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**Master Syllabus**

# **Course: IST 151 - Introduction to Indian Civilization**

**Cluster Requirement: Cluster 4C - The Social World**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview:**

Introduction to Indian Civilization is a broad survey course that will explore the complex multi-dimensional history of the Indian subcontinent. Several topics relating to Indian culture will be covered throughout the class including Indian philosophy, religion, music, art, science and literature. This vast and diverse civilization is over 5,000 years old and continues to evolve and develop into the modern world while remaining rooted in a very ancient but vibrant past.

By engaging with primary texts in translations, secondary scholarly material, films, guest lectures and live performances, this class provides an exciting introduction to the richness of Indian culture and its contributions to the course of world history. Students will be exposed to a number of scholarly issues including race relations, gender studies, class struggles, religious discourse, comparative literature and art, and discuss them with class members in an interactive, discussion-driven environment. In addition students will be asked to produce several short essay response papers along with a well-researched final term paper.

**Learning Outcomes:**

**Students completing this course will:**

\* Have a comprehensive understanding of Indian history from ancient times to the present.

\* Have a familiarity with several Indian literary styles and genres, socio-cultural movements and developments, religious practices and artistic traditions.

\* Understand India’s growing cultural relationship to social and political currents in contemporary American society.

\* Have developed analytical reading techniques and cogent writing skills, along with an informed ability to effectively discuss Indian culture with both empirical and theoretical knowledge.

\* Understand the complex mechanisms by which race relations, gender studies, religious diversity and cultural pluralism form integral parts of India’s past, present and future.

University Studies Learning Outcomes:

After completing this course, students will be able to:

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

3. Evaluate arguments made in support of different perspectives on global society.

**Examples of Texts and/or Assigned Readings:**

**Books (Partial List)**

Bhatia, Sunil. *American Karma: Race, Culture and Identity in the Indian Diaspora*. New York University Press, 2007.

Collins, Larry and Lapierre, Dominique. *Freedom at Midnight: The Epic Drama of India’s Struggle for Independence.* Harper Collins, 1973.

Gascoigne, Bamber. *The Great Moghuls*. Harper and Row, 1971.

Embree, Ainslee T. *Sources of Indian Tradition, Vol. 1. From the Beginning to 1800*. Columbia University Press, 1988.

Ramanujan, A. K. *Speaking of Śiva*. Penguin Classics, 1973.

Roebuck, Valerie. *The Upanishads*. Penguin Classics, 2004.

SarDesai, D. R. *India: The Definitive History*. Westview Press, 2007.

Singh, Bal Ram, ed. *Origins of Indian Civilization*. Center for Indic Studies UMass Dartmouth, 2010.

James, Lawrence. *Raj: The Making and Unmaking of British India*. St. Martin’s Griffin, 2000.

**Articles (Partial List)**

Chatterjee, Priya. “Indian Classical Music.” *East and West*, Vol. 8, No. 4 (January 1958) pp. 360-370.

Dani, S. G. “Vedic Mathematics: Myth and Reality.” *Economic and Political Weekly*, Vol. 28. No. 31 (July 31, 1993), pp. 1577-1580.

Deol, Jeevan. “Surdas: Poet and Text in the Sikh Tradition.” *Bulletin of the School of African and Oriental Studies*, Vol. 63, No. 2 (2000), pp.169-193.

Gandhi, Rajmohan. “Mohandas Gandhi, Abdul Ghaffar Khan, and the Middle East Today.” *World Policy Journal*, Vol. 22, No.1 (Spring 2005), pp. 89-94.

Hart, George L. “Some Related Literary Conventions in Tamil and Indo-Aryan and Their Significance.”

*Journal of the American Oriental Society*, Vol. 94, No. 2 (Apr. - Jun., 1974), pp. 157-167.

Patil, Sharad. “Myth and Reality of Ramayana and Mahabharata.” *Social Scientist*, Vol. 4, No. 8 (March 1976), pp. 68-72.

Purkayastha, Bandana, et. al. “The Study of Gender in India: A Partial Review.” *Gender and Society*, Vol. 17, No. 4 (August 2003), pp. 503-524.

Sircar, Mahendra Nath. “Social and Moral Ideas in the Upanishads.” *International Journal of Ethics,* Vol. 44, No. 1 (Oct. 1933), pp. 94-105

Stevens, Paul and Sapra, Rahul. “Akbar’s Dream: Moghul Toleration and English/British Orientalism.” *Modern Philology*, Vol. 104, No. 3 (Feb. 2007), pp. 379-411.

Yandell, Keith. “Persons (Real and Alleged) in Enlightenment Traditions: A Partial Look at Jainism and Buddhism.” *International Journal for Philosophy of Religion*, Vol. 42, No. 1 (Aug. 1997), pp. 22-39.

**Example Assignments:**

**Sample Research Paper and Presentation:**

All students must write a twelve-page (double-spaced, 12 pt. font) research paper on a specific topic of their choice that delves deeply into a particular subject matter covered in class. Students are encouraged to select areas of study which they find particularly fascinating and that may relate to other areas of their academic interests. The due date of the paper is Dec. 8. Late papers will be lowered one full grade (e.g. an A would become a B). Papers received after the last class will receive a 0. The content of the paper must be supported by detailed research culled from books, journals, newspapers, and other resources including but not limited to online sources. The paper is a class artifact that demonstrates the student’s ability to locate, analyze, summarize, paraphrase and synthesize material from a variety of sources

The research paper should also develop the student’s expository writing skills. A clear thesis must be presented and argued out in a well-structured, persuasive manner. A minimum of six sources should be deployed throughout the paper in support of definitions, arguments and positions. Citations must be clear and the paper must include a complete bibliography and/or works cited section.

One student wrote a fascinating paper on Third Wave Feminism and Gandhian Thought in which she revealed how many of Gandhi’s progressive ideas on women’s rights inform and elucidate the current feminist dialogue in the US. This kind of research assignment addresses several of the learning outcomes by combining them into a well-synthesized class artifact. Students are encouraged to tackle timely, relevant and thought-provoking themes that explore problems faced by societies and cultures outside the US, and issues that shape societies globally. They are able to evaluate arguments made in support of different perspectives on global society.

In addition, each student must do a presentation on his or her selected research paper topic. Preparing a PowerPoint presentation is recommended but not necessary. Students are encouraged to prepare handouts, audio, visual and other multi-media components to enhance their twenty minute presentation of the main ideas and arguments developed in their research papers. These again serve as additional class artifacts that support the learning process. Students are expected to share their ideas with fellow students and engage in a question and answer format. \*\*\*

**Paper and Presentation Evaluation Process**

The presentation segment of this assignment will be graded based on the content of the material presented, including the depth of information about the given subject matter along with the rigor and insight provided by the paper’s central thesis. The oral presentation of the student’s paper must be made to the class in a clear, concise and engaging manner, and will be assessed according to the student’s effectiveness in communicating salient thoughts and ideas. The written segment of the assignment is evaluated with the same criteria in mind, but with a greater expectation of depth and

analysis in terms of detailed research and cited material. Moreover, the papers will be evaluated in terms of their grammar and syntactical quality, although greater emphasis is placed on the research/analytic content.

**Assessment and Corresponding Content/Evaluation:**

A/A-: In depth research and analysis of the material, excellent oral presentation with respect to material presented in class, paper well written in terms of grammar/syntax/structure.

B/B+: Good degree of research and analysis (though missing some important elements), good oral presentation, relatively well written paper in terms of grammar/syntax/structure.

B-/C+: Moderate amount of research/analysis but not sufficiently in depth, somewhat adequate but not detailed oral presentation, paper includes grammatical and syntactical/structural errors.

C/C-: Relatively little in depth research and analysis, oral presentation lacking depth of material, paper has poor grammar/syntax/structure.

D+/D/D-: Very little research and analysis and significant gaps in material presented, poor oral presentation with respect to depth and quality of material, significant grammar/syntactical/structural issues.

F: Sparse research/analysis, oral presentation lacking any substance/depth or student did not present, significant grammatical/syntactical/structural issues, plagiarized segment(s) found in paper.

**Alignment with University Studies Outcomes:**

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

3. Evaluate arguments made in support of different perspectives on global society.

**Sample Weekly Writing Assignments:**

Students receive bi-weekly writing assignments in the form of a 2-3 page short response paper. Students are required to reflect on, analyze, critique and question material from the readings and include topics and areas that they feel warrant further class discussion. The following are several examples of suggested questions.

**Example 1:**

Consider the readings of the Vedas and Upanishads and discern the distinctiveness of each genre of ancient scripture. What was the world view posited by each tradition? How did they view structures of society and their relationship to the individual? How do we distinguish between religion and philosophy?

**Alignment with University Studies Outcomes (Example 1):**

1. Evaluate arguments made in support of different perspectives on global society.

**Example 2:**

How do the Mahabharata and Ramayana compare to the Homeric epics? What ideas about social norms and ideals are imbedded in these epics? How do cultures use oral story telling to impart social values? What is the central message of the Bhagavad Gita? Is it an allegory, or should it be taken literally?

**Alignment with University Studies Outcomes (Example 2):**

1. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

2. Evaluate arguments made in support of different perspectives on global society.

**Example 3:**

How do Gandhi’s ideas of civil-disobedience resonate with the American civil rights movement, and even the current Occupy movement? What is the meaning of *satyagraha*? Are Gandhian values incompatible with the modern notion of a capitalist state?

**Example 3 Alignment with University Studies Outcomes (Example 3):**

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

2. Evaluate arguments made in support of different perspectives on global society.

**Example 4:**

How did Akbar negotiate cross-religious dialogue, and to what extent was he influenced by Sufi mystics? What were relations like between Hindus, Muslims and Sikhs in sixteenth century North India? How did Mughal patronage of the arts reflect a synthesis of various regional and religious forms of dance, music and painting?

**Alignment with University Studies Outcomes (Example 4):**

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

3. Evaluate arguments made in support of different perspectives on global society.

**Assessment: Questions are worth seven points each and graded according to the following parameters:**

**0 credit** - The student does not respond to the question or provides inaccurate historical information.

**1 point**- The student's answer contains both accurate and inaccurate historical information and is under the 250 word minimum response criteria

**2 points-** The student's answer contains both accurate and inaccurate historical information but has reached the 250 word minimum response criteria

**3 points -** The student's response contains accurate information but does not reach the 250 word response criteria and does not address all components of the question.

**4 points -** The student responds to the question with accurate historical information meeting the 250 word response criteria.

**5 points -** The student has written a well thought out, grammatically correct response addressing all components of the question.

**6 points -** The student's response is well-written and developed using examples and/or descriptions appropriate to the question and period.

**7 points -** The student, in a well-written, developed response, connects the information with personal insights and opinions appropriate to the subject matter.

**Sample Reading Assignments, Listening Assignments, Study Guide and Assessment:**

Assignments for reading, listening and web sites are assigned for review on pertinent topics for each three-chapter grouping in preparation for a quarterly exam given in class. In addition, an iClicker Response System is used to review material covered in each lecture by posing a daily question to the class. A detailed description of a single quarter's material covered in the class is presented below. All work culminates in assessed quarterly exams.

**Reading Assignments**

Students are given daily reading and video assignments which provide in-depth information on specific subjects to be covered in lecture and discussed as a class. Students must make sure to make a critical reading of each primary or secondary source text assigned, and be prepared to ask intelligent questions on the relevant topics raised therein. Some examples of reading assignments along with corresponding essay questions are as follows:

**Example 1:**

Tues. 11/2 The Mughal Empire – Akbar, Jahangir, Shah Jahan and Aurangzeb

1. Excerpted reading selection from: Gascoigne, Bamber. *The Great Moghuls*. Harper and Row, 1971.

2. Read article: Stevens, Paul and Sapra, Rahul. “Akbar’s Dream: Moghul Toleration and English/British Orientalism.” *Modern Philology*, Vol. 104, No. 3 (Feb. 2007), pp. 379-411  
3. Watch selected scenes from *Mughal-E-Azam*, Hindi (1960).

How did Akbar negotiate cross-religious dialogue, and to what extent was he influenced by Sufi mystics? What were relations like between Hindus, Muslims and Sikhs in sixteenth century North India? How did Mughal patronage of the arts reflect a synthesis of various regional and religious forms of dance, music and painting?

**Example 2:**

Tues. 11/16 The Life of Mahatma Gandhi – Freedom Fighter and Social Thinker

1. Excerpted reading selection from: Collins, Larry and Lapierre, Dominique. *Freedom at Midnight: The Epic Drama of India’s Struggle for Independence.* Harper Collins, 1973.

2. Read article: Gandhi, Rajmohan. “Mohandas Gandhi, Abdul Ghaffar Khan, and the Middle East Today.” *World Policy Journal*, Vol. 22, No.1 (Spring 2005), pp. 89-94.

3. Watch selected scenes from Richard Attenborough’s *Gandhi* (1982).

How do Gandhi’s ideas of civil-disobedience resonate with the American civil rights movement, and even the current Occupy movement? What is the meaning of *satyagraha*? Are Gandhian values incompatible with the modern notion of a capitalist state?

**Sample Course Outline:**

Thurs. 09/02 Introduction, Class Orientation, Indian Geography, Language Diversity

Tues. 09/07 The Indus Valley Civilization – Archaeological Evidence and Debates

Thurs. 09/09 The Vedas & Upanishads – Ancient Scriptures and Worldviews

Short Essay #1 Due

Tues. 09/14 The Advent of Buddhism – Life of the Buddha and His Teachings

Thurs. 09/16 The Advent of Jainism – Life of Mahavira and His Teachings

Tues. 09/21 Alexander the Great and Emperor Ashoka – Meeting of Cultures

Thurs. 09/23 The Great Epics – Ramayana and Mahabharata

Short Essay #2 Due

Tues. 9/28 The Bhagavad Gita – A Compendium of Indian Philosophy

Thurs. 9/30 The Purusarthas – Goals of Life and Indian Social Structures

Gandhi’s Birthday 10/02

Tues. 10/5 The Gupta Age – Classical Indian Literature

Thurs. 10/7 Classic Indian Arts – Music, Dance and Drama

Short Essay #3 Due

Tues. 10/12 Columbus Day Observed

Thurs. 10/14 The Advent of Islam – Cultural Transformations in North India

Tues. 10/19 Developments in South India – Vijayanagara and Dravidian Vernaculars

Thurs. 10/21 The Rise of Bhakti Traditions – Hindu and Islamic Mysticism

Short Essay #4 Due

Tues. 10/26 The Delhi Sultanate and Early Mughals – Babur & Humayun

Thurs. 10/28 The Advent of Sikhism – Life of Guru Nanak and His Teachings

Tues. 11/2 The Mughal Empire – Akbar, Jahangir, Shah Jahan and Aurangzeb

Thurs. 11/4 Contacts with the West – Vasco de Gama and the British East India Company

Short Essay #5 Due

Tues. 11/9 British India – Cultural Transformations under Colonial Rule

Thurs. 11/11 The Indian Freedom Movement – Responses to Colonialism

Veteran’s Day Observed

Tues. 11/16 The Life of Mahatma Gandhi – Freedom Fighter and Social Thinker

Thurs. 11/18 The Indian National Congress – Nehru, Jinnah and Independence

Draft of Final Paper Due

Tues. 11/23 Partition and South Asian Nationalism – Birth of India and Pakistan

Thurs. 11/25 Thanksgiving

Tues. 11/30 The Modern Indian Nation-State – Technology, Ecology and Globalism

Thurs. 12/2 Diasporic Communities – Indian Identity and Global Interests

Final Paper Due

Tues. 12/7 India in the News Today – Review of Class Materials and Themes

Thurs. 12/9 Student Presentations

Tues. 12/14 Last Class – Wrap-up