

# Language, Philosophy, & Culture - HIST - 2364

## UGRD Course - Create NEW Core Course

### General Information

Please use this form to:

- **CREATE** a new course and, at the same time, add it to the Core course list or
- **PROMOTE** a selected topics course topic to have a permanent number and, at the same time, add it to the Core course list.

### Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

### Course Ownership

Department\* Department of History

Does the department chosen use a Department Curriculum Committee?\*

Yes

No

Does the college of the department chosen use a College Curriculum Committee?\*

Yes

No

Will the course be cross-listed with another area?\*

Yes

No

If "Yes", please enter the cross-listed course information (Prefix Code Title)

GIS 2364: Early Civilizations: South Asia to 1600

### Implementation

Academic Year to begin offering course:\*

2015

2016

2017

Term(s) Course will be TYPICALLY Offered:\*  Fall (including all sessions within term)  
 Spring (including Winter Mini all sessions within term)  
 Summer (including Summer Mini and all sessions within term)

### Justification for adding/changing course

Justification(s) for Adding Course\* **To meet instructional needs of students**

### Previously offered ONLY as a Special Topics course

If course is being promoted from a selected topic course to having its own course number, it is important to connect the selected topic offering with the new course number to prevent students from repeating courses and earning additional credit hours towards their degree.

Please complete following fields for the selected topic course information:  
example:

- Course Prefix (Rubric): ACCT
- Course Code (Number): 3396
- Topic Title: Selected Topics in Accounting: Modern Money Problems

Former Selected Topics Course Prefix (Rubric)

Former Selected Topics Course Code (Number)

Former Selected Topics Topic Title

### Course Information on New/Revised course

Instructional Area/ Course Prefix\* HIST

Course Number\* 2364

Long Course Title\* Early Civilizations: South Asia to 1600

Short Course Title\* South Asia to 1600

### Instruction Type and Student Contact Hours

Instruction Type\* **Lecture ONLY**

### **Contact Hours**

Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.

Student Contact Hours must match the instruction type.

Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.  
Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.

Lecture 3	Lab 0
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**Grade Options**

Grade Option\* Letter (A, B, C.....)

**Course Repeatability**

Can this course be repeated for credit?\*

Yes  No

If Yes, how often and/or under what conditions may the course be repeated?

**CIP Code**

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

CIP Code Directory: <http://www.txhighereddata.org/Interactive/CIP/>

CIP Code must use this format:

##.####.## ##

digit digit period digit digit digit digit period digit digit space digit digit

CIP Code\* 05.0112.00 01

**Catalog Descriptions**

Prerequisite(s):\* ENGL 1304

Corequisite(s)

**Course Description\*** Introduction to the peoples, cultures, languages, religions and traditions of the Indian subcontinent from ancient times to the establishment of Mughal India in 1526; study of distinctive regions and their individual trajectories through the centuries, and the impact of Hinduism, Buddhism and Islam in these regions.

**Course Notes**

### **Core Curriculum Information**

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

[http://www.uh.edu/undergraduate-committee/doc\\_2014-core-review.html](http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html)

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

**Component Area for which the** **Language, Philosophy, & Culture**

**course is being proposed (select one)**

**List the student learning outcomes for the course\***

1. Identify the foundational civilizations of ancient South Asia and compare/contrast their forms;
2. Evaluate the contributions of these civilizations to modern societies and cultures;
3. Integrate philological, archaeological, and literary evidence in the reconstruction of the past;
4. Explain how lost languages have been deciphered and what these contribute to our understanding of the past;
5. Enumerate the different chronological systems used to order the past; Interpret the role of geography and climate in the shaping of ancient civilizations;
6. Classify the forms of governance used in different civilizations;
7. Discover by experiment and then relate in a paper the limitations of historical evidence for validating certain hypotheses;
8. Draw conclusions about personal and social responsibility from ancient Hindu, Muslim and Buddhist texts.

**Competency areas addressed by the course\***

**Communication Skills**

**Critical Thinking**

**Personal Responsibility**

**Social Responsibility**

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

### **How to upload/attach a document:**

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)
- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.

- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

**Critical Thinking,  
if applicable**

Students will demonstrate critical thinking skills by researching and writing a paper to trace the evolution of the peoples, cultures, languages, religions and traditions of the Indian subcontinent from ancient times to the establishment of Mughal India in 1526 and the death of the Emperor Akbar in 1605. They will analyze the distinctive regions of the subcontinent and compare/contrast their individual trajectories through the centuries. They will analyze the impact of Hinduism, Buddhism and Islam impact on various regions, and argue issues of culture-formation from several ideological perspectives. They will analyze the consequences for present-day South Asia of this syncretic historical heritage.

**Communication  
Skills, if  
applicable**

Using the same assignment listed above, students will demonstrate communication skills.

**Empirical &  
Quantitative  
Skills, if  
applicable****Teamwork, if  
applicable**

**Social Responsibility, if applicable** Using the same assignment listed above, students will demonstrate social responsibility.

**Personal Responsibility, if applicable** Using the same assignment listed above, students will demonstrate personal responsibility.

**Syllabus**

**Syllabus\***  Syllabus Attached

**Will the syllabus vary across multiple section of the course?\***  Yes  No

**If yes, list the assignments that will be constant across sections**

Course can vary according to staffing and developments in the field.

**Important information regarding Core course effectiveness evaluation:**

**Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.**

**The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.**

**Additional Information Regarding This Proposal**

Please use the text box below to include any additional information pertinent to this proposal.

**Comments:**

**Proposal Completed?**

Scroll back to the top of this pane and click to right-directional triangle" " located at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the

required fields with a contrasting orange font color. Complete the required fields and again click the "" to LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

History 2398/Comparative Cultural Studies 3394/Religious Studies 2396  
*Early Civilizations: South Asia to 1600 AD*  
Mondays & Wednesdays 1300hrs – 1430hrs  
Agnes Arnold Hall Room 16  
Fall 2014

Instructor: Tahseen H. Ali, PhD  
Email: [tahseen@central.uh.edu](mailto:tahseen@central.uh.edu)  
Office: 252D McElhinney  
Telephone: (information N/A)  
Office Hours: Mondays & Wednesdays 1200hrs – 1245hrs

**Course Description:**

This course will introduce undergraduate students to the history of the Indian subcontinent from the earliest times to the death of the Emperor Akbar in 1605. We will examine the peoples, cultures, religions, traditions and political – systems and their evolution in the different regions that constitute the subcontinent. We will examine the relationship between Hinduism, Buddhism, Jainism, Islam and Sikhism and the impact of those interactions on subcontinental life. Consequently, we will assess the state of South Asian life, society, culture, economy and politics on the eve of the accession of Shah Jahan as emperor of India and its implications for the subcontinent beyond the 1600s.

**Learning Outcomes:**

1. Identify the foundational civilizations of ancient South Asia and compare/contrast their forms;
2. Evaluate the contributions of these civilizations to modern societies and cultures;
3. Integrate philological, archaeological, and literary evidence in the reconstruction of the past;
4. Explain how lost languages have been deciphered and what these contribute to our understanding of the past;
5. Enumerate the different chronological systems used to order the past; Interpret the role of geography and climate in the shaping of ancient civilizations;
6. Classify the forms of governance used in different civilizations;
7. Discover by experiment and then relate in a paper the limitations of historical evidence for validating certain hypotheses;
8. Draw conclusions about personal and social responsibility from ancient Hindu, Muslim and Buddhist texts.

**Required Readings:**

Author: Thapar, Romila  
Title: *The Penguin History of Early India: from the origins to AD 1300*  
Publisher: Penguin Books, 2000  
ISBN: 978-0143029892

Author: Embree, Ainslie T.

Title: *Sources of Indian Tradition Volume One: from the beginning to 1800* ..... Page | 2  
Publisher: Columbia University Press, 1998 Second Edition  
ISBN: 978-0231066518

Author: Fisher, Michael H.  
Title: *Visions of Mughal India: an anthology of European Travel Writing*  
Publisher: I.B. Tauris, 2007  
ISBN: 978-1845113544

Author: Thackston, Wheeler M. (translator)  
Title: *The Baburnama: memoirs of Babur, Prince & Emperor*  
Publisher: Modern Library Publishers, 2002  
ISBN: 978-0375761379

**Additional Course Materials:** Additional chapters from a variety of textbooks (on reserve for *in-library* use only in the MD Anderson Library) will be assigned on relevant topics.

**Course Structure:**

1. Lectures will form the main portion of course instruction along with major class discussions on assigned topics & short take – home assignments.
2. Term paper on the memoirs of Babur.
3. Class Discussions.

**Grades, Exams, Assignments & Evaluations:**

Your semester grade for this course will be computed from the following scores below. Please note them carefully.

Mid-term Exam: 15%  
Term Paper on *Baburnama*: 25%  
Class Discussions: 20%  
Short take – home assignments: 15%  
Final Exam: 25%

Once the five scores have been calculated they will be used to compute the total semester percentage grade and the corresponding letter grade in the UH grading scale.

**Exams**

*All exams and term papers will be 100 points each.  
Exams will be based on class lectures, assigned readings & articles from all relevant texts.  
Exams will be composed of multiple-choice, short identification and essay questions.*

*The final exam will not be comprehensive.*

University of Houston examination bluebooks will be provided by the Department of History.

Exams are all closed-book with no access to lecture notes.

We will have *specific* review classes before *each* exam.

## Term Papers

Please **note** that you will need to submit *both* a *hard – copy* (paper copy) and a word document (.doc) of the paper on the same day of the due date for term paper submissions to be considered **completed**. You will *upload* the *soft – copy* (i.e. the word document) to appropriate submission folder on the course home page on the UH *Blackboard* system.

The instructor has a **point penalty system** for late term papers [if applicable].

After the due date for a paper has passed, a three-point per day penalty will begin to accrue *after* the late paper has been graded.

So for example; a paper was turned in five days *after* the due date and it was graded as 80/100. The penalty will be  $80 - 15 = 65/100$ .

**Note** that you would still need to turn in a word document attachment for the assignment to be considered as being complete.

The Term Paper Question & Guidelines will be given in due course.

## Class Discussion

*Specific instruction sheets with guidelines and questions for class discussion will be handed out in advance of discussion class.*

One-fifth of your total semester grade is based on your individual class participation during class discussion on assigned topics (See ‘Schedule of Lectures’), where the instructor will grade students individually on their preparation and participation in the discussions. Consequently any absence on scheduled date of class discussion will lead to loss of credit for that particular assignment except when the make-up policy applies to an absence (See ‘Make-up Policy’).

Your class discussion score will be graded *solely* on your individual preparation and engagement in the class discussion with your classmates and the instructor.

## Attendance Policy:

The Instructor does not penalize students for absences (except for exams, see under ‘Make-up Exams’, & class discussions, see under ‘Class Discussions’) *however* attendance is **vital** to understanding the course material and doing well on exams and other assignments including class discussions. The instructor will go over a substantial portion of the course material not covered in the main textbook (*The Penguin History of Early India* by Romila Thapar) so attendance is *strongly* recommended.

If you are unable to attend class please get the lecture notes from a classmate/friend. The instructor will *not* give personal lecture notes to students who have missed classes.

An attendance sheet will be handed out during class for administrative purposes and *only* to register student attendance during days of scheduled or announced class discussions.

### **Make-up Policy:**

No make-up exams will be allowed except in **exceptional circumstances** where the student demonstrates an **official, valid documentation** for the absence (medical, legal and other emergencies).

The same policy applies to missing class discussions and late term papers (where and if necessary).

Please note: Handwritten notes **do not** constitute “valid documentation” by any means.

In any event, all final decisions in these matters are at the discretion of the instructor.

### **Instructor Policy on Withdrawals:**

Please note that I will **not** drop students from the course. If for any reason a student needs to drop the course, the student will have to initiate the withdrawal request accordingly with the University of Houston Registrar’s Office.

### **Students with Disabilities:**

The University of Houston is committed to ensuring that students with health impairments, learning disabilities, physical disabilities or other disabilities are able to compete successfully with non-disabled students. Students requesting an accommodation must contact the instructor at the beginning of the semester. In accordance with UH policy, only students who are registered with the Center for Students with Disabilities may request academic accommodations. For more information please see: <http://www.uh.edu/csd/index.htm>

**Academic Honesty:**

It is expected that students will complete all exams and assignments in conformity with academic honesty. Penalties for academic dishonesty, which includes but is not limited to, cheating on a test, plagiarism, unauthorized collaboration on an assignment, may include a grade F for the particular assignment, failure in the whole course, and/or recommendation for probation or dismissal from the University. For more information please see: <http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/>

**Classroom Decorum:**

As university scholars adult behavior is expected from students at all times in the classroom.

If you are late please take a seat in the back.

The university classroom is the setting for a tranquil academic environment and as such cannot function if there is any disruptive behavior that affects the orderly functioning of the classroom. Examples of disruptive behavior *may include but is not limited to*; continuously speaking without being recognized by the instructor or interrupting other recognized speakers, diverting the discussion by speech or behavior away from the relevant subject matter, being insulting or disrespectful towards others or refusing to comply with faculty direction.

Any inappropriate behavior by any student that affects the normal functioning of the classroom may result in the student being asked to leave the classroom for the day and the matter being referred to the appropriate UH authorities.

**Instructor rules & guidelines on electronic devices:**

The usage of cellular phones or other electronic devices is a hindrance to the normal functioning of the classroom environment and disrespectful to both students and the course instructor.

*Consequently*, all cellular phones and other electronic devices are to be turned off for the duration of the lectures (if there are any *exceptional* circumstances when on a particular day where it is *vital* that you need to keep your cellular phone on please clear it with the instructor before the start of the class).

If you wish to use a laptop computer or other electronic device to take lecture notes, you *may do so quietly* however you may not use this opportunity to also access the internet, or communicate with others in any form or manner!

(Please see instructor before using electronic devices to take notes in class)

All students using approved electronic devices must sit in the front rows of the classroom, no exceptions.

Any instance of a violation of this policy will lead to a revocation of all electronic device access for all students for the remainder of the course.

Persistent refusal to comply with these rules by any student will lead to the student being asked to leave class for the day and the matter being referred to the appropriate UH authorities.

### **Right of Change:**

**PLEASE NOTE:** The instructor reserves the right to make changes to the syllabus as deemed necessary; however, the instructor will inform the students accordingly and in advance of any such changes.

### **List of Important Dates for Course during Fall Semester:**

*1 September: Holiday*

*10 September: Last day to withdraw without a grade*

*1 October: Mid-term Examination*

*19 November: Term paper due*

*26 November: Holiday*

*1 December: Short – assignments due*

*6 December: Last day of official UH classes*

*8 December: Make-up Class day (if necessary)*

*15 December: Final Examination, 1400hrs – 1700hrs (in class)*

### **Schedule of Lectures, Readings & Class Discussions**

#### **Week I: 25 – 27 August**

*1<sup>st</sup> Meeting: Syllabus, introductions & course expectations*

*2<sup>nd</sup> Meeting: Introducing South Asia; geology, environment, early humans & the establishment of communities, chieftainships & kingdoms*

*Weekly Readings: Thapar, pp. 1 – 68, Embree, chapters; 1, 2*

#### **Week II: 1 – 3 September**

3<sup>rd</sup> Meeting: *Holiday*

4<sup>th</sup> Meeting: *The rise of the early Indian empires*

Weekly Readings: *Thapar*, pp. 69 – 208

**Week III: 8 – 10 September**

5<sup>th</sup> Meeting: *The evolution of Hinduism in the subcontinent*

6<sup>th</sup> Meeting: *Hinduism & the crystallization of the caste – system*

Weekly Readings: *Embree*, chapters; 8, 9, 10, 11

**Week IV: 15 – 17 September**

7<sup>th</sup> Meeting: *The emergence of the regional kingdoms*

8<sup>th</sup> Meeting: *Advent of Islam in the subcontinent*

Weekly Readings: *Thapar*, pp. 209 – 325, *Embree*, chapters; 14

**Week V: 22 – 24 September**

9<sup>th</sup> Meeting: *The establishment of the Delhi Sultanate, 1192 AD*

10<sup>th</sup> Meeting: *Dynamics & resilience of the Sultanate in context*

Weekly Readings: -

**Week VI: 29 September – 1 October**

11<sup>th</sup> Meeting: *Mid – term Examination Review Class*

12<sup>th</sup> Meeting: *Mid – term Examination*

Weekly Readings: -

**Week VII: 6 – 8 October**

13<sup>th</sup> Meeting: *The political situation in North India, 1000 AD – 1500 AD*

14<sup>th</sup> Meeting: *The political situation in Southern India, 1000 AD – 1500 AD*

Readings: *Thapar*, pp. 326 – 489

**Week VIII: 13 – 15 October**

15<sup>th</sup> Meeting: *The fall of the House of Lodi, 1526 AD*

16<sup>th</sup> Meeting: *The establishment of the House of Babur, 1526 AD – 1530 AD*

Weekly Readings: *Fisher*, chapters; 1

**Week IX:** 20 – 22 October

17<sup>th</sup> Meeting: *The rule of Sher Shah & his dynasty, 1540 AD – 1555 AD*

18<sup>th</sup> Meeting: *The return of the Mughals; Humayun, 1555 AD – 1556 AD*

Weekly Readings: *Fisher*, chapters; 2

**Week X:** 27 – 29 October

19<sup>th</sup> Meeting: *The 'Great Mughal' Akbar, 1556 AD – 1605 AD*

20<sup>th</sup> Meeting: *The framework of Mughal kingship*

Weekly Readings: *Embree*, chapters; 15, *Fisher*, chapters; 3, 4 5

**Week XI:** 3 – 5 November

21<sup>st</sup> Meeting: *Social relationships & life in Mughal India, 1526 AD – 1605 AD*

22<sup>nd</sup> Meeting: *Religion in Mughal India, 1526 AD – 1605 AD*

Weekly Readings: *Embree*; chapters; 16

**Week XII:** 10 – 12 November

23<sup>rd</sup> Meeting: *Class Discussion on 'Baburnama'*

24<sup>th</sup> Meeting: *Class Discussions on selected chapters from Fisher textbook*

Weekly Readings: -

**Week XIII:** 17 – 19 November

25<sup>th</sup> Meeting: *Economic & agricultural life in Mughal India, 1526 AD – 1605 AD*

26<sup>th</sup> Meeting: *Akbar's relationships with Hinduism, Jainism & Sikhism, 1556 AD – 1605 AD*

Weekly Readings: -  
**Term paper due**

**Week XIV: 24 - 26 November**  
27<sup>th</sup> Meeting: *The end of Akbar's reign*  
28<sup>th</sup> Meeting: *Holiday*

Weekly Readings: -

**Week XV: 1 - 3 December**  
29<sup>th</sup> Meeting: *South Asia in 1600; an overview*  
30<sup>th</sup> Meeting: *Final Examination Review Class*  
**Short - assignments due**

Readings: -

**Week XVI: 7 - 9 December**  
31<sup>st</sup> Meeting: *no meeting*  
32<sup>nd</sup> Meeting: *no meeting*

Readings: -

**Final Examination: 15 December, 1400hrs - 1700hrs**