 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>10-12-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department <u>History</u> College <u>Dorothy F. Schmidt College of Arts and Letters</u>		
Current Course Prefix and Number <u>ASH 4560</u>	Current Course Title <u>Indian Civilization</u>		
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>		Change description to: Introduction to the civilization, culture, states, societies, and religions of the South Asian subcontinent from 2500 BCE through the arrival of European trade companies. Areas covered include the Vedas, Buddhism, Hinduism, the caste system, the Kama Sutra, and Mughal Islam. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</small>	
Effective Term/Year for Changes: <u>Spring 2021</u>	Terminate course? Effective Term/Year for Termination: _____		
Faculty Contact/Email/Phone <u>Douglas McGetchin/dmcgetch@fau.edu/561.799.8226</u>			
Approved by Department Chair <u>[Signature]</u> College Curriculum Chair _____ College Dean <u>[Signature]</u> UUPC Chair <u>Jerry Hakey</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____		Date <u>9/21/2020</u> _____ 10.5.20 _____ 10-6-2020 _____ 10-12-20 _____ 10-12-20 _____ _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



Taj Mahal, Agra, India

Indian [South Asian] Civilization

ASH 4560 001 12496

History Department

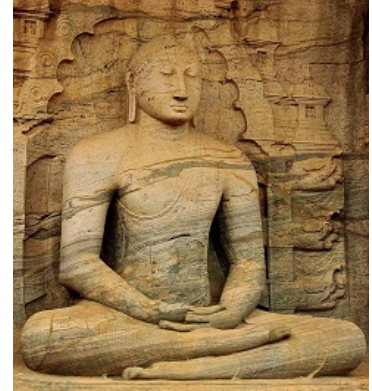
Florida Atlantic University

3 Credit Hours

Course Syllabus

Spring 2021

Fully Online



Buddha, Polonnaruwa, Sri Lanka

Instructor Associate Professor Dr. Doug McGetchin, Ph.D.

Email: dmcgetch@fau.edu [check daily] Teaching Assistant Contact Information (N/A)

Office Hours: On WebEx by appointment Course Prerequisites, Co-requisites: N/A

Office Locations

FAU MacArthur (Jupiter) Campus, SR 255, 5353 Parkside Drive, Jupiter, FL 33458

FAU Boca Campus, AL148, 777 Glades Road, Boca Raton, FL 33431

Syllabus Table of Contents

Course Description/Introduction	2
Course Objectives	2
Modules – Lecture Topics and Readings	3
Course Delivery Mode	4
Required Texts and Materials	4
Technology and Computer Requirements	5
Course Assessments and Assignments	7
Paper Options	8
Grading Distribution and Scale	11
Course Policies	11
Late Assignments Policy	11
Code of Academic Integrity Policy Statement	12
Online Attendance Policy	13
Outside Events (optional)	13
Netiquette and Classroom Etiquette Policy	13
Communication Policy	13
Selected University and College Policies	15
Questions to Consider	16
Possible Paper Topics	16
Further Reading and Films	17
History of South Asia Organizations	18
Outline Worksheet	19
Prospectus and Final Paper Checklist	20

Course Description/Introduction [\[top ↑\]](#)

FAU Catalog Course Description “An introduction to the civilization and culture of the Indian subcontinent from 2500 B.C.E. to the coming of the Europeans. Areas of concentration will include the Hindu state, society and religion.”

More Detailed Course Description

This course looks at the foundation of beliefs, social practices, and political and social history of a sixth of the world’s population. We will examine the span of Indian history from the first civilization that emerged out of the mists of prehistory to the eclipse of the magnificent Mughal empire by the mid-19th century. Many of the world’s great religious traditions, including Hinduism, Buddhism, Sikhism, and Jainism originated in India. We will make a special focus on the religions of the subcontinent, including the native religions and Islam. We will be examining the social, political, and cultural milieu out of which these faiths arose and the dynamic interplay between them.

India is largely known in the West as a complex land of immense beauty and resources, grinding poverty, and mystical wisdom. Orientalist stereotypes, the colonial legacy, and, lately, post-colonial critiques have all played a role in historical approaches to the history of India. Through this course you will gain a better understanding and appreciation for how one does historical analysis. Part of our approach therefore will be not just to learn details about the Indian past, but to gain insight into how scholars, writers, politicians, nationalists, activists, religious leaders, and colonizers have written about that past and contested views about this history. We will not be completely objective (no one can be), but we will aim to be scholarly by gaining an appreciation and deeper understanding for different approaches to this historical material through an honest and thorough appraisal of the evidence we can reasonably gather in our time together.

I expect all of us in this course to approach this material from a variety of perspectives with clear reasoning and historically documented arguments. I want you to be particularly attuned to different approaches to the material, how interpretations of the same event(s) can be very different depending on one’s perspective. One of my main goals in this course is to get you to think critically about the material and engage in these debates about historical events that are still relevant to our lives.

Course Objectives [\[top ↑\]](#)

Upon successful completion of this course, students will be able to:

1. Explain the major themes of the course: a primarily historical analysis of the civilizations and culture of the Indian subcontinent from ancient to European contacts, including political, religious, and social scientific approaches;
2. Produce a well-organized research paper that includes a strong and well-developed thesis;
3. Critically analyze historical primary and secondary sources concerning South Asia.
4. Use critical thinking skills through analysis of historical events;

5. Apply oral, written, and listening communication skills through class participation and completion of exams and writing assignments;

Modules – Lecture Topics and Readings [\[top ↑\]](#)

- 1a. Introduction: Geography and Peoples of the Indian Subcontinent
Reading: Trautmann, 1-15
- 1b. The Indus Valley Civilization (Harappa and Mohenjo-Daro)
Reading: Trautmann, 16-31
- 2a. Aryan Immigration Debate
Reading: Sharma, Arvind. "Dr. B. R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India" *Journal of the American Academy of Religion* 73 (2005): 843-870. Accessed Dec 22, 2017. <http://www.jstor.org/stable/4139922>.
[obtain through FAU library]
- 2b. Vedic Religion and Society
Reading: Embree 3-39; Trautmann, 32-49 [1st ed.: 32-47]
- 3a. Mahavira and Jainism
Reading: Embree, 41-92
- 3b. Siddhartha Gautama and Theravada Buddhism
Reading: Embree 93-152
- 4a. Mahayana Buddhism
Reading: Embree, 153-187
- 4b. The Mauryan Empire and Ashoka
Reading: Trautmann, 50-64 [1st ed.: 48-61]
- 5a. Tantrism: the Thunderbolt Vehicle
Reading: Embree, 188-200; 332-333
- 5b. The Classical Age of the Guptas
Reading: Narayan, 3-61; Trautmann, 65-88 [1st ed.: 62-84]
- 6a. Medieval Kingdoms and Southeast Asia
Reading: Narayan, 62-105
- 6b. Classical Sanskrit Literature
Reading: Narayan, 106-157
- 7a. The Epic *Ramayana*
Reading: Review Narayan, 3-157
- 7b. Sita in *Ramayana*
Film: "Sita Sings the Blues" (2009; animated film adaptation of *Ramayana*)
<http://www.sitasingingstheblues.com/watch.html> [free]
Reading: Narayan, review
- 8a. Hindu Purposes of Life
Reading: Embree, 203-273; Trautmann, 89-106 [1st ed.: 85-101]
- 8b. Hindu Philosophy and Goddess Worship
Reading: Embree, 296-331; Trautmann, 121-131 [1st ed.: 115-126]
- 9a. Hindu Devotion (Bhakti)
Reading: Embree, 274-295, 342-378; Trautmann, 107-121 [1st ed.: 102-115]
- 9b. Classical Indian Art and Architecture
Reading: Trautmann, 126-141 [1st ed.: 131-147]
- 10a. Islam arrives in India

- Reading: Embree, 383-391; Trautmann, 148-154 [1st ed.: 142-148]
- 10b. The Delhi Sultanate and Chola Empire
Reading: Trautmann, 154-159 [1st ed.: 148-153]
- 11a. The Great Mughals: Akbar and Shah Jahan
Reading: Embree, 391-446; Trautmann, 160-165 [1st ed.: 154-159]
- 11b. Aurangzeb versus Shivaji
Reading: Trautmann, 165-168 [1st ed.: 159-162]
- 12a. Sufism
Reading: Embree, 447-489
- 12b. The Sikhs
Reading: Embree, 493-509
- 13a. Portuguese Arrive in the Indian Ocean
Reading: Trautmann, 169-175 [1st ed.: 163-169]
- 13b. The East India Companies: Dutch, French, English
Reading: Trautmann, 175-189 [1st ed.: 169-182]
- 14a. Gandhi and the Indian Freedom Movement
Reading: Trautmann, 190-208 [1st ed.: 183-200]
- 14b. Modern Independent Nations in South Asia
Reading: Trautmann, 209-227 [1st ed.: 201-219]

See Canvas for last day to Drop/Add, Pay without Late Fees, and Drop w/out Receiving an "F"

Time Commitment per Credit Hour This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Delivery Mode [\[top ↑\]](#)

This is a fully online course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. [Link to Office of Information Technology Help.](#)

The course organization has modules that roughly correspond to weeks. Dates and durations for each module may vary so please pay close attention to start and due dates. The course begins with the Start Here Module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

Required Texts and Materials [\[top ↑\]](#)

Embree, Ainslee, ed. *Sources of Indian Tradition*. Vol. 1, 2nd ed. New York: Columbia University Press, 1988. ISBN 9780231066518. \$37.

Narayan, R. K. *The Ramayana*. New York: Penguin, 1972. ISBN 9780143039679. \$14.

Sharma, Arvind. "Dr. B. R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India" *Journal of the American Academy of Religion* 73 (2005): 843-870. Accessed July 1, 2014. <http://www.jstor.org/stable/4139922>. [obtain through FAU library: <http://www.fau.edu/library>]

Trautmann, Thomas. *India: Brief History of a Civilization*. 2nd ed. Oxford: Oxford University Press, 2015. ISBN: 9780190202491. \$25.

Additional readings, video links, and materials may become available on the course through Canvas.

Suggested/Optional Text(s) and/or Materials

Check Canvas.

Technology and Computer Requirements [\[top ↑\]](#)

Minimum Technology Requirements for This Course

In this course you will need the following technology and computer requirements:

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- Microsoft 365 Suite [Link to Download](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Java – [Link to Download](#) and/or [Link to Verify Java](#) on your computer
- Adobe Flash Player: [Link to Download](#) [uncheck boxes before installing]
- Mobile App: Instructions on how to download the Canvas App on an iOS device [Link for iOS Instructions](#) or Android device [Link for Android Instructions](#)

Internet Connection

- Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- To check your Internet speed [click here](#).

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents, etc.).
3. Using email with attachments.

4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

Computer Requirement - Basic computer specifications for Canvas [Link to Specifications](#)

Operating System

- A computer that can run Mac OSX or Win 7.0 or higher.

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

****Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar. ****

By clicking the “Help” tab you will be able to

- Report a Problem
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.

- c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
- d. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (3b-d above). Keep your instructor informed of the status.

Course Assessments and Assignments [\[top ↑\]](#)

Assessments for this course include Syllabus Quiz, Discussions, Reading Quizzes, Examinations, and a Research Paper

Student Introductions and Syllabus Quiz (“Required” category = 0% of final grade, completion required)

You will post an introduction in discussions and take a syllabus quiz. Completion of the syllabus quiz indicates that you have read and agree to all of the information in the course syllabus and the Start Here Module. You can take the syllabus quiz multiple times in order to achieve a score of 100%. Once you have earned 100% on the syllabus quiz and posted your Student Introduction, Canvas will unlock Module 1.

Discussions (10 discussions, 10 points each. “Discussions” category = 15% of total grade)

As part of the course assignments, you will be asked to post an original submission to the module discussion and reply to at least 2 other students’ posts with a substantive response. I want us to create a mutually supportive intellectual environment where we can share ideas with spirited inquiry. I expect everyone to be attentive to and respectful of others’ questions and arguments. College-level writing is expected at all times in this course.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references**). For maximum points, please reference external research or examples as well as the discussion rubrics.

Detailed due dates and times are posted. Late submissions will earn 0 Discussion points. It is important to keep up.

Reading / Lecture Quizzes (10 quizzes, varied points. “Reading/Lecture Quizzes” category = 15% of total grade)

Reading / lecture quizzes appear each week on Canvas. They are open book but timed, with approximately five minutes for each question. I want you to keep up with the reading and lectures, not only because this makes your job much easier studying for the exams, but also because students who have done their reading and listening are much livelier and engaged in

discussion and can better follow what is going on with better quiz grades, participation, and overall class performance. You will also enjoy it more.

Course Examinations (5 exams, varied points. “Examinations” category = 35% of total grade)

- Examinations will be based on readings, lectures, assignments, and class discussions.
- The exams will include multiple choice, true/false, short answer, and/or essay questions.
- Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Good answers will demonstrate that you have read and understood the chapters, and actively participated in discussions.
- Exams will be taken online on Canvas. Tests will be open book, and timed.
- There will be no makeup exams.

Research Paper (Multiple assignments, varied points. “Research Paper” Category = 35% of total grade)

For all papers, make sure you follow the instructions below. Failing to do so will result in a lower grade. There is a handy checklist at the end of the syllabus to make sure you do everything these assignments require.

Paper Options [\[top ↑\]](#)

Choose one of the options below.

1. My Question: Pick an analytical question from a list I provide and propose a good answer to it—a thesis—based on your reading, thinking, and research. You should evaluate the interpretive debates concerning the subject you choose and give your reasons for supporting one interpretation over another. I expect an analytical essay, not merely a descriptive narrative or a compare-and-contrast approach.
2. Your Question: Do a research paper on an analytical question of interest to you. Your question should be answerable, but not definitively; there should be room for debate. The questions could come from the course readings, classroom discussion, or through your own further outside reading.
3. Book Review: Do a book review on a scholarly book I approve in advance. I want it to be an academic book, at least with footnotes or endnotes, and preferably from an academic press. Either bring it to me on campus so I can see it, or email me the author/title (preferably with a URL link giving more details). A good way to find a suitable book is to look in the bibliographies of the course readings. Your assignment is to evaluate critically the book’s main arguments by comparing them with information in the course readings. I want you to analyze the strengths and weaknesses of the book’s treatment of the same material.
4. Historiographical Survey: A historiography is a scholarly survey of the important books and articles written on a topic area. Other than familiarizing your reader with various scholarly approaches to a topic, your essay will examine how these perspectives have changed over time, and how they fit with contemporary cultural, social, and historical

events. For example, how have views of a particular aspect of ancient India shifted from the early 19th century, turn of the 20th century, after independence in 1947, and so on.

5. **Film Review:** Pick two or three films relating to the course and analyze their approaches. If the film is three hours or more, it counts as two. If it is a long (6+ hours) documentary series, you can just do that one series. How does the film reconstruct aspects of the course and cast it in a particular light? On what issue(s) do the films focus, and why? What message(s) do they promote? How accurate are the films? What are some reasons for the films' focus (or fabrications)? I expect a critical review that draws connections between the film and course themes. Be sensitive to when the director shot the film and how contemporary events influenced its production.

Length

- **Prospectus** is 1-2 pages (c. 100-500 words; you may use what you write in the prospectus again for the final paper). This optional assignment is recommended as you will get important feedback that will help you on the final paper. If you choose not to do a prospectus, then your final paper grade will also count as the grade for this assignment in Canvas.
- **Final paper** is 10-12 pages (approximately 2500-3000 words). Page length for the final paper includes the bibliography page(s) and footnotes or endnotes.
- All assignments should be typed, double-spaced, 10 or 12 point font, with one inch margins all around.

Format

- Use either a title page or title block on the first page (only) that contains your name, the course, course instructor, assignment, and date.
- Put your name and a page number on every page. Use the computer's header function and number pagination to let it automatically do this for you.

Structure: Make sure you include all the following elements. There is an Outline Worksheet towards the end of this syllabus. Turn in this completed form with the Prospectus (copy and paste it at the end of your Prospectus document). The main elements on this worksheet that you will also have on the Prospectus and Final Paper include:

1. **Topic and Question:** The topic of your paper and the precise research question that your paper will answer. Your question should be answerable, but not definitively. The questions could come from the course readings or class, or through your own further outside reading for the class. I strongly recommend seeking approval for the topic well before this assignment is due. The more detailed and specific the topic, the better.
2. **Thesis.** Present a question and propose a good answer to it (a thesis) based on your research. You should evaluate the interpretive debates concerning the subject you choose and give your reasons for supporting one interpretation over another. I expect an analytical essay, not merely a descriptive narrative or a superficial compare-and-contrast approach.

3. Evidence that you use to argue for your thesis. See “evidence” and “sources” below for more.
4. Counter-argument. Include a plausible counter-argument and your tentative response to that counter-argument. You may do this at the beginning or end of the paper, although usually it makes sense to do so at the beginning of the paper.
5. Topic Sentences. Topic sentences at the beginning of each paragraph should reflect the main idea of that paragraph. Periodically, topic sentences should advance the overall argument of the paper by referring back to the thesis.
6. Significance. Make a claim in the conclusion about the importance of your thesis, your paper’s overall argument. Explain why a skeptical reader with “so what?” on her mind should be interested in your paper. What new point are you making to the ongoing debate about your topic?

Evidence: Be objective by fairly considering multiple approaches to the topic, even though you will be arguing for only one with your thesis. Consider as much of the evidence as you can before drawing conclusions, and be open to changing your mind as you are doing your research and compiling your evidence. Be sure to include *citations* (in footnotes or endnotes [not both]) when you introduce facts, ideas, and arguments (not just quotations) drawn from sources you have read. Use block quotations for those over four lines, but avoid if at all possible—break up lengthy quotations. To cite your sources you must use Chicago/Turabian style. For details about how to cite properly, see Canvas. Some more in-depth useful references:

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th ed. Boston: Bedford/St. Martin’s, 2012.
- Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007.
- *The Chicago Manual of Style*. 16th edition.
<http://www.chicagomanualofstyle.org/home.html>.

Sources: Make use of the course readings as well as outside scholarly, non-internet sources, unless you are doing a review, in which case you only need the book you are reviewing and at least two (2) scholarly reviews, preferably from academic journals. The prospectus and final paper each require at least five (5) outside sources; you may use the same sources for each. See the FAU library databases and web site for links to obtain book reviews.

Composition: I expect your writing to be clear and grammatically correct. Clarity, concision, careful editing, intelligent argument, and convincing use of evidence are even more important than length. Polished final work results from working ahead of time, multiple drafts, and careful editing.

Honest Work: Write using your own words and avoid close paraphrasing. Plagiarism will result in automatic failure of the paper and most likely the course as well. Your paper is subject to plagiarism screening to check for plagiarism; see separate section further below for details. If

clear, I will then make comments and turn your paper back to you electronically on Canvas, where you will be able to download a copy of your graded paper after I notify you it is ready.

Pick a Topic Early: I look forward to discussing your project with you. If you are unsure of what topic you would like to examine, review the syllabus, course readings including their bibliographies, and your instructor.

Turn in on Time: Completing assignments requires uploading an electronic version on Canvas on or before the day and time the paper is due. If you turn in an assignment late, you will lose one grade per day or fraction thereof (including weekends). This lateness penalty breaks each 24-hour period into thirds, so if the paper is due at 11:59pm, then if you get it in 12:00am – 7:59am, it will be 1/3 off; 8:00am to 3:59pm the next day, 2/3 off; 4:00pm to 11:59pm the next day, a full grade off, and so on. I will grant extensions and alternate exams without prior approval and without a reduction of your grade only in cases of severe, documented illness or extreme crisis in one’s immediate family. Back up your computer files; I recommend a cloud backup and multiple other backups. While I sympathize about various life challenges, you still have responsibilities to school that I expect you to fulfill.

File Name: Before you submit your work, rename the file as follows:

 LastnameFirstname_ASH4560Sum2020_assignment.

 Examples:

- SmithSally_ASH4560Sum2020_Prospectus
- ShahRukhKhan_ASH4560Sum2020_FinalPaper

Grading Distribution [\[top ↑\]](#)

Your final grade will be based on the following weighted distribution:

Discussions	15%
Reading/Lecture Quizzes	15%
Examinations	35%
Research Paper	35%
Required (syllabus quiz,	0%
Total	100%

Grade Scale

Total Points	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Course Policies [\[top ↑\]](#)

Late Assignments Policy [\[top ↑\]](#)

All module materials are due at 11:59pm on Sunday night at the end of each module, unless otherwise indicated. You must satisfy all course requirements to pass the course, including taking all exams and turning in all papers. If you have a schedule conflict, let me know early. Paper assignments turned in late lose 1/3 of a grade per eight hours (i.e. a full grade per day) (including weekends). For all other assignments, (exams, quizzes, discussion board posts, and group exercises) complete by the due date/time, or get a zero.

Extensions and alternate exams without prior approval and without a reduction of your grade will be granted only in cases of documented illness or extreme crisis. Many need deadlines to provide motivations to work, but do not wait until the very edge of the deadline; give yourself a buffer so if there is a technical problem or some other issue, there will be time to fix it.

Your ability to express yourself precisely and thoughtfully when contributing to the class will be an important element in your course grade, whether in discussions, debates, exams, papers, or emails. All written work must be typed, double-spaced (in papers, not discussion boards), and in 10 or 12 point font.

Make-up Policy for Tests N/A

Incomplete Grade Policy

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

Code of Academic Integrity Policy Statement [\[top ↑\]](#)

By taking this course, you are agreeing to submit your assignments to electronic plagiarism screening for textual similarity review for the detection of plagiarism. All submitted papers will be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers. For more information, see <https://community.canvaslms.com/docs/DOC-3119>. Usually students who plagiarize often do so out of last-minute desperation. Start your work ahead of time. If all else fails, it is better to turn a paper in late with a penalty than to turn in plagiarized work and fail the entire class.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

[Plagiarism](#) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to

acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion posts and other written and oral presentation assignments. If in doubt, use quotation marks around exact borrowed language, and cite your source!

Online Attendance Policy [\[top ↑\]](#)

Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussions, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Outside Events Reports (optional) [\[top ↑\]](#)

You can earn up to 10 additional participation points (up to five points each event) by attending any class-related lecture, outside speaker, museum, etc. and then writing a short 1-2 page reflection paper on the main ideas expressed in the event or exhibition, linking them to the course, and turning it in within three weeks of the event. The FAU history department has the O'Sullivan and Larkin lecture series, for example. If you find out about other events and speakers, share them with the class and me on the Outside Events course Wiki page (you are NOT limited to the events listed on that page).

Netiquette and Classroom Etiquette Policy [\[top ↑\]](#)

Netiquette [\[top ↑\]](#)

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on Netiquette](#).

Classroom Etiquette/Disruptive Behavior Policy Statement [\[top ↑\]](#)

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct: [Link to Student Conduct Policy](#)

Communication Policy [\[top ↑\]](#)

Expectations for Students

- Announcements: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- Email: You are responsible for reading all of your course email and responding in a timely manner.
- Course-Related Questions: Post course-related questions to the FAQ discussion forum. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

Instructor's Plan for Classroom Response Time & Feedback

- Email Policy: Except for Saturdays, Sundays, and holidays, I will typically respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion forum within the course.
- Assignment Feedback Policy: I will provide feedback on submitted assignments within one week of the submission date. Some longer assignments (e.g. final paper) may require a longer review period, but I will communicate to you if it will be longer than a week to get feedback to you.
- Course-Related Questions: Answer within 48 hours except weekends and holidays.

Support Services and Online Resources

Office of Information Technology Online Help Desk	https://helpdesk.fau.edu/TDCClient/Home/
FAU Libraries	http://www.fau.edu/library/
Center for Learning and Student Success	http://www.fau.edu/class/
University Center for Excellence in Writing	http://www.fau.edu/UCEW/
Math Learning Center	http://www.math.fau.edu/mlc/
Office of Undergraduate Research and Inquiry	http://www.fau.edu/ouri/
Student Accessibility Services	http://fau.edu/sas/
Office of International Programs and Study Abroad	http://www.fau.edu/goabroad/
Freshman Academic Advising Services	http://www.fau.edu/uas/index.php

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of professors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.

- To establish and enforce reasonable behavior standards in each class.
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Your professor reserves the right to adjust this syllabus as necessary.

Selected University and College Policies [\[top ↑\]](#)

Accessibility Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, SU 133 (561-297-3880), Davie, LA 203 (954-236-1222), and Jupiter, SR 110 (561-799-8585) campuses and follow all SAS procedures. For additional information, please see: [Link to Student Accessibility Services](#). [\[www.fau.edu/sas\]](http://www.fau.edu/sas)

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room SU133, (561) 297-3880, TDD (561) 297-0358.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider using FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment.

Drops/Withdrawals

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](#)

Questions to Consider [\[top ↑\]](#)

Get curious! This course provides a chance for you to explore and learn. Here is a list of questions to help you expand your mind. Make your own list as we go through the course, and share it with us.

- Why study India? What does it have to offer us?
- How do the physical features of South Asia affect its people and events?
- What significance did the discovery of the Harappan Civilization have for the study of India?
- What are Jainism and Buddhism and how did they develop?
- What continuities and discontinuities did Buddhism have with Vedic culture?
- What was the significance of *Ahimsa* (non-violence) in Indian Civilization?
- What is a Bodhisattva vow and what does it tell us about the development of Buddhism?
- What can we learn about politics by studying the *Arthashastra*?
- What did Buddhism have to do with the Emperor Asoka's vow to forsake violence?
- How did the caste system develop, and how does it work?
- What differences does South India have from North India?
- What influence did Indian Civilization have on the rest of Asia? On Africa and the Near East?
- What kind of interaction did Muslims have with the Hindu population?
- How successful was the Mughal emperor Akbar's approach to religion?
- How significant was the role Europeans played in Mughal history?
- What role have Sikhs played in Indian history?
- How does Indian civilization contrast with the West? With other Asian cultures?

Possible Paper Topics [\[top ↑\]](#)

See footnotes and bibliographies of the course readings and course materials for further ideas, as well as the library. Other possibilities include (but are not limited to):

- Historical Controversies
The Aryan Invasion Theory and the Discovery of the Harappan Civilization
- Religion
The Vedic Gods: The Buddha as a Revolutionary Figure
Muslims and Hindus: A Legacy of Conflict or Cooperation?
The Importance of Early Muslim Contact with South Asia
The Hindu and Muslim Influence on Sikh Religion, and/or vice versa
The Significance of Goddess Worship in South Asia
- Literature

The *Bhagavadgita* as a part of the *Mahabharata*

The Bhagavad Gita According to Gandhi

The Art of Love as Depicted in the *Kama Sutra*

The Influence of the *Ramayana* in Southeast Asia

Love Song of the Dark Lord

- Global Connections

Angkor Wat and the Influence of Indian Civilization on Southeast Asia

The Silk Road and Chinese Monks: Buddhist Influence in China and the Far East

William Dalrymple, *White Mughals: Love and Betrayal in Eighteenth-Century India*

Goa and the Portuguese in India

The East India Companies: Dutch, English, French, etc.

- Society

Holy Cow: The History of a Hindu Icon from Krishna's Gopi herding women to Gaurakhshini Sabhas (Cow Protection Societies) of the 1880s

Akbar and Mughal Approaches to Indian Society

The Bindu: The Cultural, Artistic, and Social History of the Third Eye

The Origins of the Indian Caste System

Women and Sati: Widow Burning as an Exercise in Patriarchy

Krishna and Radha as the Ideal Couple: Implications for South Asian Society

- Transformations

Ashoka Maurya: The Pacifist Emperor?

- Viswamithra in the *Ramayana*: A Warrior who became a Sage

... and many more ...

Further Reading and Films [\[top ↑\]](#)

See lecture slides.

Hathi Trust Digital Library: <https://www.hathitrust.org> [a great online source for millions of books]

Fordham Univ. Internet Indian History Sourcebook: <https://sourcebooks.fordham.edu/india/indiasbook.asp>

Overviews of India

Keay, John. *India: A History*.

Kulke, Hermann and Dietmar Rothermund. *A History of India*.

Robb, Peter. *A History of India*.

Sardesai, D. R. *India: The Definitive History*.

Stein, Burton. *A History of India*.

Thapar, Romila. *A History of India*.

Wolpert, Stanley. *India*.

Adluri, Vishwa and Joydeep Bagchee. *The Nay Science: A History of German Indology*.

Bhagavan, Manu and Anne Feldhaus. *Claiming Power from Below: Dalits and the Subaltern Question in India*.

Burton, Richard. *Goa and the Blue Mountains*.

Clark, J. J. *Oriental Enlightenment: The Encounter between Asian and Western Thought*.

Collingham, Lizzie. *Curry: A Tale of Cooks and Conquerors*.

Dalrymple, William. *White Mughals: Love and Betrayal in Eighteenth-century India*.

Das, H. H. *The Norris Embassy to Aurangzib*.

Droit, Roger-Pol. *The Cult of Nothingness: The Philosophers and the Buddha*.

Elisseeff, Vadime. *The Silk Roads: Highways of Culture and Commerce*.

Flood, Gavin. *An Introduction to Hinduism*.

Gottlob, Michael. *Historical Thinking in South Asia*.

Habib, Irfan. *Confronting Colonialism: Resistance and Modernisation under Haidar Ali and Tipu Sultan*.

Hawley, John Stratton. *Sati: The Blessing and the Curse: The Burning of Wives in India*.
Hobson, John M. *The Eastern Origins of Western Civilisation*.
Inden, Ronald. *Imagining India*
Jain, Andrea. *Selling Yoga: From Counterculture to Pop Culture*.
Kopf, David. *British Orientalism and the Bengal Renaissance*.
Lawson, Philip. *The East India Company: A History*.
Michaels, Axel. *Hinduism: Past and Present*.
Morris, Jan. *Stones of Empire: The Buildings of the Raj*.
Müller, F. Max. *India: What Can it Teach Us?*
Rahula, Walpola. *What the Buddha Taught*.
Nehru, Jawaharlal. *The Discovery of India*.
Robb, Peter, ed. *The Concept of Race in South Asia*.
Subramanian, Laksmi. *History of India, 1707-1857*.
Subramanian, Laksmi. *Medieval Seafarers of India*.
Shah, Raj. *Chronology of Hinduism*.
Sharp, Gene. *Gandhi as a Political Strategist*.
Singh, Upinder. *Political Violence in Ancient India*.
Singleton, Mark. *Yoga Body: The Origins of Modern Posture Practice*.
Thackston, Wheeler, trans. *The Baburnama: Memoirs of Babur [1483-1530 CE], Prince and Emperor*.
Thapar, Romila. *Early India: From the Origins to AD 1300*.
Trautmann, Thomas. *Aryans and British India*.
Wagner, Kim. *Stranglers and Bandits*.
Wood, Michael. *The Story of India*. [BBC, video, six parts]
Veer, Peter van der. *Imperial Encounters: Religion and Modernity in India and Britain*.

History of South Asia Organizations [\[top ↑\]](#)

For further study consider following these organizations and the publications of their members.

Jawaharlal Nehru Univ., New Delhi, India, Centre for Historical Studies	https://www.jnu.ac.in/sss/chs-mainhistory
Univ. of Oxford, UK, India-Oxford Initiative	http://www.ox.ac.uk/about/international-oxford/asia-south-and-central/india
Univ. of Delhi, India, Department of History	http://www.history.du.ac.in/web3
Univ. of Calcutta, India, Department of South and South East Asian Studies	https://www.caluniv.ac.in/academic/department/Sseas.html
Univ. of California, Berkeley, Institute for South Asia Studies	https://southasia.berkeley.edu
Univ. of Chicago, Committee on Southern Asian Studies (COSAS)	https://southasia.uchicago.edu/about
Univ. of Heidelberg, Germany, South Asia Institute	https://www.sai.uni-heidelberg.de/en
Univ. of Wisconsin-Madison, US, Center for South Asia	https://southasiaconference.wisc.edu
Columbia University, New York, US, South Asia Institute	https://sai.columbia.edu/south-asia-studies-program
World History Association	https://www.thewha.org
Association for Asian Studies	https://www.asianstudies.org

Fulbright U.S. Student Program	https://us.fulbrightonline.org
--------------------------------	---

Please let me know if any of these links need updating.

Outline Worksheet

The purpose of this worksheet is to put your essay in a larger scholarly context. Your outline should go beyond this bare-bones approach, not simply copying the language of this worksheet and filling in the blanks. Instead, come up with your own careful phrasing to express the sections set forth below. However, this worksheet is a reliable guide for critical thinking which will provide a clear, useful structure for your paper. Your argument might call for a different way of organizing your presentation; if so, make sure you still have a question, thesis, counter-argument, and significance.

On the topic of _____

the following question remains open to debate: _____

This question has several plausible answers. For example, some scholars such as _____ and _____ (etc.) have claimed that _____

Other scholars such as _____ and _____ (etc.) argue persuasively that _____

[Add more discussion of contrary interpretations, as necessary]

While the above answers are plausible, they have several weaknesses. These include: _____

I believe the correct answer to this question is as follows: _____

The answer I propose is preferable because: _____

My answer addresses the weaknesses identified in above in the following ways: _____

My thesis is supported by the following item of evidence: _____

(Reference: _____)

My thesis is also supported by: _____

(Reference: _____)

My thesis is further supported by: _____

(Reference: _____)

[Add more, as required]

My thesis is significant because it modifies and/or adds to current thinking on this topic in the following way(s): _____

Prospectus and Final Paper Checklist

<u>Topic</u>	<u>Prospectus [50 max]/ Final Paper [250 max]</u>
I. Content and analysis	<u>18 90</u>
Paper has a title?	YES/NO 1 5
Paper states a clear, debatable question?	YES/NO 3 15
Paper has a clear thesis?	YES/NO 5 25
Is the paper's plan to defend the thesis clear in the introduction?	YES/NO 3 15
Paper has a counter-argument that the author raises and then argues against?	YES/NO 2 10
Is the point of the paper clear—does the thesis hold up?	YES/NO 1 5
Does author summarize and emphasize points properly in the conclusion?	YES/NO 2 10
Is the paper persuasive?	YES/NO 1 5
II. Sources	<u>9 50</u>
Has the writer cited and used five outside scholarly sources?	YES/NO 5 30
Is the evidence good enough for this assignment?	YES/NO 2 10
Author incorporated enough range of sources to add sufficient perspective to the paper?	YES/NO 2 10
III. Style: writing, grammar, and form of citations and bibliography.	<u>23 110</u>
Paper: turned in on time	YES/NO 1 5
[-2 prospectus, -24 final paper, per day late (divided by 1/3 each 8 hours = -1/hour)]	
is free of plagiarism	YES/NO 2 10+
prospectus is 1-2 pp (300-600 words), final paper 10-12 pp (2500-3000 words)	YES/NO 1 5
[per page missing: -1 prospectus, -5 final paper]	
is double spaced	YES/NO 1 5
is in 10 or 12 font	YES/NO 1 5
has one inch margins on top, bottom, left, and right	YES/NO 1 5
has title block on first page (or title page)	YES/NO 1 5
has a bibliography	YES/NO 2 10
has last name and page number on each page, in header	YES/NO 1 5
Sources are in Chicago style (Turabian/Rampolla) in bibliography, footnotes/endnotes.	YES/NO 3 15
First (topic) sentence of each paragraph represents the main idea in each paragraph?	YES/NO 2 10
Does the writing flow naturally?	YES/NO 2 10
Avoided grammatical mistakes?	YES/NO 1 5
Avoided passive voice	YES/NO 1 5
Comma usage correct	YES/NO 1 5
Avoided forming plurals with apostrophes	YES/NO 1 5
Avoided using contractions	YES/NO <u>1 5</u>
	50 250

Additional Comments:

Grade: