Course Description
This course examines the history of India from c. 2500 B.C.E. to c. 1500-1700 C. E. While roughly organized around developments in political history, the course emphasizes the rich diversity of human experience in the form of important economic, social, and cultural developments of this period. Not only will the course cover the rise and fall of civilizations, kingdoms and dynasties, but also the ecological, economic, social, and cultural factors that accompanied and contributed to such changes. One textbook, an epic drama, some articles, as well as many “primary sources” -- the writings of people actually living in the periods of history we examine -- will help us to better understand the factors that shaped the pre-modern traditions of South Asia. Even as we seek to understand the past in its own terms, we will also try to understand how our knowledge about this past has been produced. This course will thus highlight competing interpretations of Indian history, and encourage students to examine these interpretations, and evaluate them based on what they have learnt about historical events, personalities, and processes occurring in pre-modern India. Therefore, along with familiarizing students with some of the details of an unfamiliar history, the objective of this course is to encourage discussion, debate, and reasoned argumentation supported by evidence.

Course Structure/Approach
The format of the course consists of lectures and informal discussions. Students are encouraged to raise questions and make comments throughout the course.

Course Readings
3. Other REQUIRED readings available on the Internet, links provided via the syllabus on the course webpage.

Assessment of Outcomes
The course uses primarily two types of instruments to assess your achievement of the learning objectives
listed above: 1. In-class tests, including a mid-term examination (25%) and a final exam (20%); and 2. Two short papers (20% and 25%). The examinations may consist of short answer, essay, and/or map questions to test your breadth of factual details and interpretive insights into Indian history. The papers are designed to test your ability to critically read and think creatively about the material on Indian history, and to be able to present it effectively in appropriate prose. Your attendance record and the quality of your participation in the class will determine ten percent of the total grade for the course.

Assignments and Exams

I. Term Papers: You will write two short papers between 5 and 7 pages in length in response to specific questions. The first paper will ask you to use the *Mahabharata* as a primary source for understanding the history of Ancient India. The second paper will ask you to analyze the way in which a specific aspect of the history of pre-modern India has been re-written over a period of time. While the first paper will ask you to interpret a text written in ancient times, the second will be a more analytical paper focusing on the way in which such texts are rewritten and understood over time. Detailed prompts will be provided for both papers. Paper One will count for 20% of the total points for the course, and Paper Two for 25%.

II. Mid-Term Exam: There will be one mid-term exam. This will consist of a map quiz and a number of short answer questions. A list of map locations and topics for short answer questions will be provided in advance of the exam. The mid term will count towards 25% of the total course grade.

III. Final Exam: The nature of the questions will depend on my assessment of what is required for a better understanding of the history of Pre-Modern India. It may take the form similar to the mid-term, or involve writing out longer essay-type answers to questions. A list of the appropriate topics to prepare will be handed out in advance of the Final. The Final will count towards 20% of the course grade.

IV. Attendance and Participation: Regular attendance will be taken through either roll call or a signup sheet. Regular attendance (including punctuality) and participation (my subjective evaluation) will count towards 10% of the course grade.

Grading System

Grades for the course will be determined according to the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper One</td>
<td>20%</td>
</tr>
<tr>
<td>Paper Two</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**TOTAL FOR COURSE 100%**

The grading scale for the course will be as follows:

90%+ = A; 80 - 89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Course Policies: PLEASE NOTE

ALL WRITTEN ASSIGNMENTS ARE DUE IN CLASS.
I do not give extensions, incompletes, or make-up exams, except in cases allowed for by University Policy. Plagiarism or other forms of academic dishonesty will not be tolerated in any of the assignments, and will result in failing the course. Please consult the section on “Academic Integrity” in the NAU Policy Statements appended to this syllabus for further details. IT IS THE STUDENTS’ RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.
I do not permit the use of ANY electronic devices in the classroom, for any purpose not directly related to this course. If this policy is abused, I reserve the right to ban all electronic devices in the classroom at any point in the semester.

Frequent absence and/or lack of punctuality will be penalized (see “participation,” above). Whatever your reasons for arriving late or missing a class, it is YOUR RESPONSIBILITY to arrange to meet or call a classmate and find out what happened in that class. I encourage you to form small “study groups” or at least make a “class buddy” you can contact for information about classes missed, study with for the exams, or more generally discuss the proceedings of the class. In general, I expect you to come to class having done all the required reading and prepared to engage in discussion. I also expect you to be motivated to learn about the subject and to improve your skills as a historian. There is only so much a teacher can do to assist students in the learning process. I will do my best to help you understand more about the subject. What you make of this course however, is ultimately entirely up to you.

PROVISIONAL COURSE and ASSIGNMENT SCHEDULE (both subject to modification)
August 27  COURSE INTRODUCTION
August 29  AN INTRODUCTION TO INDIA
Reading:  Kulke and Rothermund, Introduction.
August 31- September 5  MYSTERIES OF THE INDUS VALLEY CIVILIZATION
Readings:
2. Selections from The web-site on Harappa  http://www.harappa.com

*Monday September 3 Labor day Holiday.

September 7-12  COMING OF THE ARYAS
Readings:
2. Selections from the RIG VEDA
I strongly advise that you START READING THE MAHABHARATA the week of September 10.

September 14-21  AGE OF THE EPICS
Readings:
2. Narasimhan, Mahabharata.
If reading the text of the Mahabharata poses problems you can look at “A Brief Description of the Mahabharata” and “The Story of the Mahabharata” at http://www.brown.edu/Departments/Sanskrit_in_Classics_at_Brown/Mahabharata/

* September 17, no class meeting. Please watch Peter Brook’s Mahabharata PART ONE “The Game of Dice.” (the video is available via a link on the BBLEARN PAGE for the course, 0 to 1:36 of Parts One and Two)

* SEPTEMBER 21 Study Guide for Mid Terms handed out

September 24-26  AGE OF EMPIRES
Readings:
2. Selections from The Arthashastra  http://www.fordham.edu/halsall/india/kautilya1.html#Book I, Chapter

Useful Illustrations:
Map of the Mauryan Empire http://jan.ucc.nau.edu/~sj6/mauryanEmpire.jpg
Recommended: Edicts of Ashoka http://www.cs.colostate.edu/~malaiya/ashoka.html

SEPTEMBER 26th, PAPER ONE ASSIGNED

September 28 MID TERM REVIEW

October 1 MID TERM EXAM

October 3 - 8 AGE OF THE HETERO DOXIES: FOCUS ON BUDDHISM
Readings:
2. The Origins of Buddhism (Asia Society) http://asiasociety.org/countries/religions-philosophies/origins-buddhism
4. Stories from Jataka sources:
   b. The phony holy man http://www.buddhanet.net/bt_conts.htm
   c. The holy man who tried to be too holy http://www.buddhanet.net/bt_46.htm
   d. Wisdom of Queen Tenderhearted http://www.buddhanet.net/bt_14.htm
Illustrations
Buddha image: https://www.metmuseum.org/art/collection/search/38198
Recommended For Jainism basics:
http://www.sscnet.ucla.edu/southasia/Religions/gurus/Mahavir.html
and http://www.cs.colostate.edu/~malaiya/jainhlinks.html#Introduction

October 10 BETWEEN EMPIRES
Readings: Kulke and Rothermund, skim p. 45-56.

October 12-15 A CLASSICAL AGE?
Readings: Kulke and Rothermund, 56-64; 71-73.
Illustrations: Gupta Map: http://www.fsmitha.com/h1/map22gup.htm

October 17-19 REWRITING HER STORY
PAPER ONE (Mahabharata) DUE OCTOBER 19

October 22-26 EMERGENCE OF “HINDU” SOCIETY
Readings:
1. Chapter Three of the Laws of Manu. Chapter three from the entire text of the Laws of Manu at:
http://www.fordham.edu/halsall/india/manu-full.html

PAPER TWO ASSIGNED OCTOBER 24

October 29-31   MAKING OF REGIONAL IDENTITIES
Readings:
October 29 Kulke and Rothermund, 65-71; 77-83
October 31 Kulke and Rothermund, 89-111.

November 2-7   AN INDO-ISLAMIC WORLD
Readings:

November 9-16*   WRITING THE HISTORY OF MUSLIMS IN INDIA
Readings:
Romila Thapar, “Somnatha: Narratives of a History,”

* November 12 Veteran’s Day holiday

November 19-28*   MUGHAL INDIA OVERVIEW
Readings: Kulke and Rothermund, pp. 151-179.

* No Class on Nov. 21 as students will be traveling for the holiday.
* NAU not in session Nov. 23

We will resume the theme on Nov. 26 and 28

November 30   MUGHALS and INDO-ISLAMIC SYNTHESE
Readings:
http://jan.ucc.nau.edu/~sj6/Asher and Talbot Elite Cultures 17th Century.pdf
2. Audrey Truschke, “What We Can Learn From India’s Medieval Past.” The Wire (September 20, 2015)
https://thewire.in/history/what-we-can-learn-from-indias-medieval-past

STUDY GUIDE FOR FINAL HANDED OUT NOVEMBER 30
December 3   Review for Final Summing Up and Discussion of Learning Outcomes

December 5-7   Catch up days, to be used if necessary. Otherwise, use for studying for finals!

THE FINAL EXAM FOR THIS COURSE WILL BE HELD ON DECEMBER 10th, from 10 to 11:30 am.
LIBERAL STUDIES REQUIREMENTS

Liberal Studies Mission

HIS 249 supports the mission of the Liberal Studies program in the following ways:

* It helps students gain a deeper understanding of the long history that has shaped the history and culture of people living in the Indian subcontinent, about a fifth of humanity.
* It helps them understand the historical factors that have created a rich cultural, political, social, and religiously diverse environment in the Indian subcontinent.
* Understanding of how such diversity emerged and how it was managed in the Indian subcontinent will help students better appreciate the changing and complex world around them.
* In seeking to understand and evaluate competing interpretations of this rich and complex history, through a variety of sources, the course helps students gain the skills to do the same for the world they inhabit.

Distribution Block: Cultural Understanding.

This course provides students with:

* an experience of a diverse culture, most likely very different from their own.
* an analytic framework that facilitates awareness of how cultures vary and shape human experience
* It is hoped that students will also develop an appreciation for the unique features and perspectives of the varied cultural traditions that have shaped the history of peoples of the Indian subcontinent.

Essential Skills: Critical reading

The following assignments will help foster this skill among students of HIS 249.

* students will be able to identify the broad contours of the political, social, and cultural history of India to c. 1750 on written examinations.
* through writing papers students will be able to demonstrate the ability to critically read and interpret primary and secondary sources, and reach their own conclusions about the merits of different arguments.
* students will be able to combine evidence from secondary and primary sources to describe the complexities of social, political, and cultural life in Pre-Modern India in their papers.

Student Learning Expectations/Outcomes for this Course

Through this course you will have developed some sense of the long and complex history of the Indian subcontinent to 1700 CE that produced a tremendously diverse society in the region. To help you understand this history, the course assigns a variety of readings. It is absolutely critical that you complete your assigned readings before coming to class. Lectures will always relate to the topics assigned but will not duplicate assigned readings. Instead, they will introduce additional material, different interpretations, and theoretical concepts that are not always in the text. I expect you to be motivated to learn about the subject and to improve your skills as a historian. I will do my best to help you understand more about the subject. What you make of this course however, is ultimately entirely up to you. An active engagement with the content of this course will allow you to:

* learn through texts, lectures, and films students to learn the essential history of the pre-modern period of the history of the Indian subcontinent and how it has been interpreted in different ways.
* demonstrate, through class participation, discussion, examinations as well as papers, your understanding of how the diversity of languages, religions, social strata, polities and ideas evolved in the Indian subcontinent between 2500 BCE and ca. 1700 CE.
* demonstrate through in-class discussions your understanding of textual materials and participate in critical discussions of sources and their interpretation.
* demonstrate through the in-class examinations, your grasping of the details of this long history.
* demonstrate through the two papers as well the essay sections of the examinations, your ability to critically read and analyze a variety of sources.
ACADEMIC INTEGRITY
NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at https://policy.nau.edu/policy/policy.aspx?num=100601.

COURSE TIME COMMITMENT
Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

DISRUPTIVE BEHAVIOR
Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's disruptive behavior policy at https://nau.edu/university-policy-library/disruptive-behavior.

NONDISCRIMINATION AND ANTI-HARASSMENT
NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at https://nau.edu/equity-and-access.
TITLE IX
Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at http://nau.edu/equity-and-access/title-ix.

ACCESSIBILITY
Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at https://nau.edu/disability-resources/student-eligibility-process or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH
Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at https://nau.edu/research/compliance/research-integrity.

SENSITIVE COURSE MATERIALS
University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.