



5. Develop a deeper understanding of the dynamics of Indian-American relations, and become aware of the complexities involved in those relations.
6. Become familiar with and sensitive to problems currently faced by India educationally, economically, socially, and environmentally--and better comprehend the manner in which the Indians are attempting to resolve those problems.
7. Become familiar with development as it is occurring in India and nurture an understanding of the ways in which development has affected Indian life--socially, educationally, and environmentally.
8. Prepare students for study travel to India and Nepal.
9. Reflect on pre- and post- study tour conceptions of Indian society.

### Lecture/Discussion Topics

#### Spring Semester 2013 – Academic Preparation and Orientation for India and Nepal Study Tour

Friday, 11 January 2013

Introduction and Study Tour Overview

Friday, 18 January 2013

Foundations of Indian Society: Indus Valley, Aryans, Mauryan and Gupta Empires

Tammita-Delgoda, *India*, pp. 1-90

CD India Reader: Wm. Theodore de Bary, ed., *Sources of Indian Traditions*, Brahmanism

Friday, 25 January 2013

India's Religions: Jain, Hindu, Buddhist, Sikh, Islam

Narayan, *Ramayana*

CD India Reader: de Bary, ed., *Sources of Indian Traditions*, Jainism; Buddhism: Theravada and Mahayana; Hinduism: Dharma, Artha, Kama, Moksha

Saturday, 26 January 2013

Field trip to Bharatiya Hindu Temple, Delaware Co., 3671 Hyatts Road

History and Culture of Vraj-Broomi: The Land of Krishna – Prof. Chaturvedi

Friday, 1 February 2013

From the Guptas to the Mughals

Narayan, *Ramayana*

Friday, 8 February 2013

Mughal India and British Raj

Tammita-Delgoda, *India*, pp. 91-180

CD India Reader: de Bary, ed., *Sources of Indian Traditions*, Islam: in India, Sufism, Muslim Rulers in India, Ideal Social Order

**Due:** R. K. Narayan, *Ramayana* **essay**

Friday, 15 February 2013

Mughal India and British Raj

Tammita-Delgoda, *India*, pp. 91-180

CD India Reader: de Bary, ed., *Sources of Indian Traditions*, Islam: in India, Sufism, Muslim Rulers in India, Ideal Social Order

Friday, 22 February 2013

Office of International Affairs Presentation by Grace Johnson, Director, Study Abroad

Tammita-Delgoda, *India*, pp. 91-180

CD India Reader: de Bary, ed., *Sources of Indian Traditions*, Islam: in India, Sufism, Muslim Rulers in India, Ideal Social Order

Friday, 1 March 2013

20<sup>th</sup> Century India and Gandhi

Tammita-Delgoda, *India*, pp. 181-244

M. K. Gandhi, *An Autobiography*

CD India Reader: de Bary, ed., *Sources of Indian Traditions*, Opening India to the West; Nationalism: Moderate, Extremist, Islamic; Six Paths to India's Future: Tagore, Gandhi, Nehru

CD India Reader: Contemporary India – Social, Economic, and Political

Friday, 8 March 2013

Catch-up Day

Friday, 15 March 2013 – Spring Semester Break

Friday, 22 March 2013

Gandhi

M. K. Gandhi, *An Autobiography*

CD India Reader: de Bary, ed., *Sources of Indian Traditions*, Opening India to the West; Nationalism: Moderate, Extremist, Islamic; Six Paths to India's Future: Tagore, Gandhi, Nehru

CD India Reader: Contemporary India – Social, Economic, and Political

**Film:** Lage Raho Munna Bhai – 2 ½ hrs

Friday, 29 March 2013

Examination

Friday, 5 April 2013

Final Preparations for Departure

CD India Reader: Paul Fussell, "From Exploration to Travel to Tourism"

M. K. Gandhi, *An Autobiography*

Friday, 12 April 2013

Contemporary Political, Economic, Social, and Cultural Issues – Prof. Christie

CD India Reader:

**Due:** M. K. Gandhi, *An Autobiography* essay

Friday, 19 April 2013

Peace and Conflict in India – Prof. Christie

CD India Reader:

**29 April – 15 May 2013 – May Term India and Nepal Study Tour**

**May Term 2013 – post-India and Nepal Study Tour: Application, Review, and Reflection**

Wednesday, 15 May – Free Day  
Thursday, 16 May – Work on Journal Essays  
Friday, 17 May 2013 – Work on Journal Essays  
**Class Meeting:** Debriefing and Review

Monday, 20 May 2013 – Work on Journal Essays

Tuesday, 21 May 2013 – **Due:** Draft Journal Essays  
**Class Meeting:** Discuss Study Tour Issues related to journals and Reflection Essay

Wednesday, 22 May 2013 – Work on Reflection Essay

Thursday, 23 May 2013 – Work on Reflection Essay

Friday, 24 May 2013 – Work on Reflection and Journal Drafts returned

Monday, 27 May 2013 – Memorial Day

Tuesday, 28 May 2013 – Work on Journal Essays and Reflection Essay

Wednesday, 29 May 2013 – Work on Journal Essays and Reflection Essay

**Due on Wednesday, 29 May:** Journalist of Days essays

Thursday, 30 May 2013 – Work on Reflection Essay

Friday, 31 May 2013

**Due:** Reflection Essay and daily field journal due. This will constitute the Final Exam in this course.

### **Important Notices**

The requirements for this course may be modified at the discretion of the instructor. In particular, extra assignments may be added to give you sufficient opportunity to perfect the needed skills. Changes to the syllabus will be announced in class. Students who fail to attend class are responsible for knowing about completing and submitting these assignments. Supplements to this syllabus, handed out over the course of the quarter, are to be considered part of the original syllabus.

According to department policy, students must be officially enrolled in the course by the end of the second week of the quarter. No requests to add the course will be approved after that time. Enrolling officially and on time is solely the responsibility of each student.

All cell phones, pagers, and electronic devices must be turned-off and placed in closed book bags out-of-sight.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

See this web site for information on plagiarism and writing handouts: <http://cstw.osu.edu/> especially at [http://cstw.osu.edu/writing\\_center/handouts/index.htm](http://cstw.osu.edu/writing_center/handouts/index.htm)

Here is a direct link for discussion of plagiarism:  
[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu/>

Be forewarned that cases of academic misconduct will be pursued with the appropriate University committee.

### **Students with Disabilities**

Just as cultures differ from country to country, so do perceptions of disability and accommodations. Some countries may have a wide range of services for students with disabilities, others may rely on peer or family support, and some may have limited disability accommodations available. The most important quality for any study abroad participant is flexibility and an open mind. As a study abroad student, you are going overseas to experience a different way of life, which may also include a different way of dealing with your disability.

If you are a student who requires academic accommodations through the Office of Disability Services, you **MUST** communicate this to OIA and your resident director or host institution, so that we have an opportunity to consider alternative ways to meet those needs. Your study abroad coordinator and an Office for Disability Services counselor can assist you in determining the type of accommodations possible for your program and what other considerations you ought to think about before studying overseas.

Websites of interest:

**Office for Disability Services:** [ods.osu.edu](http://ods.osu.edu)

**Mobility International USA:** [miusa.org](http://miusa.org)

### **Required**

Spring Semester 2013 students will write an essay on a question based on R. K. Narayan, trans., *Ramayana* and write an essay based on M. K. Gandhi, *An Autobiography*

May Term 2013 students will keep and submit a field journal, write a “diarist of the day(s)” essays for the group journal, write a reflective essay, and participate in discussions.

#### 1. Study Tour Daily Field Journal

Collect observations, related to your trip and topic. Record of sites visited and information provided by guides, etc. An anecdotal journal is the best way to keep track of your observations. This will provide information to use later in your reflective essay and journal essays. Use a tape recorder to get an oral record of what was said in addition to your daily notes—this will help you reconstruct the events of the day.

Keep a daily reflective journal during your trip. Journals are of limited value if you just list your daily activities. To gain the full benefit, you need to reflect on what has taken place. For example, consider what you learned in the field (what seemed most important, what surprised you? etc.); then relate this to classroom learning experiences, such as events, themes, concepts, and viewpoints. Your journal must cover the entire journey in India.

2. Study Tour Journalist of the Day(s)

Each student participant will be assigned responsibility for recording the group's travel experiences for two travel days. The polished version will be submitted to V. Steffel in May Term, who will then produce the group journal for distribution to all participants. Models will be shown to class.

3. Reflective Essay

Upon return, write a 5-page reflective essay that draws from your field journal and course materials. Submit that reflection essay and your entire study tour journal.

What did you expect to find and see when you went to India? What did you actually find and see? Or how did you imagine India before the trip and what was the reality you found? What new understanding or perspective of India do you now have?

Suggested Reflective Essay Topics Related to Indian society:

Varanasi in Indian History and Hinduism

Hinduism in Indian Society

Buddhism in Indian Society

Islam in Indian Society

Gandhi and the Independence Movement

Social Inequalities: Causes and consequences

Causes and consequences of major conflicts between groups in India

Hindu – Muslim Relations: Sources of conflict and peaceful relations

4. Photographic Record of Study Tour

On return from India and Nepal we will share our photographic record. Create a DVD or CD of all your photos and submit them to the instructor. A master collection will be created for all to use.

**Evaluations**

Each student will be evaluated on essay, daily field journal, reflective paper, and class and trip discussions.

Papers will be evaluated for use of evidence, effectiveness of argument, effectiveness of presenting historical interpretations, effectiveness of citations of information, and overall quality.

When you register for this course, you obligate yourself to be present at the appointed place for the entire duration of each class and the study tour, to actively participate, and to contribute to a positive class climate. The instructor cannot acknowledge any other need as detracting from this obligation. Each absence will result in a deduction of 12 points in calculating 'Class Participation' grade.

## Academic work on which course grade is based for Spring Semester 2013:

Essay – R. K. Narayan, <i>Ramayana</i>	33% - 100 pts
Essay – M. K. Gandhi, <i>An Autobiography</i>	33% - 100 pts
Class Participation – pre-Study Tour	17% - 50 pts
Exam	17% - 50 pts

## Academic work on which course grade is based for May Term 2013

Field Journal	15% - 50 pts
Journalist of the Day(s)	30% - 100 pts
Reflective Essay	30% - 100 pts
Photographic Record	15% - 50 pts
Class Participation – post-Study Tour	10% - 30 pts

## Grade Scale:

A => 95%	A- => 90%	
B+ => 85%	B => 80%	B- => 75%
C+ => 70%	C => 65%	C- => 60%
D => 50%	E =< 49%	

## General Guidelines for all papers:

- Each paper should be typewritten with 12 point type, and double spaced.
- Your name, course identification, and date should be in the upper left hand corner of first page.
- The title of the paper should follow.
- There is no need for a cover page or any kind of folder--just staple the paper.
- Papers are due at the beginning of class.
- Any paper handed-in after the beginning of class will be considered late.
- Use Strunk and White for style.
- For writing assistance, please go to the Academic Skills Lab – Morrill Hall 216.

\* Please note that there may be necessary changes to the syllabus and any discrepancies or typographical errors will be corrected in class.

v4-jan2013

## History 2798 Essay Guidelines

### READ THESE INSTRUCTIONS CAREFULLY!

One component of your paper grade will be based on the content. You must develop your own arguments and support them with evidence from the readings. **DO NOT USE QUOTATIONS;** put the author's points into your own words. Each paper will require careful thought on your part. Simple regurgitation of the material will not suffice. To do a good job on these papers, you will need to do more than just restate what the readings say. Draw the ideas together. Look for deeper issues, and give your interpretation based on the content of the readings.

Another component of your paper grade will be based on your writing. The paper should have a brief introduction **with a thesis statement**, a body, and a brief conclusion. Work your answers into as seamless a narrative as possible. Pay attention to sentence and paragraph structure, grammar, spelling, diction, and punctuation. Historians write using past tenses: so, **please write in the past tense**. Have a friend read through the text for you; anything that is not clear to him or her probably needs to be revised. Leave time for **at least** one complete revision; two or more would be a better idea. Use the Academic Skills Lab if you want more assistance.

A third component of your paper grade will be based on form. The essay is to be typed, double-spaced, with one-inch margins, using **12-point type**. Your name, course, and date should be placed in the upper left-hand corner of the first page followed by the author, title, publisher of the book. Then your title should clearly state the topic and/or question you are addressing. Now you are ready for the body of the paper. The body of the paper should start on the first page following the question you are answering—there is **no** need for a cover page. If you quote an author or source, then it will be sufficient for you to cite the page by placing it in parentheses at the end of the sentence; e.g., **(p. 247)**. If you use a source other than the assigned reading for your paper, then you should use citations and place them in a reference or note section at the end of the paper. **Staple** the sheets together in the upper left-hand corner; **DO NOT** encase your paper in plastic or any other kind of folder. Papers not meeting these criteria will be returned for resubmission and considered as being late. It is a good practice to keep a disk or hard copy of your paper.

Plagiarism--using the ideas or words of another without attribution--is a serious offense. Do not present the words or ideas of another person as if they were your own. Do not copy material from the WEB. If you are uncertain about what constitutes plagiarism, speak to one of the teaching staff, Academic Skills Lab staff, or consult your Student Handbook. Suspected incidents of plagiarism will be turned over to the Academic Misconduct Committee.

Style Format:

---

Name  
History 2798  
Date

R. K. Narayan, trans., *Ramayana*, (New York: Penguin, 2006)

Title: State the Question You are Answering

The body of your paper starts on this page.

---

## Study Guide and Questions for R. K. Narayan, trans., *Ramayana*

### Ramayana Study Guide

The theme most central to the Ramayana is the “working out of karma, [or] the consequences of past deeds.” Like all great epic stories the focus is on the process that leads to the final conclusion. What makes the narrative interesting are the many layers of karma involved, the dilemmas to be faced and how one’s dharma impacts these actions. When these factors all act simultaneously the relatively simple story of good versus evil becomes far more complex. Stated another way, it is precisely the timeless nature of the struggles portrayed in the Ramayana that has allowed Rama’s name to resonate up to the present among Indians.

Identify several elements that you think make Ramayana a potent story while highlighting how it reveals fundamental characteristics about Indian life, culture and history.

The Ramayana explores human frailties and ends with good triumphing over evil. The Ramayana teaches:

- importance of duty
- correct behavior
- parental reverence
- piety
- friendship
- justice
- governance
- peaceful co-existence between all God’s creatures
- the respect and need to preserve the ecological balance and natural order of things
- 

The following are a few terms you need to understand as you read the Ramayana.

- Dharma
- karma
- Kshatriya
- Vaishya
- Vedas

### Main Characters

**Dasaratha** -- King of Ayodhya (capital of Kosala), whose eldest son was Rama. Dasaratha had three wives and four sons -- Rama, Bharata, and the twins Lakshmana and Satrughna.

**Rama** -- Dasaratha’s first-born son, and the upholder of Dharma (correct conduct and duty).

Rama, along with his wife Sita, have served as role models for thousands of generations in India and elsewhere. Rama is regarded by many Hindus as an incarnation of the god Vishnu.

**Sita** -- Rama’s wife, the adopted daughter of King Janak. Sita was found in the furrows of a sacred field, and was regarded by the people of Janak’s kingdom as a blessed child.

**Bharatha** -- Rama’s brother by Queen Kaikeyi. When Bharata learned of his mother’s scheme to banish Rama and place him on the throne, he put Rama’s sandals on the throne and ruled Ayodhya in his name.

**Hanuman** -- A leader of the monkey tribe allied with Rama against Ravana. Hanuman has many magical powers because his father was the god of the wind. Hanuman’s devotion to Rama, and his supernatural feats in the battle to recapture Sita, has made him one of the most popular characters in the Ramayana.

**Ravana** -- the “villain” of the Ramayana, ten-headed and twenty-armed demon, ruler of Lanka, who abducted Sita.

**Kausalya** -- Dasaratha's first wife, and the mother of Rama.

**Lakshmana** -- Rama's younger brother by Dasaratha's third wife, Sumitra. When Rama and Sita were exiled to the forest, Lakshmana followed in order to serve.

### Other Characters

**Kaikeyi** -- Dasaratha's favourite wife, mother of Bharata.

**Soorpanaka** -- female demon, Ravana's sister, falls in love with Rama.

**Sugreeva** -- new King of Kiskinda (land of the monkey race), helps Rama.

**Vali** -- former King of Kiskinda (land of the monkey race); is killed by Rama.

**Thought Questions** as you read and take notes on this epic poem:

- Rama is the incarnation of which Hindu god?
- List the "five-fold evils."
- What is Rama's life mission?
- What type of person is considered to be worse than selfish?
- List Rama's five mothers (their names and relationships to Rama).
- In what shape do Sita's sins incarnate themselves?
- What human desire parallels a camel's thirst for the bitter margosa leaves?
- Rama tells Kawsalya that his exile yields three blessings. List them.
- Whom does Rama blame for his misfortunes?
- According to Bharatha, what would happen if Rama committed a wrong act?
- Why does Ravana decide to kidnap Sita rather than fight Rama?
- Why motivates Rama to foolishly search for the golden deer?
- What can Ravana not do with Sita (or any other woman)?
- In what great feat did Vali participate? What was his reward?
- How does Hanuman "know" that Rama is a godly incarnation?
- According to Vali, what is the difference between animals and people?
- What has detained Sugreeva from rendezvousing with Rama after the rainy season?
- What is the mood of Ravana's Council before his battle with Rama?
- What do Ravana's counselors instruct him not to fear?

### Essay Questions:

1. The concept of dharma was fundamental to ancient Indian culture. Begin your essay with a brief definition of dharma and follow with a discussion of how the epic Ramayana illustrates this crucial ideal. Include specific examples of how various characters fulfill (or do not fulfill) their dharma. Do you think the Ramayana served an instructional function in ancient Indian society?

2. Ancient Indian society was a patriarchal one characterized by unusual amounts of male superiority. Test this generalization by reference to the Ramayana. What are the characteristics of Sita and the role she plays in the epic? Is she submissive and childlike and characterized mainly by her beauty and fidelity? What about other female characters, both human (e.g., Kaikeyi) and supernatural (e.g., Soorpanaka)?

3. Rama is the quintessential hero of India. Write an essay defining his characteristics. Was he first and foremost a military hero? What were his other virtues and accomplishments? Was he a perfect man? Did he learn something in the course of his adventures?

Select one of the three above questions and write a 3-4 page paper – approximately 750-1000 words.

## **Study Guide and Essay Questions** for Gandhi, *An Autobiography: The Story of My Experiments with Truth*

### **Study Guide**

#### **Gandhi – A Chronology**

- 1869 - 2 October. Gandhi born at Porbandar.
- 1883 - Married to Kasturba.
- 1887 - Leaves India for England. Commences legal studies
- 1893 - Arrives in South Africa.
- 1899 - Boer War. Forms volunteer ambulance brigade for British Army.
- 1908 - Gaoled for first time for promoting rights of Indians in South Africa.
- 1915 - Returns to India.
- 1919 - Amritsar massacre.
- 1921 - Arrested and tried. Sentenced to six years imprisonment for sedition.
- 1924 - Appendix removed. Released from prison. Fasts for three weeks for Hindu-Muslim unity following riots in North West Frontier Province.
- 1928 - Boycotts Dimon Commission investigating government of India.
- 1930 - Salt March to Dandi. Inaugurates mass civil disobedience campaign. Picket of Dharshana Salt Works. Suppressed by Government police and troops.
- 1931 - Negotiations with Viceroy, Lord Irwin, end civil disobedience. Comes to London for Second Round Table Conference on Indian Constitutional reform.
- 1932 - Fasts on behalf of the Untouchables.
- 1934 - Withdraws from Indian National Congress to concentrate on rural reform.
- 1936 - Settles in ashram at Sevagram.
- 1942 - Leads "Quit India" movement against the British. Imprisoned for last time.
- 1944 - Death of Kasturba Gandhi.

#### **Overview:**

Gandhi's *An Autobiography: The Story of My Experiments with Truth* is the most famous Indian autobiography, worldwide, both because he was clearly the most famous Indian of his time and because his philosophy of Satyagraha, "firmness in truth" or "truth force," was so powerful in the attainment of Indian independence and so widely admired and adapted to other struggles around the world, notably by Nelson Mandela in South Africa and Martin Luther King in the United States.

But famous as it is, Gandhi's autobiography is sometimes difficult to read. He began it in 1925. By then he had "led the first national civil disobedience in history," had gone to jail, and been released before the expiration of the sentence because of having acute appendicitis. Feeling the need to reflect on his experiences, he accepted an offer from his Indian publisher (Navajivan) to write an autobiography. What he chose to do was write short chapters which became in effect little sermons to himself and his readers.

Thus it is not merely a conventional story of the author's life and work. Instead, as said in the title and explained in the "Introduction," it is a story of "experiments with truth." This places it in both the Western traditions of autobiography as a confession (deriving from St. Augustine) and Eastern traditions of life as a quest for enlightenment, transcendence and perfection. "Truth," therefore, has many meanings. It begins with such basic things as obeying his father and mother, then keeping to the Hindu practice of not eating meat, and later keeping vows, such as

the one made to obtain his mother's permission to go to England, "not to touch wine, woman and meat." In diet, as in personal cleanliness and brahmacharya (chastity), truth includes purity. Later, as we follow his attention to dress, we realize that truth also has pragmatic dimensions, where he wishes to avoid and transcend racial stereotypes, and political ones, where his choice of khadi (homespun Indian cotton) is an act of protest against imported English cloth.

Another important theme is Gandhi's self-criticism. When he is insulted by the British officer from whom he asked a favor, he realizes that he had put himself in "a false position" by trying "to exploit friendship." In South Africa he learns that the "true practice of law" is in uniting "parties riven asunder." In his first experiments there with ahimsa (non-violence) he learns in dealing with corrupt officials not to verbally attack them because that would be "tantamount to resisting and attacking oneself. For we are all tarred with the same brush, and are children of one and the same Creator. . . ." Near the very end of the book he severely criticizes himself for the "Himalayan Miscalculation" in leading people into civil disobedience before they were ready.

Source: Literature Institute.org

### Essay Topics

As you read Gandhi's autobiography, critically reflect upon what he says about himself with respect to these specific issues:

- his concept of truth
- his treatment of his wife
- his self-understanding
- his statements of what contributed to his development
- his religious experience
- his autobiographical act
- colonialism

and what says about:

- Hind Swaraj
- Satyagraha
- Hinduism

Select one of the above ten topics and write a 3-4 page paper.