

## History 4403: The History of South Asia / India, Fall 2008

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Class Meeting: 2:00-3:15, M & W, 145 West Hall

### Readings:

- 1) *A New History of India*, 7<sup>th</sup> ed, S. Wolpert [9780195166781]
- 2) *The Human Record: Sources* 6<sup>th</sup> ed., Vol. 1, Andrea & Overfield [9780618751105]
- 3) *Untouchable* by Mulk Raj Anand [9780140183955]
- 4) *Nectar in a Sieve* by Kamala Markandaya [9780451528230]
- 5) **Library E-Reserve** available online from “Course Reserves” link under “Get It” or “Find It” on Library’s web <http://www.valdosta.edu/library/> or via the “Search Course Reserves” link in the GIL Catalog, <http://www.gil.valdosta.edu>

### COURSE DESCRIPTION, VSU *Undergraduate Catalogue* <http://www.valdosta.edu/catalog/>

An analysis of the 5000-year-old culture of the Indian sub-continent with major emphasis upon the indigenous religions of the region and the impact of western culture and Christianity. [Credits: 3.00]

In a demonstration of the importance of the historical perspective, this survey will identify major trends and changes in South Asia from the beginnings of the Indus Valley civilization through the emergence of modern India.

Although this course will emphasize themes and interpretive questions, we will not ignore the wealth of facts which make up the history of South Asia. We need to know what happened as well as how or why it happened. In your exams, papers, and class discussions, reach for generalizations buttressed by substantial evidence. Organize your ideas with supporting information.

### LEARNING OBJECTIVES & ASSESSMENTS (History Selected Educational Outcomes in *Catalogue*)

By the end of this course, students will

(A) demonstrate knowledge of major political & social developments in Asian history. To be assessed using two exams (see p. 2), four papers (see p. 4-5), and instructor questioning during class discussions (see pp. 3-4). [Department Outcomes 1 & 2; VSU Gen Ed Outcomes 2 & 6]

(B) utilize reading, listening, & writing/oral expression. To be assessed using two exams, four papers, and instructor questioning during class discussions. [Department Outcome 3; VSU Gen Ed Outcome 4]

(C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using two exams, four papers, and instructor questioning during class discussions. [Department Outcome 4; VSU Gen Ed Outcome 7]

### TEACHING PHILOSOPHY & TIME REQUIREMENTS

Because effective teaching and learning take time and effort, we will be undertaking a great deal of hard work. To make the best use of our class time, all of us will have to devote out-of-class time to this course. Students should expect to devote at least 2-3 hours to reading and study for each hour we spend in class. You will find it difficult to pass this course without the availability of such time.

**\*\*** As outlined in Regents policy, students dropping a course after mid-term (Oct. 9) will receive an "F" except under very unusual circumstances such as a serious personal illness or some other

unavoidable calamity. In all cases, the student is responsible for handling the appropriate paperwork.

### STUDENTS WITH DISABILITIES

Students requesting classroom accommodations or modifications because of a documented disability must discuss this need with me at the start of the semester. Students must be registered with the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty). <http://www.valdosta.edu/access/>

### GRADING

The assignments below are the sole determinants of your final course grade. No extra credit options will be considered.

Attendance	= 5%
Participation	= 5%
Paper on <u>Untouchable I</u> (Sept. 24)	= 10%
Mid-Term Exam (Mon., Oct. 6)	= 25%
Paper on <u>Nectar in a Sieve I</u> (Oct. 22)	= 10%
Paper on <u>Nectar in a Sieve II</u> (Nov. 12)	= 10%
Paper on <u>Untouchable II</u> (Dec. 3)	= 10%
Final Exam ( <b><u>Wed., Dec 10 at 12:30 pm</u></b> )	= 25%

### IN-CLASS EXAMS

The two in-class exams will be completely essay in nature. At least one week before each exam, I will pass out a list of five to nine possible essay questions. On the mid-term, you will answer one question out of a choice of two questions. The final exam will not be cumulative and will follow the same structure.

Each possible essay question will be based on one or more of the chapters in the Wolpert text. In each question, you will be asked to synthesize the material from the lectures/class discussions, the text, and the primary documents (in the reader by Andrea & Overfield or on Library Reserve). You will be held responsible on the exams for all of the reading assignments listed later in the syllabus, even if there is not time to discuss all of the reading material in class.

### GRADING SCALE & DEFINITION OF GRADES

Your final course grade will be based on this scale as the VSU computer system does not register "+" or "-".

A = 90 -- 100	A= Excellent: of highest or finest quality
B = 80 -- 89	B= Good: of high quality
C = 70 -- 79	C= Satisfactory: adequate
D = 60 -- 69	D= Passing: cursory, superficial
F = 0 -- 59	F= Failing: below the acceptable minimum

### MAKE-UP EXAMINATIONS

Make-up examinations are strongly discouraged. Any student missing a scheduled examination must have an extremely good reason (such as a serious personal illness, death in the family, required court appearance, or a similar emergency). Absence from an exam for an inadequate reason will result in a grade of zero for the missed test. If I find a student's reason for missing an exam to be valid, I will arrange with the student for a make-up exam to be given. Students taking a make-up examination will be given NO choice as to which essay question they will answer.

## ACADEMIC HONESTY

All students will be held accountable to the policy on “academic dishonesty” outlined in the Student Handbook. "No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, examination or other assignment included in any academic course." <http://romulus.valdosta.edu/judicial/StudentHandbook.shtml>

Any student who engages in any form of academic dishonesty will receive an F for this course. Students should be aware that academic dishonesty can lead to official hearings before VSU’s Judicial Committee and that this committee can and has permanently expelled students for acts of academic dishonesty. Students should always do their own work. If you have any questions about this policy, you should ask me immediately. Other policies will follow (e.g., no leaving the room during an exam, no hats worn during exams, no access to cell phones during an exam, etc.).

## ATTENDANCE

Roll will be taken at each class meeting. Attending class is vital to your success in this course for class is organized around the materials you must read and the questions you will be given on each exam. Your attendance will account for 5% of your final course grade and will be calculated on the following scale.

<u>Absences</u>	<u>--</u>	<u>Grade</u>	<u>Absences</u>	<u>--</u>	<u>Grade</u>
0	=	100	7	=	0
1	=	95			
2	=	90			
3	=	85			
4	=	80			
5	=	75	Each	Over 7	= <u>5 Points Deducted</u>
6	=	70			<u>from Final Average</u>

This policy is based on VSU policy that "A student who misses more that 20% of the class work of a course will be subject to receiving a failing grade," see “Absence Regulations” in *Undergraduate Catalogue*. <http://www.valdosta.edu/catalog> For every absence beyond 7 days, for whatever reason, FIVE POINTS will be DEDUCTED from your final course AVERAGE.

The only excuse for absence from class is official VSU business. If you are on official VSU activity, you must supply me with written documentation listing the days you will be gone.

A student will be NOT be excused for illness, work, or other personal reasons. It is the responsibility of the student to keep track of his or her absences.

## PARTICIPATION

One of the basic premises of this course is that ideas count, yours as well as mine, and that a mutual sharing of ideas will be intellectually stimulating for everybody. Class participation will account for 5% of your final course grade. To create informed discussion, I will assign the whole class a series of reading assignments to discuss in class. At certain points during class, I will ask students to answer questions and offer comments on the assigned readings.

I will not call on specific students who do not raise their hand; instead, I will allow all students two options.

Option A: For students who want to participate regularly in class discussions, you must prepare yourself for class and assert yourself in the class discussions. The grade assigned for class participation will be somewhat subjective as I will evaluate not only how much you say in class, but also what you say -- i.e., how well your comments and questions reflect your preparation for class and your understanding of the material.

Option B: For students who do not participate regularly in class discussions, I will extend their attendance grade into this portion of their final course grade.

To prepare for class discussions, think about the following questions when you read a document in the reader.

- 1) Who wrote it & what was the intended audience?
- 2) Why did the person write it? What was the author concerned about?
- 3) What did the author argue? Give examples.
- 4) What does this document reveal about South Asian history?
- 5) How does this document relate to something else we have studied (i.e., a concept from a previous class, document, or text reading) -- in other words, how does this document relate to the larger themes we have studied.

### TARDINESS OR LEAVING CLASS EARLY

Tardiness and/or leaving class early will be penalized. People coming to class late and/or leaving early disrupt the learning process for everyone else. If you come in late, it is your responsibility to tell me after class to record you as present. It is also unacceptable for a student to leave class before I dismiss the group, unless he or she is deathly ill or has permission from me in advance to leave. If a student must depart before the end of class, I must to be informed in advance, or the student will not receive credit for attending class.

After the first four instances of either tardiness and/or leaving class early, every time you are tardy and/or leave class early, I will deduct ½ point from your final exam grade.

### CLASSROOM BEHAVIOR AND MUTUAL RESPECT

I encourage questions, and I encourage class discussion. I will not, however, tolerate talking that is unrelated to the class. If anyone wishes to ask a question or offer a comment, he or she can do so by raising a hand and being recognized by me. I will dismiss the class. Do not begin to prepare to leave before I announce the end of the class for the day.

Students will not receive credit for attendance if they fall asleep or engage in other unacceptable activity (e.g., talking or working on material for another class). You will be counted as present only so long as you are present in mind as well as body.

Any student who fails to follow these rules will not receive credit for attending class and in certain cases will be told to leave. In accordance with the *Student Handbook*, any students who engages in “DISORDERLY CONDUCT” will be DROPPED from the class with either a “WP” if before mid-term or an “F” if after mid-term. <http://romulus.valdosta.edu/judicial/StudentHandbook.shtml>

### PAPERS on *Untouchable* and *Nectar in a Sieve*

In place of a research paper, you will write four papers carefully analyzing the books *Untouchable* and *Nectar in a Sieve* as well as integrating documents into your analysis.

Each of your papers should be typed & double spaced, and you should expect that it will take at least FIVE FULL pages of text to demonstrate your command of the assigned material.

If a paper is handed in after the due date, you will lose five points for each day it is late, including weekend days.

Untouchable I: pp. 9-83 & **Library E-Reserve** “Paper1&2\_Manu” Doc, p. 155-57

Nectar in Sieve I: pp. 3-77 & **E-Reserve** “Paper1&2\_Manu” Doc, p. 157-59

Nectar-Sieve II: pp. 78-186, Intro; & **E-Reserve** “Paper3\_Dandin” Doc, p. 125-27

Untouchable II: Preface, pp 84-157; **E-Reserve** “Paper4\_Gandhi” (421-26) & “Paper4\_CNN”

In each paper you should (1) briefly summarize the scope of the assigned sections of the book, and (2) more importantly, critically analyze the thesis and its supporting points.

(1) The scope of the assigned sections of the book may be summarized in no more than one or two paragraphs. Generally this should be done at the beginning of the paper. Your task here is uncomplicated: tell your reader what the book is about. While reading the book, therefore, you should think about topics and subtopics so that you can state these in a concise manner.

(2) The core of each of your 4 papers is a careful "critical" analysis of the author's thesis or theses. What arguments did the author try to prove? Critical analysis does not mean negative writing. Rather it means that you use your critical facilities to break down into component parts (analyze) the author's interpretation. Your task at this point includes an explanation of how the author reaches his or her conclusion (interpretation, thesis). This should be done by a detailed discussion of the "component parts" of the thesis. What are the significant points in the author's construction of his or her argument? How does he or she connect these points?

These papers should reflect your mastery of English composition. There will be no excuses for misspelled words, misuse of words, errors in syntax, etc. If it becomes apparent that the student has little mastery of English composition, the paper's grade will suffer.

\* A paper should contain only a few direct quotations. Rather than quoting extensively, the writer should be able to master and assimilate the material and to translate it into his or her own words. As one historian has said, "Papers that are simply strings of quotations tied together with a few comments are evidence that the student did not really understand what he was writing about." However, if the precise wording of a given piece of information is crucial to one's paper, then one may profitably quote. If the writing style is striking or amusing, quoting the source is permissible. Otherwise, one should do one's own writing.

\* DO NOT PLAGIARIZE! The literal meaning of plagiarism is "the act of stealing and passing off as one's own the ideas or words of another." In any case, academic dishonesty will not be tolerated. At the first sign of plagiarism the student will receive a grade of "F" for the paper!

### Pronunciation Guide

Ganges River <b>GAN jeez</b> Indus River <b>IN dus</b> Vindhya Mountains <b>VIN dyuh</b> Deccan Plateau <b>DECK en</b>	Ghats <b>GATS</b> Kashmir <b>KASH mir</b> Harappa <b>ha RAHP ah</b> Mohenjo-Daro <b>mo hen jo DAHR oh</b>
<i>Brahmins</i> <b>BRAH mens</b> <i>Kshatriyas</i> <b>KSHA tree ahs</b> <i>Vaisyas</i> <b>VICE yahs</b> <i>Shudras</i> <b>SHOE drahs</b>	Maurya Empire <b>MAWR yah</b> Gupta Empire <b>GOOP ta</b> Mughal Empire <b>MO gul</b> Madras <b>ma DRAS</b>
<i>Bhagavad Gita</i> <b>bah gah vahd GEE tah</b> <i>Ramayana</i> <b>rah mah yah nah</b> Mahabharata <b>mah ah bah rah tah</b>	Shiva <b>SHEE vah</b> Arjuna <b>are JU nah</b> Krishna <b>KREESH nah</b> Sikhs <b>SEEKS</b>

### FURTHER INFORMATION ON EXAMS & PAPERS

Students will have an opportunity to look over their graded exams & papers in class, but I will keep all exams and papers for use in assessment of the VSU History Major.

Midterm Exam	Final Exam
<p><u>EQ1: Geography &amp; Early Peoples to 1000 BCE</u>  Text: Chaps 1-3  Doc: Rig Veda (41-46) in <u>Human Record</u></p>	<p><u>EQ1: Compare “Classical Age” w/ Early Islam</u>  Text, Ch. 7 &amp; pp. 105-106; Docs: Tales (156-159), Images (159-161), Bhaki Sutra (162-166), Shiva (166-167), &amp; Qur'an (207-213)</p>
<p><u>EQ2: Key Developments, 1000-450 BCE</u>  Text: Chap 4 to p. 40</p>	<p><u>EQ2: Islam into India, 700s-1500s</u>  Text: Ch. 8; Docs: Description (282-286) &amp; Deeds (234-235, 239-240)</p>
<p><u>EQ3: Religion, 1000-450 BCE</u>  Text: Chap 4, post p. 40  Docs: Upanishads (62-66), Buddha (69-72), &amp; Questions (72-74)</p>	<p><u>EQ3: Islam &amp; India including Akbar</u>  Text: pp. 121-125 &amp; Ch. 9 ; Docs: Doc-Sati (286-288) &amp; Akbarnama (447-450)</p>
<p><u>EQ4: First Imperial Unification</u>  Text: Ch. 5; Doc: Asoka (136-140)</p>	<p><u>EQ4: Early West Europeans in India</u>  Text: Ch. 10; Doc: Travels (450-452)</p>
<p><u>EQ5: Pol Fragmentation</u>  Text: Ch. 6; Docs: History (143-147) &amp; Gita (66-69)</p>	<p><u>EQ5: Mughal Decline</u>  Text: Ch. 11 &amp; 12 to p. 174; Docs: <b>Library E-Reserve</b> “EQ5_Aurangzeb” (216-220)</p>
<p><del>EQ6: West Europe &amp; India, mid-1700s</del></p>	<p><u>EQ6: West Europe &amp; India, mid-1700s</u>  Text: Ch. 12, post-p. 173; Doc: <b>Library E-Reserve</b> “EQ6_Letter to Pitt” (220-222)</p>
<p><del>EQ7: England &amp; India, 1765-1793</del></p>	<p><u>EQ7: England &amp; India, 1765-1793</u>  Text: Ch. 13</p>
<p><u>Library E-Reserve</u> available online from “Course Reserves” link under “Get It” or “Find It” on Library’s web <a href="http://www.valdosta.edu/library/">http://www.valdosta.edu/library/</a> or via the “Search Course Reserves” link in the GIL Catalog, <a href="http://www.gil.valdosta.edu">http://www.gil.valdosta.edu</a></p>	<p><u>EQ8: England &amp; India, 1793-1848</u>  Text: Ch. 14; Doc: <b>Library E-Reserve</b> “EQ8_Letter on Western Schools” (322-325)</p>
<p><del>EQ9: England &amp; India, 1848-1877</del></p>	<p><u>EQ9: England &amp; India, 1848-1877</u>  Text: Ch. 15-16; Doc: <b>Library E-Reserve</b> “EQ9_British Rule” (325-327)</p>