Description: The instructor focuses on various dimensions and facets of the processes of “nation building” in a multicultural and plural / federal nation-state like India, which has not only the largest democracy in the world but also has the most complex / diverse social, religious, caste, ethnic/minority, linguistic, regional composition in the world. Mark Twain, the American author, has rightly remarked that: “India is the cradle of the human race, the birth place of human speech, the mother of history, the grandmother of legend and the great grandmother of tradition. Our most valuable and most instructive materials in the history of man are treasured up in India only”. Similarly, Max Mueller, a German scholar and Indologist wrote: “If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered on the greatest problems of life, and has found solutions, I should point to India”. Students are expected to do not only the essential prescribed readings, but also will be required to browse the scholarly articles or portions of books on various topics of the teaching sessions. Most of the prescribed books and articles in the scholarly journals are available in Carleton library in print or electronic versions. The reading list on each topic is deliberately made exhaustive, not to scare the student, but to give a wide choice to them in view of the absence of a single or two or three text books.

Synopsis: Nation building is a process which influences the orientation of human beings about each other at the micro and macro levels. It has provided a unique basis for association and differentiation in human society in modern times. Walter Bagehot has recognized the 19th century as the century of nation building. Gellner considers it important because nation building is a process of congruence between
culture and power. Nation building results into emergence of nations and nation states. They are constantly interacting with principles of collective identities like religion, minority, caste, class, tribe, women, culture, state, language, race, and region, etc. This course focuses on India. Here we study the major principles (like secularism, rule of law/constitution, federalism, human rights and religious freedoms) of nation building in India and the major challenges (like communalism, religious and caste conflicts, corruption, lack of good governance, and criminalization of politics) that are coming in the way of this process.

**Organization:** This course is an advanced undergraduate and graduate seminar. The first two sessions are mainly lectures by the professor with expectation of discussion. Afterwards, each class session begins with a discussion of the readings for the day, with the expectation that everyone participates and then there are presentations by two students. Attendance and active participation are mandatory. I expect everyone to have read and contemplated the assigned readings before each class session. The latter part of the session will be devoted to remarks by me and a general discussion.

**Grade Requirements**
To successfully finish this course, students must meet all the requirements stated below. Students who do not meet these criteria will be assigned a grade of “F.” Late papers or reviews will be penalized one fraction of a grade (i.e., B to B-) for each weekday they are late. All works must be handed to the instructor. Marks will be calculated as follows:

**Undergraduate Students:**
1 x 20 minute class presentation on assigned, primary-source readings (15%)
Assigned in class, each presentation should begin with a synopsis of the reading, followed by a discussion of the context in which the author was writing and any biographical information if necessary for better understanding the reading. Presenters are strongly encouraged to make connections between the text they present and the rest of arguments in the class.

1 x 800-word reading review (a written version of your class presentation) (15%, due **ONE WEEK after class presentation**)

1 x 3-page essay proposal with specific question or hypothesis and proposed resources to be utilized (bibliography). Make it clear what your essay is about, what your argument is, and why someone should bother reading your essay (10%, due in class 4 November)
1 x 2500-word final essay, instructions to be given in class (40%, due in Final class 9 December)

General participation (10%)

Attendance (10%):

Graduate Students:
1 x 30 minute class presentation on assigned, primary-source reading (15%)
Assigned in class, each presentation should begin with a synopsis of the reading, followed by a discussion of the context in which the author was writing and any biographical information if necessary for better understanding the reading. Presenters are strongly encouraged to make connections between the text they present and the rest of arguments in the class.

1 x 1000-word reading review (a written version of your class presentation) (10%, Due ONE week after class Presentation)

1 x 1200-word review article discussing a book or article not required for this course somehow related to contemporary Muslim political thought in the context of other works and the themes and issues discussed in this course (15%, Due in class 4 November)

1 x 3500-word final essay, instructions to be given in class (40%, Due in Final Class 9 December)

General participation (10%)

Attendance (10%)

Essential Reading List of Major Books

Ahmad, Bashiruddin, “Process of Integration”, Seminar, 240, 1979, pp. 12-17
Agnes, Flavia, Law and Gender inequality: The Politics of Women’s Rights in India (New Delhi: OUP, 1999)
Alter, Peter, Nationalism (London: Edward Arnold, 1989)
Atal, Yogesh, Building a Nation: Essays on India (Essays on India) (New Delhi:
Abhinav Publications, 1981)


Basham, A.L., *The Illustrated Cultural History of India* (OUP, 1975), paperback


--------, *The Promise of India’s Secular Democracy* (New Delhi: Oxford University Press, 2010)


--------, *Forms of Collective Violence, Riots, Pogroms and Genocide in Modern India* (New Delhi: Three Essays Collective, 2006)


Chandra, Bipin, *Communalism – A Primer* (New Delhi: NBT, 2008)


Galanter, Marc, *Competing Equalities: Law and the Backward Classes in India* (New Delhi: Oxford University Press, 1984)


Gottlob, Michael, *History and Politics in Post-colonial India* (OUP, 2011)


Jahanbegloo, R., *India Revisited: Conversations on Contemporary India* (OUP, 2008)


Kapadia, Karin (ed.), *The Violence of Development: the Politics of Identity, Gender, and Social Inequality in India* (New Delhi: Kali for Women, 2002)


Kothari, Rajni, *Communalism in Indian Politics* (New Delhi: Rainbow, 1998)

-------, *State and Nation-Building* (New Delhi, 1976)


Mendelsohn, Oliver, and Marika Vicziani, *The Untouchables: Subordination, Poverty, the State in Modern India* (Cambridge University Press, 2000)


O’Duffy, Brendon, “The Nation State and Nationalism”, in Judith Bara and Mark Pennington (ed.), *Comparative Politics* (Sage Publications, 2009), pp.69-92


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**Course Calendar**

**Session 1 (9 September): Understanding the Concepts of Nationalism, Pluralism, Nation-building**

**Recommended readings:**


**Session 2 (16 September): The Idea of India**

- Religious diversities
- Cultural diversities
- Caste diversities
• Linguistic diversities
• Ethnic diversities
• Regional diversities

Recommended Readings:

Session 3 (23 September): Evolution of India as a civilizational / multicultural/ Federal State: An Historical Perspective

• State and society in Ancient India
• State and society in medieval India
• State and society in colonial India
• Nation-building in post colonial India: Constitutional Vision

Recommended Readings

Session 4 (30 September): Gandhi and Nehru on Nationalism, Minorities and Nation Building

Recommended Readings

Session 5 (7 October): Religious Pluralism and Minority Rights in India

- Religious Pluralism: Hindus, Muslims, Sikhs, Christians, Buddhists, Jains
- Rights of Minorities in the Constitution; National Commission for Minorities
- Minority Rights in Practice
- Plight of Urdu

Recommended Readings

Session 6 (21 October): Secularism and Communalism in India

- Constitutional Vision: Provisions, Precepts, and Principles
- Religious conflicts and National Integration
- What is Communalism? And how to combat it?
- Communalization of Textbooks

Recommended Readings
Session 7 (4 November): Women’s Rights and Reforming Personal Laws

- Legal Pluralism in India
- Codification of Hindu Family Law
- Muslim Personal Law Reforms
- Uniform Civil Code Debate

Recommended Readings:
Agnis (1999); Mackinnon (2000); Madhu Kishwar (1994); Kirti Sigh (1993); Vrinda Narain, “Muslim Women’s Equality in India: Applying a Human Rights Framework”, HRQ, Vol. 35, 2013, pp. 91-115; Vrinda Narain, Gender and Community: Muslim Women’s Rights in India (University of Toronto Press, 2001); V. Narain, Reclaiming the Nation: Muslim Women and the Law in India (University of Toronto Press, 2008); V. Narain, Anxiety and Amnesia: Muslim Women’s Equality in Postcolonial India (McGill University Press, 2006); A.R. Choudhury, Uniform Civil Code: Social Change and

Session 8 (11 November): Integration of Untouchables
- Who are Untouchables / Dalits?
- Positive Discrimination Programmes
- Anti-Discrimination laws and Violence: Assessing their Enforcement

Recommended Readings:

Session 9 (18 November): Scheduled Tribes and Nation building

Recommended Readings:
Session 10 (25 November): Regionalism and Demands for New States or Secession: Case Studies of Telangana and Khalistan (Punjab)

Recommended Readings:

Session 11 (2 December): Crafting a New Future for India – Reforming the Political System

- Electoral Reforms: Combating Criminalization of politics
- Administrative Reforms
- Police Reforms
- Reforms in Justice delivery System

Recommended Readings:
Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.


Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.
Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit http://facebook.com/CarletonPoliticalScienceSociety or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.