

*Studies in Asian History (4600)- #78-682*  
*Sp. 2008: TTH 11-12:15 (15 wks.)*  
*LeConte (0053) – 221*

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*TTh 12:30-1:00 & by appointment*

### **Gandhi & Modern India**

#### **Description & aims:**

A study and reconstruction of the personality, ideology, & programs of Mohandas Karamchand Gandhi (1869-1948) on political freedom, social inclusion, religion, and economic justice. As one of the most political of India's rich array of saintly 'mahatmas'. Gandhi stirred the social conscience of his nation and the world through his use of non-violence (*ahimsa*) and active civil disobedience (*satyagraha*), thus helping to free India from British colonial rule. Gandhi opened his personal life and thoughts to the scrutiny of others, thus blurring the line between his private and public personas. A product of the Indian reform and nationalist movements, Gandhi's philosophy highlighted the importance of human dignity and social inclusion. This has allowed other societies elsewhere to adopt his methods to resolve political, economic, and social disputes.

Wks. 1-2: India, Raj, Hindu reform movement

- 3-5 : Gandhi's early life; evolution of ideology: attitudes to women (*ahimsa, satyagraha, ashrams, fasting, sexuality*)
- 6: ½ pg. Abstract & short biblio - topics must be cleared by me.
- 6-7: 'moral economy' & *satyagraha* campaigns
- 8 : Midterm: first draft of research paper (9-10 pgs)
- 9-10-11: Admirers & critics (Hindu & Muslim nationalists, Ambedkar, Roy, feminists)
- 11-12: historical impact (modern India & US civil rights); relevance today
- 13-15: oral presentations & 2<sup>nd</sup> draft of papers; discussion

**Requirements:** Several historical critiques of class readings; a research paper (Midterm as 1<sup>st</sup> draft, & final paper); and an oral presentation of the 2<sup>nd</sup> draft with an outline + peer review

#### **Grades**

**20% - Attendance in class (& film). No more than 1 absence for a pass grade.**

**15% - Discussion - Read before class!**

**Bring in questions on texts and/or assignments (critiques of texts) for discussion**  
Primary works by Gandhi & his contemporaries (Hindu & Muslim nationalists)  
Secondary texts (nationalist, Marxist, liberal, post-modern, feminist)

**25% -Written Assignments – 1 –2 pg. Critiques of readings – must be in class on time!**

**40%: Term paper**

**15% - Midterm (9-10 pgs.) 1<sup>st</sup> draft + outline, bibliography, & peer review)– wk. 8**

**10% - oral presentation of 2<sup>nd</sup> draft + outline for class–wks. 13-14**

**15% - final paper (15-17 pgs) + outline, bibliography, & peer review**

**IMP: LATE PAPERS WILL NOT BE ACCEPTED.**

**Papers will be judged on the basis of research, perceptive analysis, originality, organization, & language.**

**PLAGIARISM WILL MEAN AN 'F' GRADE FOR THE CLASS**

**REMEMBER THAT THIS IS A CLASS ABOUT TRUTH & NON-VIOLENCE!**

**This syllabus is subject to change by the professor. It is your duty to note changes.**

**1. Required readings: purchase in the bookstore:**

Dalton, Dennis, *Mahatma Gandhi: Nonviolent Power in Action*. Columbia Univ. Press, 1993  
Hay, Stephen, ed. *Sources of Indian Tradition*. Volume 2, Columbia Univ. Press, 1988  
Gandhi, M.K., *An Autobiography: The Story of My Experiments with Truth*. Beacon, 1927.  
Narayan, R.K. *Waiting for the Mahatma*. Univ.of Chicago, 1981 - complete book by wk.15  
Nojeim, Michael, *Gandhi and King*, Praeger, 2004

**Recommended:**

Clayborne, Carson, ed., *Autobiography of Martin Luther King*, 2004, 1-110, 170-204

**2. Required readings (books & Xeroxed pages) on reserve in the Library:**

**Wk.1:** Brown, Judith, *Modern India: The Origins of an Asian Democracy*. OUP, 1985, 3-89

**Recomm.:** \* Vohra, R., *The making of India: A historical survey*, ME Sharpe, '97, 17-49

**1-3:** **Recomm.:** Wolpert, S. *A New History of India*, Oxford U.Press, 2004, chs.13-22

**4:** \* Gandhi, M.K., *Hind Swaraj*. Navjivan Press, 1927 – excerpted pgs.

**5:** \* Brown, J., *Gandhi's Rise to Power*. Cambridge University Press, 1972, 52-122

\* Shahid Amin, "The Making of the Mahatma", in Thomas Metcalf, ed. *Modern India: An Interpretive Anthology*, Sterling, 1990

**Recomm.** \* Bondurant, J., *Conquest of Violence*. Univ. of California, 1962

**6:** Iyer, R., *The Moral and Political Thought of Mahatma Gandhi*, OUP, 1973, 4-61

**Recomm.** Rudolph, Suzanne, "The New Courage: An Essay on Gandhi's Psychology", in Th.Metcalf, ed. *Modern India: An Interpretive Anthology*, Sterling, 1990, 323-341

**9:** R.Mukherjee, (Gandhi's writings on women); Radha Kumar, *History of Doing* (chs.3-4)

**10:** Radha Kumar, *History of Doing* (ch.12); Indra Gupta (on Medha Patkar)

**12:** Clayborne, Carson, ed., *Autobiography of Martin Luther King*, 2004, 1-134, 204-238

**Recommended texts – use for papers:**

- Ahir, D.C., *Gandhi & Ambedkar*. Delhi: Blumoon, 1995
- Brown, Judith, *Gandhi: Prisoner of Hope*, 1981.
- Brown, J., & Martin Prozesky, *Gandhi and South Africa*, NY: St.Martin's Press, 1996
- Gandhi, *Complete Works*. Navjivan Press.
- Jalal, A. *The Sole Spokesman; Jinnah, the Muslim League, and the Demand for Pakistan*. Cambridge University Press, 1997
- Kumar, Radha, *A History of Doing*, Delhi: Kali for Women, 1990
- Nehru, Jawaharlal, *Discovery of India*
- Ray, B. *Gandhi's Campaign Against Untouchability, 1933-34*. Delhi: Gandhi Peace Foundation, 1996
- Rudolph, L.& S., *Gandhi: The Traditional Roots of Charisma*, 1983, 63-95
- Singh, R.S. *Constructive Programmes of Mahatma Gandhi*. Delhi: Commonwealth, 1991
- Tewari, J., *Sabarmati to Dandi: Gandhi's Non-Violent March and the Raj*. Delhi: Raj, 1995.
- Wolpert, S., *Jinnah*. Delhi: Oxford University Press, 1994.

Syllabus

**IMP: All assignments are due in class on time.**

**Bring questions on class readings to class. Be prepared for discussion.**

**Any changes to the syllabus will be announced in class.**

**It is the students' responsibility to keep abreast of changes.**

**Wk.1: India, Raj, Hindu Social Reform Movement**

T.7th Introduction; lecture, India, Hinduism

Th: Raj & Reform movement; Discussion Brown

***Bring maps & 2 questions on Brown to class for discussion***

Readings - wk. 1:

Hay pgs 15-19, ch.2; J.Brown, *Modern India*, 3-89 (on reserve)

Wks. 1-3: Recomm.: Wolpert, *A New History of India*, ch. 13- 22 ( book on reserve)

**Wk.2: Reform Movement & Nationalism – bring questions for discussion!**

T : Reform movement; Indian National Congress - discussion

Ramakrishna & Vivekananda (Hay 62-76);

Ranade (Hay 102-09), Gokhale (113-120), Ghose (120-127)

Th.: Extremists: Tilak (143-147), Ghose(148-151), Rai (170)

**due critiques 1-2** (Gokhale & Tilak); discussion of texts

Readings - wk. 2:

Hay ch.3-4; *An Autobiography*, 1-83

**Wk.3: Gandhi: Early years & philosophy**

T: Gandhi

Th.: Discussion of texts

**due critiques 3-4** (Dalton ix-29, ch. 2) & *An Autobiography* (87-182)

Readings- wk.3 :

*An Autobiography*, 87-182; Dalton ix-29, ch.2

**Wk.4: Ahimsa, satyagraha, swaraj & South Africa**

T: Discussion Gandhi (*Hind Swaraj*, chs.10-11), Hay (ch.6)

Th. Discussion *Autobiography*, *Hind Swaraj*, Hay (ch.6)

**due critique 5: Hind Swaraj**

Readings- wk.4:

*Autobiography* 183-396; Hay ch.6; *Hind Swaraj* (chs.10-11- on reserve)

**Wk.5: Satyagraha & Fast: The making of the mahatma**

T.: Gandhi's campaigns – discussion

Th.: **Discussion Amin & Brown, *Gandhi's rise to power*  
due critiques 6-7**

Readings wk. 5 (on reserve):

Shahid Amin, "The Making of the Mahatma"; Brown, *Gandhi's Rise to Power*, 52-122;

Recommended: Gandhi, *Autobiography* (416-77); Bondurant, *Conquest of Violence* 36-104.

**Wk.6: Social inclusion: Sect, caste, class, & the 'moral economy'**

T: Ambedkar & Dalits – discussion Hay ( 324-332);

Discussion – Dalton (chs.4-5) & R.Iyer (4-60)

**Due critiques 8-9 (Iyer & Dalton)**

**+ 1/2 pg. abstract & 1st bibliography of paper**

Th. ***Film in class: Gandhi***

Readings wk.5:

R. Iyer 4-60 (reserve); Dalton chs. 4-5; Hay 324-332

Recommended: Rudolph 323-341 (on reserve)

**Wk.7: Critics & admirers - bring questions!**

T. : Lecture, discussion on Gandhi's detractors –

- Jinnah (Hay 277-288); MN Roy (296-300)

Th. Nationalism & internationalism - discussions of Nehru & Tagore (Hay)

Readings wk. 7:

Hay ch.7, 277-288 (Jinnah); 296-300 (MN Roy); 315-324 (J.Nehru); 272-77 (R.Tagore)

**Wk.8: WWII, Freedom, Partition**

**T. 2/25<sup>th</sup>: film Gandhi**

**\*Midterm papers due in class ! Late papers will not be accepted.**

Th: Gandhi & the West (Nojeim on Gandhi)

Reading wk.8: Nojeim on Gandhi (58-89)

**Wk.9: Gandhi & women nationalists**

T. Gandhi on women (R.Mukherjee) - discussion

Th. Feminists & nationalists - discussion (Radha Kumar)

Readings :

R.Mukherjee (on reserve); Radha Kumar, *History of Doing*; chs. 3-4 (reserve)

**Spring Break: March 10-14**

**Wk.10:Gandhi's impact on modern India**

- T. Discussion *Waiting for the Mahatma*  
**\*due critique 10: *Waiting for the Mahatma***
- Th.: Environment & tribals: Chipko & Narmada movements  
– discussion (R.Kumar, ch.12 + Gupta on Medha Patkar)

**Readings wk.10:**

R.K.Narayan, *Waiting for the Mahatma*;  
Radha Kumar, *The history of Doing*, ch.12 (reserve)  
Indra Gupta, *India's 50 most illustrious women* (ch.on Medha Patkar) (reserve)

**Wk.11:Gandhi's impact in US**

- T.: Gandhi – impact (Dalton chs.6-7, conclusion)
- Th.: Discussion- King in Nojeim (189-300)  
***Due critique 11: Nojeim***

**Readings wk.11**

Dalton, ch.s 6-7, conclusion; Nojeim, 188-300

**Wk. 12: *Martin Luther King***

- T. : King, (*Autobiography*, ed.Carson), 1-134
- Th: King, (Carson, 204-238)

**Readings wk.12:**

MLKing, *An Autobiography*, ed. C.Carson (1-134, 204-238)

**Wk.13-15 *Presentations***

**\*\* be sure to bring outlines for class distribution**

- Th.24: Final class: Questions, discussion, conclusion

**Exam wk: *Final papers due on time, in my office.***

***Late papers will not be accepted.***

***Plagiarism will mean an F grade for the paper & class.***

Writing Summaries & Critiques

1. Primary text summaries:

- Remember that primary texts are from the past, that they were composed by someone from a culture remote from ours, and that they are often translations from another language.
- Try to understand a text from within its contextual framework.
- Summarize the contents without superimposing value judgments from our era and culture.
- Clarify when it was composed; who wrote it & in which language (if in doubt ask me).

1. State details

- Title;
- Author's name;
- Period/date of text;
- Language of the text (if known)
- Type (poem, hymn, religious treatise, political/ legal document or speech; news article )

2. State main theme

- What is the author saying? Have they been stated earlier?
- If so, where have you seen these ideas – in class or elsewhere?
- Give 1-2 key phrases to prove this is the theme.

3. Brief analysis of historical significance (political, religious, cultural)

Use previously read sources to help you with your conclusions.

Questions to ask and answer:

- Who? When? Where? What is its importance? Why could it have been written? ?
- Possible impact?

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Secondary texts: Critical analysis with theoretical underpinnings

1-2: State details and main theme as for in a summary of a primary text (see above)

3.HISTORICAL ANALYSIS + Theoretical underpinnings of text.

Remember that this is not a standard literary analysis based on aesthetics alone.

Questions to ask yourself:

- Is the argument logical, and well made?
- Are there any apparent differences between this text, and something you have read elsewhere?
- Does the author seem to have any biases?
- Does the author subscribe to a particular style of writing, or to a theoretical school that you've encountered earlier?
- Did you like this essay?! Why, or why not?

**Student's Record Sheet**

NAME.....

Tel. No..... Email: .....

MAJOR.....YEAR IN COLLEGE.....

PREVIOUS HISTORY COURSES.....

COURSES ON INDIA/BOOKS ON INDIA.....

TRAVEL EXPERIENCE, MISCELLANEOUS INTERESTS.....

REASON FOR TAKING THE COURSE.....

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Do not write below this line

