context and the objectives of your figure, you will deliver impassioned speeches and write persuasively to convince the other conference participants, in particular the British who will decide the subcontinent's future. You will negotiate, join factions and build alliances to bring about your figure's vision of the nation. The aim is to see if we can improve on history, but the trick is to stay true to the motivations and worldview of your figure.

This course requires you to commit to a heavier than usual reading load in weeks 1-4, in order for you to master the historical context and understand your role. From week 5, when the game begins, you will conduct self-directed research to prepare for class presentations and your written assignments.

Weekly Schedule

| Week: Date | Topic |
|-----------------------|---|
| 1: January 11 | Introduction |
| 2: January 18 | Colonial India from 1857 to 1922 |
| 3: January 25 | The national movement from 1923 to 1945 (students are assigned their role) |
| 4: February 1 | No Class – Happy Lunar New Year! |
| 5: February 8 | Ideas of India (discussion of historical documents) |
| 6: February 15 | Quiz on historical background; game rules refresher; first faction meetings |
| 7: February 22 | <p>Week 7 Presenters submit Written Conference Submission 1 on Friday, February 18, 5pm.</p> <p>The Game begins! Game session 1</p> <p>Governors General’s initial remarks (not submitted in written form)</p> <p>Presentations from: b) Nizam of Hyderabad; c) Maharaja of Kashmir; d) Hindu Mahasabha</p> |

RECESS WEEK

| | |
|---------------------|--|
| 8: March 8 | <p>Week 8 Presenters submit Written Conference Submission 1 on Friday, March 4, 5 pm.</p> <p>Game session 2</p> <p>Presentations from: a) Communist leader; b) Gandhi c) Ambedkar;</p> |
| 9: March 15 | <p>Week 9 Presenters submit Written Conference Submission 1 on Friday, March 11, 5 pm.</p> <p>Game session 3</p> <p>Presentations from: a) Indian National Congress members (inc. Maulana Azad); b) Muslim League members; c) Sikhs;</p> |
| 10: March 22 | <p>Governors General submits Written Conference Submission 1 (draft recommendations to Prime Minister) on Friday, March 18, 5 pm.</p> <p>Game session 4</p> <p>Governor General issues draft recommendations to Prime Minister, followed by open discussion</p> |
| 11: March 29 | <p>Conference delegates submit Written Conference Submission 2 on Friday, March 25, 5 pm.</p> <p>Game session 5</p> <p>Presentation of Second Conference Submissions (in response to GG’s draft plan)</p> |

| | |
|---------------------|---|
| 12: April 5 | Governors General submit final Written Conference Submission 2 (Revised Plan) by Friday April, 1, 5 pm. Game session 6 Reply of various parties to the revised plan and implementation of Governor General’s revised plan |
| 13: April 12 | The Impacts of Partition: Discussion of the game outcome and the historical outcome |

Reading

The reading in this course is organized differently from some other courses, since it is necessary for students to grasp the historical background in weeks 1-4, prior to the game beginning. Students have a heavier than usual reading load in week 2-4. However, from week 5, students are required to conduct weekly self-directed reading, which they report upon in their learning journals. This will be essential for their participation in the game.

Week 2:

- Ainslie Embree and Mark C. Carnes, *Defining a Nation: India on the Eve of Independence 1945* (Pearson, 2006), 8-15, 44-54, 87-148. If you have time, please also read page 16-43 (don’t worry if the game itself is a little confusing at this stage).
- Recommendation for further reading: You may find the following highly readable textbook useful this week and throughout the course: Barbara Metcalf and Thomas Metcalf, *A Concise History of Modern India* (Cambridge: Cambridge University Press, 2006), chapters 4-7 (**especially 6-7**).

Week 3:

- Complete Ainslie Embree and Mark C. Carnes, *Defining a Nation: India on the Eve of Independence 1945* (Pearson, 2006) **including “Appendix A: Major Documents.”**

Week 5:

- Complete selections from Stephen Hay (ed.), *Sources of Indian Tradition, Vol. 2*, 3rd ed. (New York : Columbia University Press, 2014).

Week 6: Quiz

Week 7-12:

Self-directed readings discussed in the **learning journal** entries (posted to Blackboard).

- If you want to succeed in representing your figure faithfully, persuasively pressing your case and negotiating with your fellow students (i.e. in getting a good mark for the course), your self-directed reading will be **crucial**.

- Recommendations for further reading can be found at the end of *Defining a Nation* (Appendix C). Most works in Appendix C and some additional secondary sources are available in the Library Outpost Reserves.

Assessments

Indian Civil Service Exam (i.e. Quiz) in Week 6: 15%

This quiz is modeled on the Indian Civil Service Exams, the rite of passage that assessed whether educated Indians (like your historical figure) met the Government of India's standards for its bureaucratic elite. This quiz will test students' understandings of the materials read in week 2-4 and will assess their readiness to begin the game in week 6. The quiz will include short-answer questions on the textbook and primary source readings and multiple choice questions.

Conference Submission 1 (2000 words): 25%

The first Conference Submission is submitted in both written form and in a speech during class. Students are assessed equally on both formats. The purpose of the Conference Submission is to outline the student's historical figure's initial position in the conference negotiations. The written and oral Conference Submissions should offer a persuasive argument for the model of the nation that the student's assigned historical figure desires. This will require students to have conducted significant further research on their assigned figure and the historical context, beyond the course readings. Students will be assessed on the historical accuracy of their position, as well as the persuasiveness of their written and verbal communication.

The written Conference Submission is due by 5pm the Friday before your first presentation (see the outline of weekly topics on page 2).

Conference Submission 2 (2000 words): 25%

The second Conference Submission is also submitted in both written form and in a speech during class. Students are assessed equally on both formats. The purpose of the second Conference Submission is to respond to the Governors General's draft recommendations, which will be delivered in week 9. Once again, students will be assessed on the historical accuracy of their position, as well as the persuasiveness of their written and verbal communication.

The second written Conference Submission is due on **Friday, March 25, by 5pm** for all **conference delegates**. The submission of the **Governors General** is due **Friday, April 1, by 5pm**.

Reply speeches: 10%

In addition to their two formal Conference Submission speeches (see above), students will be assessed on how they respond to the Conference Submission speeches of other students in short reply speeches delivered in weeks 7-11. These reply speeches will be planned during class, but must be persuasively delivered and draw on students' reading and knowledge of the historical background. Students will be assessed on the persuasiveness of their arguments and how well they faithfully represent the motivations and worldview of their historical figure (that is, their historical accuracy) in class debates.

Weekly Reading and Learning Journal: 15%

300 words x 10 weeks = 3000 words

The weekly learning journal task has two parts: a) students are required to write 300 words (posted on NTU Learn) reflecting on what they have learnt that week, both in class and in their reading outside class; b) students must make a short comment on at least 2 other students' learning journals. The learning journal posts must be in grammatically correct prose, not note-like language, and should be well structured. You are assessed on the quality of your writing and depth of your thought.

The learning journal post on your **reading for that week's Tuesday class** must be submitted by **12 noon on Monday**. Your **comment** on another student's post is due by **8 pm Monday**.

Participation: 10%

The participation grade is not based on students' attendance, but rather the quality of their contribution to class discussion and the conference proceedings. As this module seeks to develop students' oral communication skills and adopts a learning model based on peer-to-peer interaction, participation is a very important aspect of the course assessment.

The following are the elements of the participation grade:

- **Reading discussions:** Students are assessed on their contribution to discussions of readings in weeks 2-4.
- **Teamwork:** Students will be assessed on how well they work with other students to plan Conference Submissions and reply speeches, as well as their success in build alliances and negotiating.

How to cite your research in HH4017

The essays you produce in this course are a little different to the average research essay in that they are impassioned speeches written from the perspective of a historical figure. Nevertheless, you cannot plagiarize your historical figure's writings, and neither is it acceptable to plagiarize other primary or secondary sources.

NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module:

<http://academicintegrity.ntu.edu.sg/for-students/module>. Plagiarism occurs when an author attempts to pass off the work of another author as their own. It is a serious offence. Assignments that are plagiarized will receive a fail mark.

Assignments that are improperly cited will be significantly marked down or failed.

Students should use the referencing style outlined in the **HH4017 Course Style Guide**. You are required to use **Chicago-style footnote citations**.

The following are general principles for proper citation that apply to the Conference Submission papers in HH4017:

- a) **QUOTING: Every direct quote requires a reference in a footnote.** Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. As Ambedkar, Gandhi and other political figures often did, you may wish to quote from your political opponents to refute their arguments, or quote from like-minded figures to support your argument. You may also wish to quote from your historical figure's previous statements (although I recommend that you do so only as a stylistic choice and generally paraphrase the arguments of your figure in your own words—see below on paraphrasing).

- b) **PARAPHRASING: You need to include footnote citations whenever you borrow an idea, argument or piece of information from another author.** Your Conference Submission papers will draw on the arguments made in the primary sources you have read, as well as what you have learnt from secondary sources. If a paragraph draws on primary and/or secondary sources that you do not directly quote but rather paraphrase, you should include a footnote at the end of the paragraph in which you cite each source, using semi-colons between each cited source if more than one source has been drawn upon.

- c) Always include **specific page numbers** in footnote references.

- d) Never, never, never leave the footnote references until *after* you have written your essay! **Reference as you go**, so that you know exactly which source and which pages each part of the essay draws upon. (A good tip is to merely note the author and page in the footnote when you are drafting, and then go back to insert the full references after completing the essay.) Always leave at least a few hours before submission to do the final footnote referencing and bibliography (and a few more to proof read your work)!

Course policies

Punctuality in class: Students are expected to be punctual to class. As such, students who are more than 15 minutes late will not receive any participation marks for that class. If a student arrives more than 15 minutes late and there are serious extenuating circumstances, I may at my discretion award them participation marks. However, a late bus, the busy elevators at the Hive, a traffic jam or an accidental sleep-in are not adequate extenuating circumstances. Late students are nonetheless encouraged to attend so that they do not miss class content.

Medical certificates for missed classes: Providing a medical certificate does not mean that you will be awarded participation marks for the missed class. A medical certificate gives you the right to make up for your non-attendance in class. If you are ill and unable to attend class, you can email me your medical certificate (showing

you were sick on the day of class) along with a 500-word discussion of the readings within one week of the missed class.

Absence from class during game weeks: If a student is absent from class during the game weeks (week 7-12) without a medical certificate they will receive no higher than a pass mark (40%) for the participation component of the course (10% of the overall grade). If a student is absent without a medical certificate for more than one class, they will receive 0% for the participation component of the course and cannot get higher than a pass grade for the reply speeches component (which is 10% of the overall grade). As such, **missing more than one class without a medical certificate in the games session section of the course will mean you will automatically void at least 16% of your overall mark.**

Word limits: 10% in excess or below the word limit is allowed on all written assignments. An essay more than 10% in excess or below the word limit will be penalised for failing to meet the requirements on essay length.

Late submission: Assignments that are submitted past the due date will be **deducted 5%** off the mark assigned **per day** that the assignment is late (including weekend days). **It is each student's responsibility to ensure that their assignment is properly uploaded on Blackboard.** If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: If you require an extension please email me **prior to the day the assignment is due.** Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.