

**HST 105 History of Eastern Civilizations: India and South Asia Region (CRN 46785)**

Fall 2011; T/Th 11:00-1:00, Syl SCB 101

**Instructor:** Sylvia Gray

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**Office:** Syl SS 215, H77; Office Hours: W/Th 10:00-11:00; M-Th 1:00-1:30; Th 2:00-3:00

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 South Asia Region:** Surveys history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**Outcomes:**

- Articulate an understanding of the key events in the history of South Asia and use critical thinking to evaluate historical changes and their impact on South Asian civilization
- Recognize the diverse contributions of South Asia to world civilization in order to appreciate and evaluate society
- Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in South Asia
- Communicate effectively using historical analysis
- Connect the past with the present to enhance citizenship skills

**Required Texts and Resources:**

Trautmann, Thomas R. *India: Brief History of a Civilization*. New York: Oxford University Press, 2011. ISBN 978-0-19-973632-4

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

Note the Web Readings on p. 3 of the syllabus. These substitute for a primary source book

Two Blue Books for exams

**Library Resource Page:** [http://www.pcc.edu/library/research/history\\_india.html](http://www.pcc.edu/library/research/history_india.html)

**Evaluation (see further instructions below for each assignment):**

25 each Two exams, weighted equally (50 points total)

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

5 Scholarly Article Response Paper

25 Project: **Choose from one of the following two options:**

Service Learning Project

Book Review

10 Flexible (but required) Points: **Choose from the following to build the remaining 10 points (you may actually build up to 20 points if you desire extra credit)**

1 each for personal responses to the assigned primary source readings

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

5 for attendance at approved event

5 each for watching *Ghandi*, one other movie, or related documentaries

**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 do not finish.

**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.

([http://www.pcc.edu/pcc/abt/rights/student\\_rights/codeofconduct.htm](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](http://www.pcc.edu/pcc/abt/rights/student_rights/integrity.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:** It is your responsibility to check your mypcc email several times a week for various messages.

**Estimated Course** (Note: readings with \* represent particularly important web readings.)

**Week I (September 27 and 29)**

Subject: Introduction; Early Civilization

Readings: *India: A Brief History of a Civilization* (Trautmann) Chapters 1 and 2; Start reading the *Ramayana!*

DVD: *Story of India I*

**Week II (October 4 and 6)**

Subject: The Vedic Age

Readings: Trautmann 3, Web: *Rig Veda\**; *Atharvaveda*; *The Ramayana*, continued

Video: *Understanding Hindu Traditions*

**Week III (October 11 and 13) (Ramayana essay due on October 11)**

Subject: New Religions, New Empires (Mauryas, Jains, Buddhism)

Readings: Trautmann 4; Web: Buddha's *First Sermon\**; *Ashoka's Edicts\**; *Megasthenes (excerpts)*

Web Stream: *Story of India II: The Power of Ideas*

**Week IV (October 18 and 20)**

[October 20, Visit from Dr. Stany Thomas – Caste system and St. Thomas/Early Christians]

Subject: Mentalities: Religion, Law

Readings: Trautmann 5, 6, 7; Web: *Bhagavad Gita\**; *Laws of Manu\**

**Week V: (October 25 and 27)**

Subject: Classical India

Readings: Trautmann 5, 6, 7; Web: *Xuan Zang Book II*

Video: *Story of India IV: Ages of Gold*

**Week VI (November 1 Midterm; and 3)**

Subject: Turks and Mughals

Readings: Trautmann 8, 9; Web: *Deeds of Firuz Shah\**; *Shah Jahan*

*Story of India V: The Meeting of Two Oceans*

**Week VII (November 8 and 10) [Scholarly Article Response Paper Due November 10]**

Subject: Marathas, Sikhs, Europeans

Readings: Trautmann 10; *Songs of Kabir*; *Hymns of Guru Nanak*

[Note: you should choose and begin reading your book by now]

**Week VIII (November 15 and 17)**

Subject: British Rule

Readings: Trautmann 11: *Ram Mohan Roy: On the Burning of Widows\**; *Macaulay's Minute on Education\**; *Elphinstone's Indian Customs and Manners*

Video: *Soul of India*

**Week IX (November 22)**

Subject: Independence Movement

Readings: Trautmann 11, continued; Gandhi: *Hind Swaraj\**

Video: *Story of India VI: Freedom*

**Week X (November 28 and 30) [Book Review or Service-Learning Project due March 10]**

Subject: Partition; Nehru

Readings: Trautmann 12; Web: Nehru: *Tryst with Destiny\**

Video: *Short Cut to Nirvana*

**Week XI (December 6 and 8) [Dr. Stany Thomas on Post-independence India]**

**Final Exam: December 13, Tuesday, 11:00-1:00**

**Web Readings: [note: absolutely essential texts have an \*]**

*Week II*

- *Rig Veda*\*: Read 8-10 hymns – your choice. What do these hymns tell us about ancient Aryan customs, beliefs, life? <http://www.sacred-texts.com/hin/rigveda/index.htm>
- The *Atharva Veda* is full of spells. Again, what do these writings tell us about ancient Aryan customs, beliefs, and life? *Atharvaveda* <http://www.sacred-texts.com/hin/av.htm>

*Week III:*

- Buddha's First Sermon\*: <http://www.as.miami.edu/phi/bio/Buddha/firstsermon.html>
  - What are the basic principles of Buddhism? Compare the Buddha's teaching with the Vedic hymns.
- Ashoka's Edicts\* (please read the whole thing): <http://www.cs.colostate.edu/~malaiya/ashoka.html>
  - Find clues describing life and values. Compare/contrast with the Vedic values
- Megasthenes: read excerpts: start with *Fragm. XXXIV* which starts " (50.) Of the great. . . ." This describes how the capital city of Pataliputra was administered under Chandragupta. Try to get a picture of what life was like. . . <http://www.sdstate.edu/projectsouthasia/loader.cfm?csModule=security/getfile&PageID=837452>

*Week IV:*

- *Bhagavad Gita*\*: <http://www.san.beck.org/Gita.html>
  - *One of the most beloved spiritual books in India. Read six or more pages and list values.*
- *Laws of Manu*\* *Book 1*; read #s 87-119 at the very least. How old is the caste system? How about women? Other? <http://www.sdstate.edu/projectsouthasia/Docs/loader.cfm?csModule=security/getfile&PageID=886650>

*Week V:*

- Xuan Zang *Book II*: This Chinese Buddhist pilgrim gives us wonderful clues to what life and values were like during the classical period in India. Read at least six or more pages. <http://www.sdstate.edu/projectsouthasia/loader.cfm?csModule=security/getfile&PageID=842023> Find clues describing life and values. Is it different than before?

*Week VI*

- The *Deeds of Firuz Shah*\*: <http://www.thenagain.info/Classes/Sources/FiruzShah.html>
  - He thinks he's good - he's bragging, after all – what do you think?
- Shah Jahan: <http://www.fordham.edu/halsall/india/1655bernier.html> Is he a good ruler?

*Week VII*

- Hymns from the *Guru Granth Sahib* <http://www.sacred-texts.com/skh/roshi/roshi07.htm>  
Read excerpts. Are there commonalities with Islam? With Hinduism?

*Week VIII*

- Robert Clive *Speech in Commons on India*. <http://www.fordham.edu/halsall/mod/1772clive-india.html>
- Ram Mohan Roy *On the Burning of Widows*\*: [http://www.wsu.edu/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/roy.html](http://www.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/roy.html)
- Sir William Bentinck on Ritual Murder In India : <http://www.fordham.edu/halsall/mod/1829bentinck.html>
- *Macaulay's Minute on Education*\* [http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt\\_minute\\_education\\_1835.html](http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt_minute_education_1835.html)
- Elphinstone *Indian Customs and Manners*: <http://www.fordham.edu/halsall/India/1840elphinstone.html>
  - These passages are extremely interesting, if not so famous as the former passages.

*Week IX*

- Gandhi: *Hind Swaraj*\*: Read chapters 4-8, 10, 13, 14: <http://www.mkgandhi.org/swarajya/coverpage.htm>  
What is civilization? Self-rule? Why is India under the British? Why should the British leave?

*Week X*

- Nehru: *Tryst with Destiny*\* *Speech* (excerpts): <http://www.fordham.edu/halsall/mod/1947nehru1.html>

## ***Required:***

**Short Essay on Ramayana (10 points)** Late papers will be docked 10%; if you do not hand it in, I will subtract one point from your final grade.) (Due October 11)

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 (cite the page #),
  - publication information (see [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html) for hints)
  - 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.

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## **Scholarly Article Response Paper (5 points, due November 10)**

- Search the JSTOR database through PCC's library for a scholarly article on a topic of interest that is related to this course. See Library Resource Page: [http://www.pcc.edu/library/research/history\\_india.html](http://www.pcc.edu/library/research/history_india.html)
  - Read the article.
  - In your 1-2 page response paper (typed, indented, double-spaced), include:
    - Publication information. Hints can be found here: [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html)
    - Subject of article and thesis
    - evidence for the argument
    - a brief summary
    - how the article connects to this course
    - your personal response to the article
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## **Project Options:**

### ***Option A: Book Review (25 points, due December 8)***

- Choose a book from the reading list [http://www.pcc.edu/library/research/handouts/india\\_list\\_S09.pdf](http://www.pcc.edu/library/research/handouts/india_list_S09.pdf) (or ask for approval of something else) and read it. If it is really long, read at least 250 pages of it.
- Write a 2-3 page review that includes the following:
  - Publication Information. Proper citation format can be found here: [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html)
  - Subject of the book
  - Major theme or thesis, or the author's motive for writing the book
  - Summary of the book
  - Note evidence the author offers to support the thesis
  - Short quotations to illustrate your points
  - How the book connects with this course
  - Your assessment of the book
  - Your personal reaction to the book

### ***Option B: Service Learning Project (25 points, due December 8)***

*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*

#### **Projected Outcomes:**

- Interacting personally with individuals or organizations representing Asia
- Gaining an appreciation and knowledge of diverse cultures, societies, and lifestyles
- Contributing to the health of these communities and the specific organizations
- Reflecting on the experience and communicating it with others

#### **Getting Started:**

- Go to PCC’s Service-Learning page [www.pcc.edu/service-learning](http://www.pcc.edu/service-learning) and click on “community connector”; “faculty”; “Sylvia Gray Eastern Civ.” There will be a number of possible partner sites listed. A perennial favorite has been the PCC Student Success Center as a conversation partner. There is a list of other local South Asian Region organizations here: <http://www.kalakendra.org/orgs.html> - we have no agreements set up with any of them for service-learning, but if you’re interested in paving the way, feel free to contact them using the to see if they have any opportunities for you to serve, mentioning the course outcomes listed above. In those cases you also need to obtain my approval. Finding a school where you can work with some Asian populations is fine as well. ***You are ultimately responsible to find your own placement. You must do this early in the term.***
- When you contact the site, explain your goals based on the projected outcomes listed above, and explain any skills or schedule considerations you may have.
- ***Have an appointed supervisor sign the placement agreement at the beginning of your project, and return it to me as soon as possible.*** Make sure the supervisor understands the projected outcomes and has read the back of the agreement, especially the section delineating the obligations of the community site. Also make sure the supervisor has clearly explained your duties.

#### **Completing the Project:**

- 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, as your behavior reflects back not only on you, but also on PCC and the instructor.***
- When you finish your service, have the supervisor fill out the evaluation form
- Write a 3-4 page essay which includes:
  - Description of the organization, its mission, and 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).
  - Description of your activities and role as a volunteer. Was your service valuable to the organization?
  - Discussion of how your activities related to Asia, and specifically how they may have intersected with this course.
  - Discussion of your own thoughts and feelings about the experience. What did you learn? Did you gain any insights? Did it change your outlook in anyway?
- Share your experience with the class in a brief presentation.

***Flexible points: 10 required but 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 including something that you found interesting or noteworthy. Guideline: about ½-1 typewritten page, double-spaced. Be prepared to discuss the selections in class, whether you write an essay or not.

**Time Line (5 points – due by December 8)**

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 – due by December 8)**

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 movie (5 points) (besides *Gandhi*, only one other movie allowed) (due by December 8)**

Watch *Gandhi* and/or other South Asian related movie and write a two page paper that includes information on the movie, how it related to this course, whether it was historically accurate, and your personal response

**Watch a related documentary (5 points) (due by December 8)**

Watch a South Asian related documentary and write a two page paper that includes information on the documentary, how it related to this course, what primary sources were used, and your personal response. Two max.

## Midterm Exam

Please prepare a thoughtful essay based on the following statement, supporting your arguments with as many specifics as possible and being sure to mention important primary sources. This is your opportunity to demonstrate what you have assimilated from the course so far and to mull over the implications of things. Feel free to argue for or against or modify the statement, as long as you address all the issues implied in the original statement. You may not bring notes with you to the exam, but if you would like me to look at what you have prepared before hand, I will be happy to do that and give you suggestions for improvement if it is somehow lacking

**Indian culture developed unique and sophisticated religions, and the empires that arose in South Asia used them to good advantage.** (Please be sure to cover all the major topics listed in the study guide below.)

**Study Guide for HST 105 – Midterm** [note: these are the bare essentials to get you started. Much more could be added.]

### Week 1

Geographic characteristics: Himalayas and Hindu Kush; Indus and Ganges, Thar desert; the Deccan; monsoons; Languages; Indus-Saraswati civilization; Harappan culture

### Week 2 and 3: Vedic Age, Buddhism, and Jainism

Vedic literature: Vedas, particularly RigVeda and Atharvaveda; Brahmanas, Upanishads; Aryans; Aryan theories;

Buddhism: The Buddha's life story; Sermon at the Deer Park; basic Buddhist tenets; how Buddhism fits within the Indian tradition; Jainism: Mahavira; basic tenets

### Weeks 4 and 5 Classical India (Empires, Hinduism, Literature)

Alexander the Great's invasion; Mauryas: Chandragupta; Arthashastra; Megasthenes; Ashoka (policies, accomplishments, religion, etc.); Ashoka's Edicts; Guptas: Chandra Gupta II; Invasion of Huns; Harsha; Xuan Zang, *Mahabharata*; *Bhagavad Gita*; *Dharmasastras (Laws of Manu)*; *Ramayana*; *Puranas*; Basic ideas of Hinduism: moksha, karma, stages of life; various ways (margs); Bhakti; caste system; traditional roles of women; astronomy and medicine

## 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 mention of primary sources
- 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

**Final Exam:**

[Note: the map quiz will be worth 10% of this exam. See handout.]

Please write a thorough essay based on the following statement. You may agree, disagree, or modify the thesis statement below. Your essay should cover the time periods from the Mughals to the present. Be sure to address each of the major themes we have covered in the process, and throw in lots of specific facts and items based on the study guide and anything else that has come your way.

**India would have been much better off if the Islamic cultures and the British had never taken over and ruled it.**

**Study Guide: Final**

Week 6 : Islam in India

Basic ideas of Islam; Arab conquest of Sind; Muhammad of Ghazni; Al-Biruni; Delhi sultanate; Muhammad of Ghur; Khaljis; Tughluqs; Timur Lane; Lodis; Babar; Akbar (policies, accomplishments, religion, etc.); Shah Jahan and Taj Mahal; Aurangzeb; Mughal administration; Nadir Shah; Amed Shah Abdali; Battles of Panipat

Week 7: Marathas, Sikhs, and Europeans

Marathas; Shivaji (policies, accomplishments); Peshwas (no need to memorize names – go for the big picture); Sikhs: Guru Nanak, Guru Govind Singh; Ranjit Singh; Guru Granth Sahib (Sacred Writings of the Sikhs); basic teachings; Songs of Kabir; Portuguese and Goa; Dutch in India; French in India; East India Company; Robert Clive and Plassey; the Black Hole of Calcutta; Diwani of Bengal; Regulating Act of 1773; Warren Hastings; Cornwallis and Board of Control

Week 8: India under the British

British ideas of rule; Sati; Education; Dalhousie; missionaries; Great Uprising (“Sepoy Mutiny”): causes and consequences; Ram Mohan Roy and Brahma Samaj; Indian National Congress; Gokhale and Tilak; Partition of Bengal; Indian Councils Act of 1909; Muslim League; Montagu-Chelmsford Reforms; Act of 1919; Jalianwala Bagh Massacre; *Sati*; Macauly’s *Minute on Education*; Sir William Jones; Elphinstone

Week 9: Ch 14 Independence and Partition

Gandhi; Muslims League versus Indian National Congress; Khilafat Movement; Simon Commission; Irwin’s Roundtable; Gandhi’s Salt March; Princely states; Government Act of 1935; World War II; British offers; Quit India movement; Nehru’s role; Jinnah; Mountbatten

Week 10 Self-rule

Nehru and his policies; Indian constitution; Lok Sabha; Indira Gandhi and her policies; princely states and Patel; Kashmir

**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 mention of primary sources
- 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