**Syllabus Template for Courses**

*This template has been made in keeping with the HEC and FCC policies and incorporates the options for remote instruction.*

***NOTE****: This template is meant to provide an exhaustive framework for developing a syllabus that you can share with students; different faculty may opt to focus on (or remove) different sections in this template.*

*Please feel free to modify for your own use.*

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| **Course Name: Survey of South Asia**  |
| **Course Code: Hist.101** | **Course Type (elective, major)** | **Course Credits: 03** |
| **Class Timings: 02: 00 – 02: 50 pm**MWFRoom E 101 | **Section: A**  | **Student Meeting Hours/ Office Hours:**10: 00 – 11: 30 am (Monday, Wednesday, Friday)  |
| **Instructor Name: Dr. Farzand Masih** |
| **A Note from the Instructor:****-** *Blended learning involves course that integrate online with face-to-face activities, and course that is taught both in the classroom (face to face) and at a distance, It is also mixing of computer technology with traditional teaching.** I love to help and cooperate with my students.
* I encourage my students to be regular and punctual.
* Class participation is one of the traits, I wish to see in my students.
* I enjoy meeting and discussions with the students outside the classroom on topics that are usually not part of the syllabus.
* I always welcome my students in my office.
* I provide every opportunity to my students for obtaining the better grade.
* I enjoy teaching and enjoy seeing my students’ making efforts for learning.
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| **Instructor Contact Details**Email: farzandmasih@fccollege.edu.pkWhatsApp: 0321-4535383Office: E 035, Ext.: 636 |
| **TA Name and Contact Details (if applicable):**Name: Email: Other: Office Hours:Guidelines for contacting TA/s:  |
| **Course Description**:Pre-requisites if any:Mode of Instruction (Asynchronous/Synchronous):[If applicable] Mode of peer-to-peer Contact Among Students:  |
| **Main Mode of Instruction:** *(Moodle, MS Teams)***Technology Requirements** Download & *Install MS Teams, WhatsApp.***Technology Etiquettes for Students*** It is recommended to log in at least 10 minutes before the start of the session to do the necessary checks, specifically for students
* Video conferencing is a new communication platform. There are bound to be technical glitches; be patient during the session.
* Be sure to name yourself for your slot on the screen. It will make it easy to get a report of the students’ attendance (for a paid account in Zoom). If your slot carries a different name, to rename click 3 dots near your video window OR in the participants’ list, hover over your name, and click “rename” to make the change
* Please stay muted when not speaking and ask questions in the chat.
* If you face a bandwidth issue please turn off your video.
* If allowed to speak, be mindful of your tone and expressions during the session. This is not an anonymous session. Your voice and video are viewed by all who are participating in the session
* Remember you are on camera and live. The advantage of video conferencing is that you can take advantage of facial expressions, inflection, and tone of voice.
* Remember to think before you respond to make your thoughts and ideas clear and coherent to the other participants.
* Please be mindful of the time, keep your contributions brief and to the point
* Allow other participants/students time and opportunities to contribute to the discussion and share their ideas with the group.
* Be respectful of others’ opinion
* If the session is recorded do not post isolated comments that may be taken out of context.
* For Break out rooms:
	+ If you end up in a breakout room alone (or something goes wrong), don’t panic, just click “Leave breakout room” and you will return to the main room where the host will guide you
	+ If you click ‘Ask for Help’, it will notify the meeting host that you need assistance, and they will be asked to join your breakout room. Click ‘Ask for Help’ in the meeting controls. Confirm that you would like assistance by clicking Invite Host

**Considerations for Students with Limited Internet/Technology Access:**Classroom activities, instructions & recorded lectures would be available on Moodle. Students would be able to accomplish their tasks whenever they have stable internet connection. |
| **Lab Resources (if relevant):** |
| **Program Objectives Addressed**:The program objective will be to equip with the students with the fascinating history of the South Asia, and the home of one of the world’s oldest and most influential civilizations. South Asia included India, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, Sri Lanka, Afghanistan, and Iran.Humans began living in the South Asia in prehistoric times. People started farming the land and raising animals in the area before 7000 bc. Archaeologists have uncovered the remains of ancient cities, towns, and villages showing that a highly sophisticated culture—the Indus Civilization dominated the northwestern part of the subcontinent from about 2500 to 2000 bc. This culture was based in the valley of the Indus River, with its main cities at Mohenjo-daro, Harappa, and Ganweriwala (all now in Pakistan). The Indus civilization lasted until about 1700 bc. |
| **Course Objectives or** [**Student Learning Outcomes**](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit) **(SLOs)**1. Enabling students to critically evaluate the historical significance of the South Asia.
2. Making students well informed and well educated on the subject so that they could be comfortable in pursuing their further studies I history
3. Enabling students to find the religious, social and political philosophies of the South Asia coherent to that of the modern era and inspire them to seek advice and learn from the past.
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**Course Content, Learning Material & Activities Schedule**

(Please modify as needed)

The schedule is tentative because it is not possible to anticipate exactly how much time each topic will require. Pl check out the online resources and alternate options for instructional tasks as linked below.

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| **Some important links to review the Instruction in Spring 2023:*** Please use this [Worksheet](https://docs.google.com/document/d/1zob-b2znX568oIEPMeKb-mIKddlbrLc6SeC_d1_KSco/edit) for clarity about your instructional tasks to include the three categories of students (in-class, simultaneous online and asynchronous learners) for fall semester. This will make it the following table easy to fill
* You can review this [Guide for Preparing your Blended Course](https://docs.google.com/document/d/1rV-VJO1dkTIn7uVmHENsJJz_LQjzR0aKFLHQ022XCRs/edit) to understand the process of developing and implementing a blended course
* Review Instructional Resources [(OERs)](https://docs.google.com/document/d/1Q39AquqpDVjsrUYiy_iuTZ_I3bo6_crOTVS8-pLQU3U/edit) [&](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) Relevant [Technology](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) resources for your use
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|  | **Topic/ Title**  | [**Teaching-Learning Activities**](https://docs.google.com/document/d/1jY2UWb3QuOogkiSMdPvZd33eKe2kRpfzsTm2LSrnLko/edit#heading=h.4dy4q49omahn) | [**Assessment**](https://docs.google.com/document/d/1Z4W_utaHpwMJP6B2jJlb9ofxFHmcagrWWOT5cUM9lj4/edit?usp=sharing)**&** [**Rubrics**](https://docs.google.com/document/d/1IdFfZ8WRSRKSceBYC4jfAyKEYdb1M6Z4GSSLueP8HD0/edit)(with the due date) |
| **Synchronous****(Simultaneously conducted)** | **Asynchronous**(postal/ Moodle/ email) |
| In-Person | Online | Off-campus and offline |
| 1 | Introduction of the course | Lecture |  |  | 13-02-2023 |
| Continued | Lecture |  |  | 15-02-2023 |
| Continued | Lecture |  |  | 17-02-2023 |
| 2 | Introduction of Indus Valley Civilization | Lecture/PPT |  |  | 20-02-2023 |
| Story of Discovery | Lecture/PPT |  |  | 22-02-2023 |
| Continued | Lecture/PPT |  |  | 24-02-2023 |
| 3 | Indus Cities, Indus Script | Lecture/PPT |  |  | 27-02-2023 |
| Town Planning, Trade, Chronology, Decline | Lecture/PPT |  |  | 01-03-2023 |
| Assignment 1 | - |  |  | 03-03-2023 |
| 4 | Indo AryansHome of the Aryans,Arrival of Aryans,  | Lecture/PPT |  |  | 06-03-2023 |
| Religion, Social Life | Lecture/PPT |  |  | 08-03-2023 |
| Continued | Lecture/PPT |  |  | 10-03-2023 |
| 5 | Ancient Philosophies | Lecture/PPT |  |  | 13-03-2023 |
| Buddhism | Lecture/PPT |  |  | 15-03-2023 |
| Continued | Lecture/PPT |  |  | 17-03-2023 |
| 6 | Jainism | Lecture/PPT |  |  | 20-03-2023 |
| Continued | Lecture/PPT |  |  | 22-03-2023 |
| Continued | Lecture/PPT |  |  | 24-03-2023 |
| 7 | Mahajanapadas & Coming of Achaemenians | Lecture/PPT |  |  | 27-03-2023 |
| Arrival of Greeks &Alexander the Great | Lecture/PPT |  |  | 29-03-2023 |
| Continued | Lecture/PPT |  |  | 31-03-2023 |
| 8 | Mid Term | - |  |  | 03-04-2023 |
| Presentation 1 | - |  |  | 05-04-2023 |
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| 9 | Mauryan Empire | Lecture/PPT |  |  | 12-04-2023 |
| Continued | Lecture/PPT |  |  | 14-04-2023 |
| 10 | Kushans | Lecture/PPT |  |  | 17-04-2023 |
| Continued | Lecture/PPT |  |  | 19-04-2023 |
| 11 | Guptas | Lecture/PPT |  |  | 28-04-2023 |
| 12 | Gandhara Civilization | Lecture/PPT |  |  | 03-05-2023 |
| Assignment 2 | - |  |  | 05-05-2023 |
| 13 | Arrival of Muslims under leadership of Muhammod bin Qasim | Lecture/PPT |  |  | 08-05-2023 |
| Continued | Lecture/PPT |  |  | 10-05-2023 |
| Continued | Lecture/PPT |  |  | 12-05-2023 |
| 14 | Revision/Discussions  | - |  |  | 15-05-2023 |
| Continued | - |  |  | 17-05-2023 |
| Continued | - |  |  | 19-05-2023 |
| 15 | Final Exam | **-** |  |  | 22-05-2023 |
| Presentation 2 | **-** |  |  | 24-05-2023 |
| Continued | **-** |  |  | 26-05-2023 |

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**Textbooks, Materials, Supplies and other Resources**

*.* **Suggested Readings**

Dani, A. H. A Short History of Pakistan, Book One, Pre-Muslim Period. Karachi: University of Karachi, 1967.

Kenoyer, Jonathan Mark. *Ancient Cities of the Indus Valley Civilization*. Oxford: Oxford University Press, 1998.

McIntosh, Jane. *The Ancient Indus Valley: New Perspectives*. California: ABC-CLIO, 2007.

Possehl, Gregory L. *The Indus Civilization: A Contemporary Perspective*. Lanham: Alta Mira Press, 2002.

Marshall, Sir John. *The Buddhist Art of Gandhara*, Cambridge University Press, 1960.

Zwalf, W. The Shrines of Gandhara, London: British Museum Publication, LTD, 1979.

Schmidt, Karl. J. Atlas and Survey of South Asian History, New York: M. E. Sharpe, 1995.

Book: Pakistan Studies: *A book of Readings*. Edited by: Sikandar Hayat, published by: Sang – e – Meel.

**Course Requirements:**

The breakup is as follows:

**Class Participation: 15%**

**Assignment 1: 10%**

**Assignment 2: 10%**

**Midterm: 20%**

**Presentation 1: 10%**

**Presentation 2: 10%**

**Final: 25%**

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**Classroom Participation:**

Your participation is welcome and rewarded in this course. I will regularly ask for your opinions, ideas, and experiences. I ask because what you think is important and because hearing what others think can be a way for you to learn. If you regularly volunteer and contribute something when you’re called on, 10% will be added to your grades total in the class. The grades are awarded for your willingness to speak. Grades are not taken off if your answer is incorrect or if you disagree with something in the text or something I or someone else said in class. Please keep in mind that we all need to speak to each other respectfully, even when disagreeing.

**Grade Determination & Course Assessment as per FCC Policy:**

*-.* *Late work can be submitted up until the final summative assessment for any given unit. Once*

*a unit is complete, late work is not accepted unless the late work in question happens to be*

*part or all of the final summative assessment, such as a project or a presentation.*

**Grading Legend**

Below is the grading legend of FCCU (published in all catalogues and available on the FCCU website) as approved by the Academic Council and applies for Fall as well

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| **Grade** | **Point Value** | **Numerical Value** | **Meaning** |
| A | 4.00 | 93-100 | Superior |
| A- | 3.70 | 90-92 |
| B+ | 3.30 | 87-89 | Good |
| B | 3.00 | 83-86 |
| B- | 2.70 | 80-82 |
| C+ | 2.30 | 77-79 | Satisfactory |
| C | 2.00 | 73-76 |
| C- | 1.70 | 70-72 |
| D+ | 1.30 | 67-69 | Passing |
| D | 1.00 | 60-66 |
| F | 0.00 | 59 or below | Failing |