

HISTORY 249 PRE-MODERN INDIA

A Liberal Studies Course in the Cultural Understanding Block. Also fulfills the NAU Global Diversity Requirement.

Instructor: Sanjay Joshi

Phone: 523-6216

E-mail: Sanjay.Joshi@nau.edu

Class Meetings: MWF 11:30-12:20

Office: LA 206

Office Hours: MW 12:30 to 1:30
and by appointment.¹

Class Location: LA 200

CHECK THE COURSE WEB PAGE: <http://jan.ucc.nau.edu/~sj6/HIS249Pre-ModernIndia.htm>
FOR THIS SYLLABUS WITH CLICKABLE LINKS TO ELECTRONIC READINGS

NAU Policy Statements <http://www2.nau.edu/academicadmin/plcystmt.html>

Classroom Management Statement <http://www4.nau.edu/stulife/handbookmanagement.htm>

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. Thus, 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, a book which analyses changing perceptions of India's past, 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 try to better 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 on the basis on what they have learnt about historical events, personalities, and processes occurring in pre-modern India. 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. **Please note: This course requires extensive use of internet resources.**

Course Readings

1. Hermann Kulke and Dietmar Rothermund. *History of India*. Routledge, 2004.
2. *The Mahabharata*. Translated by Chakravarthi V. Narasimhan. Revised Edition. Columbia University Press, 1997.
3. Romila Thapar. *Narratives and the Making of History*. Delhi: Oxford University Press, 2000.
4. Other REQUIRED readings available on the World Wide Web (WWW) OR on Electronic Reserve available via the course web page.
5. A set of RECOMMENDED readings available on the WWW.

¹ Except for one Wednesday each month, when I will be gone for a History Department meeting.

Assessment of Outcomes

The course uses primarily *two* types of instruments to assess your achievement of the learning objectives listed above: two examinations (25% and 30% of the total points for the course), and two short papers (20% and 25%of the total points for the course, each). 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. Five percent of the total grade for the course will be determined by the quality and regularity of your participation in the proceedings of the classroom.

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 this history has been re-written over 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. Each paper will count for 20% of the total points for the course.

II. Mid-Term and Final Exams: There will be one final and one mid term exam. The mid term 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. The take-home final exam may also involve writing out longer essay-type answers to questions. A list of map locations, short answer topics, and essay themes will, again, be handed out in advance of the exam. The final will count toward 30% of the course grade.

Grading System

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

Paper One	20%
Paper Two	25%
Mid-Term Exam	25%
Final Exam	30%
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

ALL WRITTEN ASSIGNMENTS ARE DUE IN CLASS.

PLEASE NOTE: 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.**

Attendance and Punctuality

Frequent and repeated absence and/or lack of punctuality will be penalized at my discretion. 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 OUTLINE (subject to change)

All readings not evidently from the prescribed books or listed as electronic reserves are to be found on the internet. URLs listed below.

January 14 COURSE INTRODUCTION

January 16 AN INTRODUCTION TO INDIA

Reading: Kulke and Rothermund, Introduction.

January 18-23 MYSTERIES OF THE INDUS VALLEY CIVILIZATION

Readings:

1. Kulke and Rothermund, pp. 17-31.
2. *Selections from* The web-site on Harappa <http://www.harappa.com>

I strongly advise that you START READING THE MAHABHARATA the week of January 21st.

January 25-28 COMING OF THE ARYAS

Readings:

1. Kulke and Rothermund, pp. 31-45.
2. *Selections from* the site on the VEDAS.
http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/rig_veda.html
3. and UPANISHADS <http://members.aol.com/Heraklit1/upanish.htm>
4. Madhav Gadgil and Ramachandra Guha “Forest and Fire” Chapter Two of *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press, 1992.
<http://jan.ucc.nau.edu/~sj6/gadgilforest&fire.pdf>

January 30-February 11 AGE OF THE EPICS

Readings:

1. Kulke and Rothermund, pp. 45-49.
2. Narasimhan, *Mahabharata*.
3. *Selections from* the site on the *Mahabharata* <http://web.utk.edu/~jftzgrld/MBh1Home.html>

Screening: Part of Peter Brooks’ *Mahabharata*. “The Game of Dice.”

February 13-18 AGE OF EMPIRES

Readings:

1. Kulke and Rothermund, pp. 50-72.
2. *Selections from The Arthashastra* <http://www.fordham.edu/halsall/india/kautilya1.html#Book I, Chapter 19>
3. Kumkum Roy, “The King’s Household: Structure and Space in the Sastric Tradition.” In Kumkum Sangari and Uma Chakravarti eds. *From Myths to Markets: Essays on Gender*. Delhi: Manohar, 1999. (Electronic Reserve) Also at <http://jan.ucc.nau.edu/~sj6/roykingshousehold.pdf>

Illustrations:

Map of the Mauryan Empire <http://www.wsu.edu:8080/~dee/ANCINDIA/MAURYMAP.HTM>

Recommended: Edicts of Ashoka <http://www.cs.colostate.edu/~malaiya/ashoka.html>

FEBRUARY 18, PAPER ONE ASSIGNED

February 20 MID TERM REVIEW

February 25 MID TERM EXAM

February 27-March 3 AGE OF HETERODOXIES: FOCUS ON BUDDHISM

Readings:

1. Romila Thapar “Religions and Ideologies: Questions and Responses” pp. 164-173 of her *Penguin History of Early India from the Origins to AD 1300* (Delhi: Penguin, 2002)

<http://jan.ucc.nau.edu/~sj6/ThaparReligions&Ideologies.pdf>

2. The Origins of Buddhism (Asia Society)

<http://www.askasia.org/teachers/essays/essay.php?no=24&era=&grade=&geo=>

3. Buddhism basics: <http://www.ship.edu/%7Ecgboeree/buddhawise.html>

4. Stories from Jataka sources:

a. The Gang of Drunkards http://www.buddhanet.net/bt_3.htm

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: <http://acc6.its.brooklyn.cuny.edu/~phalsall/images/guptbudd.gif>

Recommended:

For Jainism basics:

<http://www.sscnet.ucla.edu/southasia/Religions/gurus/Mahavir.html>

and http://arham.com/abt_jain_index.htm

and <http://www.cs.colostate.edu/~malaiya/jainhlinks.html#Introduction>

More Buddhist texts at: <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/bud-ser1.html>

March 5-7 BETWEEN EMPIRES

Readings: Kulke and Rothermund, Skim pp. 72-87.

March 10-14 A CLASSICAL AGE?

Readings: Kulke and Rothermund, 87-99; 104-108.

Illustrations: Gupta Map <http://www.wsu.edu:8080/~dee/ANCINDIA/GUPTAMAP.HTM>

PAPER ONE DUE March 14

MARCH 17-21 SPRING BREAK

March 24-26 REWRITING HER STORY

Readings: Romila Thapar, *Narratives*, pp. 1-23, “Sakuntala: Histories of a Narrative.”

PAPER TWO ASSIGNED MARCH 26

March 28-31

EMERGENCE OF “HINDU” SOCIETY

Readings:

1. Chapter Three of the Laws of Manu at <http://oaks.nvg.org/pv6bk4.html#3>

Or chapter three from the entire text of the Laws of Manu at:

<http://www.fordham.edu/halsall/india/manu-full.html>

2. Understanding India’s Caste System by Joe Elder (Electronic Reserve) Also at

<http://jan.ucc.nau.edu/~sj6/elderunderstandingcaste.pdf>

April 2-7

MAKING OF REGIONAL IDENTITIES

Readings:

Kulke and Rothermund, 109-118; 125-127; 127-153.

April 9-14

AN INDO-ISLAMIC WORLD

Readings:

1. Kulke and Rothermund, 162-180.

2. Richard Eaton, “Approaches to the Study of Conversion to Islam in India,” in Richard M. Martin ed. *Approaches to Islam in Religious Studies*. Tucson: University of Arizona Press, 1985. (Electronic Reserve)

<http://jan.ucc.nau.edu/~sj6/eatonapproachconversion.pdf>

3. Sultanate chronology <http://www.itihaas.com/medieval/delhi-sultanate.html>

4. Selections from the Amir Khusro web site <http://www.angelfire.com/sd/urdumedia/>

April 16 -21

WRITING THE HISTORY OF MUSLIMS IN INDIA

Readings: Romila Thapar, chapter two, Essay on Somnath.

April 23-25

MUGHAL INDIA OVERVIEW

Readings: Kulke and Rothermund, pp. 196-219.

PAPER TWO IS DUE IN CLASS APRIL 25th.

FINAL EXAM STUDY GUIDE ASSIGNED APRIL 25th

April 30

END OF TERM REVIEW

FINAL EXAM WEDNESDAY MAY 7th, 10:00-12:00

LIBERAL STUDIES REQUIREMENTS

Distribution Block: Cultural Understanding.

Essential Skills: Critical reading, creative thinking, effective speech and writing, critical thinking, use of technology for learning.

Course Objectives

1. Students will be able to identify the broad contours of the political, social, and cultural history of India to c. 1750 on written examinations. (Critical thinking, effective writing)

2. 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. (Critical reading and thinking, creative thinking)

3. 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. (Creative thinking, critical reading and thinking, effective writing)

4. Use traditional printed material and a judicious use of Internet or other digital sources to gather information for presentation in papers and examinations. (Use of technology for learning, effective speech and writing)