

HST 105 History of Eastern Civilizations: India and Subcontinent (25518)

Spring 2008; M/W 3:00-4:50, SS 109

Instructor: Sylvia Gray

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Office: Syl SS 215, H77; Office Hours: M 2:00-3:00; T 11:00-12:00, 3:00-5:00; W 10:00-11:00. If these times are difficult for you, I will be happy to work out an alternative and mutually agreeable time.

History of Eastern Civilizations: India and Subcontinent (4 credits)

Surveys India and Subcontinent, including Pakistan and Afghanistan. Includes political, economic, social, religious, and cultural themes from pre-history to modern times. Recommended: Completion of WR 115 with a C or higher grade.

Required Texts:

Einfeld, Jann, editor. *The History of Nations: India*. San Diego: Greenhaven Press, 2003. ISBN 0-7377-1599-5

Nelson, Lynn H. And Patrick Peebles, Eds. *Classics of Eastern Thought*. San Diego: Harcourt, Brace, Jovanovich, 1991. ISBN 0-15-507655-8

The Ramayana. Trans. R. K. Narayan.. NY: Penguin, 1972. (Other versions are acceptable) ISBN 0-14-0-.8700-6

Course Packet

Two Blue Books for exams

Please note: If you would prefer a more in-depth overview textbook, I recommend Stanley Wolport's *A New History of India* (it is widely available and we have a number of copies in the library)

Note: *Classics of Eastern Thought* is on reserve in the library

Evaluation (see further instructions below for each assignment):

Required:

60% Two exams, weighted equally

10% 2-3 page response paper to the *Ramayana*

Choose from one of the following two options:

20% Service Learning Project (see instructions)

20% 8-10 page research paper

Choose from the following to build the remaining 10 percent (you may actually build up to 20 points)

1 point each for personal responses to the assigned primary source readings

5 points for a visual time line covering the topics and eras represented by this course

5 points for attendance at approved event and response paper

5 points for watching *Ghandi* or other historically-related movie (please get my approval first) and response paper

Attendance and Grading Policy: Absence can affect your grade negatively. Lateness is not encouraged but is preferred to absence. It is your responsibility to withdraw from this course if you decide not to finish. Students who attend the bulk of classes but do not complete the work will receive a NP grade, unless other arrangements are made.

Participation and Respect: Appropriate participation can affect your grade positively. There may be film worksheets, in-class writes, and small group or general group discussions in class. These discussions will be exploratory, and you should feel free to express your opinions as long as you remain respectful of your classmates and the instructor. (See PCC's Policies of Conduct at http://www.pcc.edu/pcc/abt/rights/student_rights/codeofconduct.htm.)

Plagiarism: All written work in this course must be your own, and if you quote, use quotation marks and include an appropriate citation. See PCC's policies on plagiarism (http://www.pcc.edu/pcc/abt/rights/student_rights/integrity.htm) and brief guide for citing sources (<http://www.pcc.edu/library/tutorials/citing.htm>).

Students with Disabilities: If you need special consideration because of a disability, please contact the office for Students with Disabilities (503-977-4341) and talk to me early in the term.

Email: Occasionally I send an email to the class or to you individually. I assume that you are checking your emails regularly.

Estimated Course Schedule (changes will be announced in class and through mypcc):

Week I (March 31 and April 2)

Subject: Introduction; Early India

Readings: *India* 9-57; CET *Vedic Hymns*; Packet *Atharvaveda*

Video: *Legacy: India: Empire of the Spirit*

Week II (April 7 and 9) (**note: lots of reading for this particular week. Go for it!!**)

Subject: Indian Religion

Readings: *India* 9-57; *Ramayana*; CET *Bhagavad Gita, Gitagovinda*; Packet *Laws of Manu*

Video: *Understanding Hindu traditions*

Week III [April 14 (**Ramayana essay due on April 14**)] and 16]

Subject: Buddhism, Mauryan Empire, Ashoka

Readings: *India* 58-68; CET *Sermon at the Deer Park, Arthashastra*; ; Packet *Strabo, Edicts of Ashoka*;

DVD: *Ancient India*

Week IV (April 21 and 23)

Subject: Gupta Dynasty and the South

Readings: *India* 58-68; CET *Perfect Bride, Sanudasa the Merchant*; Packet *Fa Xian*

Video: *Music of India*

Week V: (April 28 and 30)

Subject: Islamic Invasions and the Mughal Empire

Readings: *India* 69-86; CET *Songs of Kabir, Sacred Writings of the Sikhs, Akbar Nama*

Video: *From Mughals to Independence*

DVD: *The Moguls: Women and Warriors*

Week VI (**May 5 Midterm Exam**; May 7)

Subject: Growth of European Influence and Power

Readings: *India* 86-132

Week VII (May 12 and 14) [Tentative thesis due for research paper on May 12]

Subject: British Rule

Readings: *India* 86-132; CET *On the Burning of Widows; Macaulay's Minute on Education*; Packet readings

DVD: *Queen Victoria's Empire*

Week VIII (May 19 and 21) [note: I will be out of town for a conference this week, but you are required to attend class. There will be guest speakers, a visit to the library, and documentaries that you would have seen whether I was there or not, with worksheets to guide your observations]

Readings: *India* 133-167

Video: *Mahatma Gandhi: Soul Force*

DVD: *Mahatma Gandhi: The Great Soul Lives*

Video: *The Soul of India*

Week IX (**May 26 is Memorial Day –no school**; May 28 [**Research paper due May 28 if you want early feedback and a chance to improve your grade**])

Subject: Indian Nationalism, Gandhi, and Independence

Readings: *India* 133-175; CET *Hind Swaraj; Waiting for the Mahatma*

Video: *Road to Indian Independence*

Week X (June 2 and 4) [**Research Paper and Time Line due June 4**] [**Asian Studies Celeb, June 4**]

Subject: Partition and Post-Independence

Readings: *India* 167-end; CET *What is India?*

Final Exam: Monday, June 9, 3:00-4:50

Required: Short Essay on *Ramayana* (10 points; late papers will be docked 1 point; if you do not hand it in, I will subtract one point from your final grade.) (Due April 14)

Write a 2-3 page (typed, double-spaced) thoughtful response paper that explores a theme you find interesting in the *Ramayana*. Be sure to include specific references to the work, and include your own personal response to the epic as well. My brainstormed ideas for themes (and you can be more creative than this): ideal man; ideal woman; ideal marriage; role the gods play; Rama as avatar of Vishnu; evil versus good; metaphysical meaning in the epic; clues to general cultural values; taboos and cultural strictures; role of Hanuman; metamorphoses or reincarnations.

Required: Map Quiz: On the final exam there will be a map quiz, which will include the following items (bits of extra credit for extra items): Indus and Ganges rivers; Kashmir, Pakistan, Afghanistan, Bangladesh, Bhutan, Nepal, Sri Lanka; Surat, Mumbai (Bombay), New Delhi, Calcutta, Chennai (Madras), Hyderabad, Agra, Banaras; Punjab, Gujarat, and any other province you find imp

Other ways to build your grade (up to 20 points allowed):

Very Short Essays (worth one point each, due on the week of the assigned reading or the following week) [I highly recommend this fairly painless and rather fun way to build credit!]

Write a thoughtful personal response or answer a question which precedes the selection. Guideline: about ½-1 typewritten page, double-spaced. I will spot-check them. Be prepared to discuss the selections in class, whether you write an essay or not.

Time Line (5 points – due June 4)

Make a timeline that is visually helpful to you in getting a complete overview of this course (from early beginnings to the present). (Do not just type in a boring list of dates and items--make it *visually* understandable.)

Attend related event (5 points)

I will periodically announce related cultural or historical events as they arise. Attend the event and then write a two page paper that includes information on the event, how it was related to this course, and your personal reaction. Please attach ticket.

Watch a related historical movie (5 points)

Watch *Gandhi* or other historically-related movie (please get my approval first) and write a two page paper that includes information on the movie, how it related to this course, and your personal response.

Required Alternative # 1 - Service Learning (20%): (Due by June 4)

This project will require at least 10 hours of service at an approved site, an evaluation from the site, and a 3-4 page paper explaining what you learned and your reactions. You will also briefly tell the class about your experience. This can be a wonderful opportunity to both serve the community and receive first hand experience with a population represented in the History of Eastern Civilization series.

Projected Outcomes

- Interacting personally with individuals or organizations representing the Middle East, South Asia, or East Asia
- And/or gaining experience in practical aspects of preserving or communicating history
- Gaining an appreciation and knowledge of diverse cultures, societies, and lifestyles
- Contributing to the health of these communities and the specific organizations
- Possibly learning job skills and/or earning a letter of recommendation
 - (In some cases, these assignments can later be converted into “Co-op Education” agreements where one works for the organization and receives college credit from PCC)
- Reflecting on the experience and communicating it with others

Getting Started

- You are ultimately responsible to find your own placement. *You must do this early in the term.*
- Please consult PCC’s service learning web-page for possible placements. <http://www.pcc.edu/service-learning/>. Go to volunteer sites and look under “faculty” for “Sylvia Gray” and “Eastern Civ.” While I have sent students to all of these sites, the ones I highly recommend are the Oregon Nikkei Legacy Center and PCC’s Student Success Center. You may also explore the general website for other ideas – in particular schools that have a high population of Asian students for tutoring, etc. (Be sure to run it by me first.)
- Call the organization you are interested in volunteering for. Say that you are a History of Eastern Civilizations student from PCC looking for a Service Learning assignment requiring ten hours of volunteering. Explain your goals based on the “Projected Outcomes” section above and mention the skills you would bring to the project.

Service Learning Project Process and Requirements

- Have the supervisor sign the placement agreement and return it to me.
 - Make sure the supervisor understands the projected outcomes.
 - Make sure your supervisor has read the back of the agreement, especially the section delineating obligations of the community site.
 - Make sure the supervisor has clearly explained your duties.
- Complete at least ten hours of volunteer work
 - *You should plan to act professionally and carry through with the commitment to your organization of choice. If you think you can’t follow through, please do not commit to this assignment.*
- When you finish your service, have the supervisor fill out the student evaluation form
- Write a 3-4 page essay (see guidelines below). Hand it in with the evaluation form.
- Tell the class about your experience

Essay Guidelines (Note: If you are continuing from a former term, ask for alternative essay)

- Describe the organization, its mission, its core values
 - This may include its history, what services it provides, how it is funded, and how the organization plays a role in the larger community
- Describe your activities and role as a volunteer. Was your service valuable to the organization?
- Discuss how your activities related to the discipline of history and/or areas of the Middle East, South Asia, or the East Asia, and specifically how they may have intersected with the course you are taking.
- Discuss your own thoughts and feelings about the experience. What did you learn? Did you gain any insights? Did it change your outlook in any way? Did it enhance your appreciation for cultures other than your own?

Required Alternative #2 - Research Paper: (20%)

(due by **May 28** if you want my feedback and a chance to rewrite [attach first corrected when you hand in the final copy]; final copy due **June 4**)

Minimum requirements:

- 8-10 pages, typed, double-spaced; no slippery or fancy covers.
- Argue a point or answer a specific question: *i.e., you need an explicit thesis*. See the following list for ideas, or run one of your own by me.
- Include a “Works Cited” (or similar) page at the end
- Cite your references throughout the paper, whether you quote or paraphrase.
 - Rule of thumb: one citation per paragraph.
- You must consult and reference as a minimum requirement:
 - one scholarly study (a book besides our textbook),
 - one primary source
 - bonus: find a scholarly article on the topic

Note on plagiarism: the work must be your own, and the words must be your own unless you place them in quotation marks and make a citation. Please consult PCC’s statement on this if you have any doubts:

<http://spot.pcc.edu/lrc/pam/plagiar.htm>

I recommend investing in a research reference guide of some sort. One resource is the *MLA Handbook for Writers of Research Papers*. *The Chicago Style Manual* is also respectable. Other possibilities: visit the Sylvania Writing Center (in CT 239) or consult PCC’s library page under “guides and tutorials” for help with citations. **Please note that “winging it” in the area of citations is unacceptable. You need to consult a formatting guide in order to do it correctly.**

Hint: Visit the PCC library page and look for “guides and tutorials,” which can help you to find possible resources for our class. If you don’t find a book you want at PCC, follow the Summit search - normally a book can arrive here for pick up in two or three days!

Ideas for Research Paper Theses: (Actually, these will just get you started. As mentioned above, you need to argue a point or answer a specific question: *i.e., you need a thesis*. Many of these could be argued as stated or from the opposite viewpoint. As a side note, these are all issues that will be considered throughout the term, and they are good questions to keep in mind as you do your reading.)

The Aryan “invasions” brought improved culture to India.

There were no Aryan invasions.

Hinduism rooted itself firmly in India because it met basic spiritual needs for mankind.

Although Buddhism arose within India, it did not survive there because it did not meet cultural needs of Indian society in the same way that Hinduism did.

Ashoka was truly one of the greatest rulers India ever had because he had an overarching vision for India.

Islamic rulers of India were only able to entrench themselves by force.

Islamic rulers entrenched themselves because they ruled efficiently and equitably.

The Portuguese and other European traders only brought problems to India.

The Portuguese and other European countries gained a foothold in India simply because they had access to more advanced technology.

England came to power in India mainly by default.

England came to power in India because of its superior technology and belief in its own superior culture.

England’s rule over India was oppressive and unconscionable.

Mahatma Gandhi was able to lead a successful, pacifistic rebellion because he was a truly spiritual man.

Mahatma Gandhi was able to lead a successful rebellion because he knew how to play sophisticated politics.

Nehru led India into respectable and powerful statehood because he was wealthy, highly educated, and well-connected.

Although Indira Gandhi is one of the great 20th century women leaders, she left India with more problems than solutions.

Study Guide for HST 105 Midterm Exam (India and the Subcontinent)

In all cases, be able to explain “who, what, when, where” and historical significance, i.e. the impact on the course of history in India and issues involved. Be able to compare and contrast various religions and periods of rule.

Early Culture: Mohenjo-Daro, Harrapa
What distinguishes this culture?

Vedic India

Aryan invasions and what we know about Aryan society and values

Dravidians

Rig Veda, Atharvaveda

Brahmanas

Upanishads

Four *Varna*: Brahmins, Kshatriyas, Vaishyas, Shudras

Epic India and Major Religions:

Mahabharata, Ramayana

Hinduism: general doctrines and value system; Brahma, Vishnu, Shiva; *Bhagavad Gita*;
Gitagovinda; *Laws of Manu*

Jains: general doctrines and value system; Mahavira

Buddhism: general doctrines and value system; Siddhartha Gautama, *Sermon at the Deer Park*,
Theravada (Hinayana) and Mahayana varieties

Empires:

Alexander the Great in India

Mauryan Empire: Chandragupta; *Arthashastra*; Ashoka; Mauryan society and administration;
pillar and rock edicts, accomplishments

Various invasions

Classical India: Gupta – Chandragupta II; Fa Xian (Fa Hsen); Harsha; Xuanzang (Hsuan
Tsang); general administration and mindset; *Perfect Bride*; *Sanudasa the Merchant*

Rajputs

Islam in India

General doctrines of Islam; Impact on India

Mahmud of Ghazni

Turko/Afghans and the Delhi Sultanate

Muhammad of Ghor, Shah Firuz

Timurlane

Sikhs and Guru Nanak: *Songs of Kabir*; *Sacred Writings of the Sikhs*

Moghul Dynasty;

Babur, Akbar, Jahangir, Shah Jahan, Aurangzeb; *Akbar Nama*

Midterm Questions HST 105

Please prepare a thoughtful essay for each of the following questions, supporting your arguments with as many specifics as possible. This is your opportunity to demonstrate what you have assimilated from the course so far and to mull over the implications of things. I will choose two of the following for the midterm, and of these two, you will choose one to write on:

- 1. Compare and contrast what we know of Aryan culture with what we know about the earlier Harappan culture. What did each culture offer, and how did each affect later developments in India?**

For the following three, you may argue for or against the statement, or you may modify it, as long as you address all the implied issues in the original statement.

- 2. Buddhism and Jainism arose as a reaction to the excesses of Hinduism.**
- 3. Both the Mauryan and Guptan empires were fair-minded, well-intentioned, and generally conducive to good living in India.**
- 4. If the Islamic invasions of India had been less cruel, Muslim society might easily have been assimilated, as had that of other previous invaders.**

Your grade will be calculated on the following basis:

- A** Thorough essay reflecting what we have covered in class:
 - Addresses the statement fully
 - Backs up assertions with many specific examples drawn from the study guide
 - Includes proper chronology and general dates
 - Manages to include tangential items
 - Shows evidence of thoughtful or creative analysis
 - Addresses objections that might be raised
- B** Approaches A standards but lacks in some of the following aspects:
 - Number of specifics from study guide
 - Chronology and general dates
 - Tangential items
 - Complete, thoughtful, or creative analysis
 - Addressing of objections
- C** Shows evidence of familiarity with the topic but lacks:
 - Many specifics
 - Good analysis
 - Addressing the statement fully
- D** Glimmers of evidence that some minimal information has made it through

[I will hand out the final study guide and exam questions after the midterm]