UCLA Immersive International Studies 2022

International & Area Studies 10, Track B
Defining a New Nation: India on the Eve of Independence, 1945

Syllabus

The International and Area Studies Program at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and South Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (ancestors), 'Ahihirom (elders), and 'Eyoohiinkem (our relatives/relations) past, present, and emerging.

Instructor
Dr. Jennifer Jung-Kim jungkim@ucla.edu

Classes
Mon July 18 – Fri July 22, 9:00am to 4:00pm
Classroom TBA
Our class meets in-person and synchronously.

There will be lunch breaks each day and students can bring a lunch or purchase food at many of the dining establishments located on campus. Please note that students will not have enough time to go off campus for lunch. There will also be ample breaks midway through the morning and afternoon sessions.

Course credit
2 units of Pass/No Pass college credit

Description
Students who participate in the Defining a Nation module will be immersed into India’s historical struggle for sovereignty and identity, exploring the time period when the British viceroy invited key religious and political leaders to Simla, India to decide the fate of an independent India. Taking on roles of actual and unnamed characters such as Mohandas Gandhi, Jawaharlal Nehru, Muhammad Ali Jinnah, a Sikh leader, member of rural Hindu India, and others, students will decide the fate of post-British India. Students must stay true to their character and faction, but this is more than a simulation as students will determine how their version of India will look.

Students will tackle questions such as: How can a democracy be installed in a modern context? How can various religious and social groups coalesce into a single nation? Will power transfer to the India National Congress, which claims to represent all Indians? Will the Muslim League succeed in partitioning Pakistan from India? How can vulnerable minority groups gain protection from stronger groups in a democratic India?
**Learning outcomes**
Students will learn about key issues concerning major religions of India, independent principalities, and minority groups such as the Untouchables in rebuilding an independent India in 1945. Students will also build critical reading, thinking, and writing skills through preparation and participation in debates on key issues influencing the diverse people of India.

**How to succeed in this course**
Come to class on time and fully prepared to engage in our learning community. Complete your readings and assignments on time, and be proactive about asking questions and bringing up issues for discussion.

**Readings (to be completed before the first class)**
*Defining a Nation: India on the Eve of Independence, 1945* is about to publish a third edition. If it is not yet available, please obtain the 2016 Norton edition, not the earlier Pearson edition.


Be sure to read these parts before the first class:
- “The Train to Simla, June 1945”
- Appendix A: Hinduism and the *Bhagavad Gita*
- Appendix B: Muhammad and the *Qur’an*
- “Unfinished Journey: From the Mughals to the British Raj and Beyond”
- Appendix C (Major Documents)

Please be sure to bring the *Defining a Nation* textbook to class each day.

**Course policies**
**Grading basis**
In order to pass this course, students must attend all classes, complete assigned readings, participate actively, and submit two required writing assignments.

50% writing assignments
30% oral arguments
20% attendance and participation

**Class philosophy**
Learning is proactive, so you are responsible for your own learning with the skills that we will help you build. You have to put in the work to read, think about the materials and issues, complete assignments on time, and challenge yourself to set appropriate goals for yourself. Remember that learning happens when we get out of our comfort zone into the “learning edge.” If you have any difficulties, please communicate with me right away so we can find a workable solution.
**Classroom atmosphere**
While we cannot have debates without a clash of ideas, the classroom is to be a safe space and all debates are to be based on the spirit of cooperation and mutual respect. Students and parents are welcome to address any concerns to the professor at any time.

**Syllabus**
A syllabus is your road map for the course. Please refer to it as you prepare for each class, and communicate with the teaching team with any questions or concerns.

**Technology**
Students are encouraged to bring a computer, iPad/tablet, or at least a smartphone with some editing capabilities each day. A printer will be available for limited printing of documents. Guest access to the UCLA wifi network will be available. Please refrain from watching videos, playing games, or shopping online during class, as it is distracting and disrespectful.

**Role sheets**
At the end of the first day, you will receive your role sheets. It is important that you keep the role sheets and your objectives confidential. If your enemies discover your ultimate objectives, they can easily thwart your plans.

**Citing and plagiarism**
You are required to produce your own work for this course, but we will work on the proper use of citations so you can use evidence correctly and effectively.
**Schedule**
Subject to minor adjustments

Readings to be completed prior to the first class
“The Train to Simla, June 1945” (textbook)
Appendix A: Hindiusm and the *Bhagavad Gita* (textbook)
Appendix B: Muhammad and the *Qur’an* (textbook)
*Bhagavad Gita*, Books 1-4, 11 available at
[https://bhagavad-gita.org](https://bhagavad-gita.org)

**Monday, July 18**

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00-9:30</td>
<td>Introduction</td>
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<tr>
<td>9:30-10:45</td>
<td>Reacting to the Past and Indian history</td>
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<tr>
<td>11:00-12:15</td>
<td>Hinduism and Islam</td>
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<tr>
<td>12:15-1:15</td>
<td>Lunch break</td>
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<tr>
<td>1:15-2:30</td>
<td>Historical context and Indian thinkers</td>
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<tr>
<td>2:45-4:00</td>
<td>Discuss individual roles, assign roles, introductions</td>
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**Tuesday, July 19**

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00-9:30</td>
<td>Ice breaker</td>
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<tr>
<td>9:30-10:00</td>
<td>Faction meetings and preparation for Game Session 1</td>
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<tr>
<td>10:15-12:00</td>
<td>Supervised writing of paper #1</td>
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<tr>
<td>12:00-1:00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Game: Opening plenary and Full Session 1</td>
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<tr>
<td></td>
<td>Sikhs, Nizam (Hyderabad), Maharaja (Kashmir), Communists present paper #1</td>
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<tr>
<td>3:15-4:00</td>
<td>Faction huddles to strategize for the next session (each faction must also meet with the professor)</td>
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**Wednesday, July 20**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00-9:15</td>
<td>Ice breaker</td>
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<tr>
<td>9:15-11:15</td>
<td>Game: Full Session 2</td>
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<td>Dr. Ambedkar, Hindu Mahasabha, Gandhi adherent(s) present paper #1</td>
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<tr>
<td>11:30-12:00</td>
<td>Faction huddles to strategize for the next session (each faction must also meet with the professor)</td>
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<tr>
<td>12:00-1:00</td>
<td>Lunch break</td>
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<tr>
<td>1:00-3:00</td>
<td>Game: Full Session 3</td>
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<td>INC, Muslim League members present paper #1</td>
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<tr>
<td>3:15-4:00</td>
<td>Class discussion and faction huddles to strategize for paper #2 (each faction must also meet with the professor)</td>
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### Thursday, July 21

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<th>Time</th>
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<tbody>
<tr>
<td>9:00-9:15</td>
<td>Ice breaker</td>
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<tr>
<td>9:15-11:15</td>
<td><strong>Game: Full Session 4</strong>&lt;br&gt;Governor(s) General issue(s) draft recommendations, open discussion</td>
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<tr>
<td>11:30-12:00</td>
<td>Supervised writing of paper #2</td>
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<tr>
<td>12:00-1:00</td>
<td>Lunch break</td>
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<tr>
<td>1:00-1:45</td>
<td>Continue supervised writing of paper #2</td>
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<tr>
<td>2:00-4:00</td>
<td><strong>Game: Full Session 5</strong>&lt;br&gt;Begin replies (present paper #2)</td>
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### Friday, July 22

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<th>Time</th>
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<tr>
<td>9:00-9:30</td>
<td>Ice breaker</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Faction huddles</td>
</tr>
<tr>
<td>10:00-12:00</td>
<td><strong>Game: Full Session 6</strong>&lt;br&gt;Finish replies (present paper #2); implement revised plan</td>
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<tr>
<td>12:00-1:30</td>
<td>Class lunch</td>
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<tr>
<td>1:30-2:30</td>
<td>Closing plenary</td>
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<td>2:45-4:00</td>
<td>Postmortem discussion and wrap-up</td>
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Resources
Academic integrity
All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action. UCLA’s complete policy regarding academic dishonesty can be found on the website for the Office of the Dean of Students: http://www.studentgroups.ucla.edu/dos/

Accessibility
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Assault, harassment, and discrimination
Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1stFloor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Please note, I am legally required to share information of this nature with the Title IX office.