

Introduction to Medieval India

History 3555
Benjamin Cohen, Professor
Fall 2017, 3 Credits
BUC Rm. 208. 11:50-12:40 (MWF)

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Course Description

This course explores India from the 8th to the early 18th century. This is the time marked by the arrival and establishment of Islam in the region. In the east and west of India, many individuals converted to Islam, and these areas today are Pakistan and Bangladesh. Hinduism also evolved during this period while Buddhism largely disappeared from everyday India. Great empires rose and fell, for instance, in south India the Vijayanagar kingdom practiced a form of Indo-Islamic rule, while the Mughals in the north would unite most of India for the first time in millennia. By the sixteenth century, a new faith, Sikhism arose and would become a major world religion. By the eighteenth century, Europeans had established their trading company outposts on Indian shores marking a new point in Indian and global history.

Course Objectives

The course objectives include a basic understanding of India's history from the 8th to early 18th centuries. This includes knowledge of Islam and Sikhism, as well as the historical outlines of major empires that ruled India during this time.

Teaching and Learning Methods

This class is a mix of lecture, discussion, and written assignments (quizzes and papers). Quizzes will check on reading comprehension as well as class lecture. Writing assignments will be graded not only on topic, but also on execution i.e. how well it is written. If we do not finish a topic in lecture, regardless, you are responsible for the material – in other words, keep up with the reading.

Evaluation Methods and Criteria

Students will be evaluated through writing assignments, quizzes, and class participation.

Course Assignments

The course has the following assignments:

Quizzes 1-6: each 10%

Primary source analysis: 15%

Article review: 15%

Attendance and participation: 10%

Numerical grades have the following letter equivalent. A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62.

Students may ask to have a grade reconsidered. A typed and signed explanation must be accompanied by the original graded work within three days of when the assignment was returned. Grades are subject to being raised or *lowered*.

Letters, friends, tweets, blogs and e-mails

Students often need letters of recommendation. I will not write a letter unless you have a "B" average or higher in the course, and this is your second course with me, having received a "B" or better in the first course.

Please do not "friend" me through any social media websites - I will not respond. Please do not tweet or blog about the contents of the course - your words could have serious consequences for yourself, the class, and the professor.

E-mail is the best way to reach me. If you do not receive a reply from me within 36 hours, try again! E-mail is good, but never perfect.

Required texts

1. *India Before Europe*. Catherine B. Asher and Cynthia Talbot. Cambridge University Press, 2006.
2. *Sources of Indian Tradition. Second edition. Volume One. From the Beginning to 1800*. Ainslie T. Embree, ed. Columbia University Press, 1988.
3. *Akbar*. Andre Wink. OneWorld Press, 2009.

The books are available at the Marriott Library Reserve desk on two-hour reserve. Other readings available through Canvas.

Calendar, topics, readings, and assignments.

Week 1:
Introductions

Week 2:
Chronology and Geography
India Before Europe. pp. 1-18

Week 3:
India to 700

Quiz 1.

Week 4:

Islam; Islam in India

India Before Europe. pp. 18-24.

Sources, Islam: pp. 379-382, Chapters 14. pp. 447-454

Primary Source Material Distributed In Class.

Week 5:

The Delhi Sultanates

India Before Europe. Chapter 2, "The expansion of Turkic power, 1180-1350"

Quiz 2.

Week 6:

The South

India Before Europe. Chapter 3, "Southern India in the age of Vijayanagara, 1350-1550"

Primary Source Analysis Due

Week 7:

The North

India Before Europe. Chapter 4, "North India between empires: history, society, and culture, 1350-1550."

Week 8: Fall break. No class.

Week 9:

The North continued.

Quiz 3.

Week 10:

European Companies and arrivals in India.

Akbar Chapters 1-4.

Week 11:

Mughals

Akbar Chapters 5-8

India Before Europe. Chapter 5, "Sixteenth-century north India: empire reformulated." (read pp. 115-123)

Quiz 4.

Week 12:

Mughals

India Before Europe. Chapter 5, "Sixteenth-century north India: empire reformulated." (read pp. 124-151) and Chapter 6, "Expanding political and economic spheres, 1550-1650"

Article Review Due.

Week 13:

Mughals

India Before Europe. Chapter 7, "Elite cultures in seventeenth-century South Asia" and Chapter 8, "Challenging central authority, 1650-1750"

Sources. "Mystical Poetry and Popular Religion" pp. 483-489.

Quiz 5.

Week 14:

India Before Europe. Chapter 9, "Changing socio-economic formations, 1650-1750"

Sources, Sikhism, Chapter 16.

Week 15:

India after the Mughals

(Continued from Week 14), and "Epilogue."

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Week 16:
Conclusions.

Quiz 6.

Faculty Responsibilities, ADA Statement, and Accommodation:

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a *preference*, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty must strive in the classroom to maintain a climate conducive to thinking and learning. PPM 8-12.3, B. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. PPM 8-10, II.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations."
(www.hr.utah.edu/oeo/ada/guide/faculty/)

"Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf."

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

[This syllabus was prepared in accordance with the Undergraduate Council Syllabus Guidelines, 2008.]