

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-130-156

HST 3306 – Modern India

General Education Committee

Date: 10/28/2016

Executive Committee  
Received and Forwarded

Date: 11/02/2016

Academic Senate

Date: 11/09/2016  
First Reading  
11/30/2016  
Second Reading

BACKGROUND:

The History Department revised HST 306 for the semester calendar. This is an existing major course in GE Areas C4/D4.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Areas C4 and D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-130-156, HST 3306 – Modern India.

# HST - 3306 - Modern India

## C. Course - New General Education\* Updated

### General Catalog Information

Department\*

History

Semester  
Subject Area\*

HST

Semester 3306  
Catalog  
Number\*

Quarter Subject  
Area

HST

Quarter Catalog 306  
Number

Course Title\* Modern India

Units\*

(3)

C/S  
Classification \*

C-02 (Lecture Discussion)

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

Component\*

Lecture

<b>Instruction Mode*</b>	<input type="button" value="Asynchronous Local"/> <input type="button" value="Face-to-Face"/> <input type="button" value="Fully Asynchronous"/> <input type="button" value="Fully Synchronous"/> <input type="button" value="Hybrid w/Asynchronous Component"/> <input type="button" value="Hybrid w/Synchronous Component"/> <input type="button" value="Synchronous Local"/> <input type="button" value="Web-Assisted"/>
<b>Grading Basis*</b>	<input type="button" value="Graded Only"/>
<b>Repeat Basis*</b>	<input type="button" value="May be taken only once"/>
<b>If it may be taken multiple times, limit on number of enrollments</b>	<input type="button" value="1"/>
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b>	
<b>Choose appropriate type (s) of course(s)*</b>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	<input type="button" value="C4"/> <input type="button" value="D4"/>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

**I. Catalog Description**

<b>Catalog Description</b>	History of modern India's transition from a British colony to the world's largest democracy. Interactions among the forces of tradition and modernity, colonialism and nationalism, communal separatism and national
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integration. Challenges to democracy, development, social justice and ecological sustainability in independent India.

## **II. Required Coursework and Background**

### **Prerequisite(s)**

Completion of A1, A2, and A3, and any two in lower division area C (if credit is for C4) or any two in lower division area D (if credit is for D4)

### **Corequisite(s)**

### **Pre or Corequisite(s)**

### **Concurrent**

### **III. Expected Outcomes**

**List the knowledge, skills, or abilities which students should possess upon completing the course.\***

Completion of this course will enable students to realize the following outcomes:

#### **Outcome 1: Knowledge**

Develop a comprehensive understanding of diversity of Indian culture, history and society through a synthesis of knowledge gained from the analysis of history and biography, literature and arts, documentaries and films.

Grasp the key political, social and economic developments leading to India's transformation from a colony to an independent and democratic nation.

Understand the connections between India's past and the present and the trends shaping the future of the world's largest and culturally diverse democracy.

Recognize the various social and ecological challenges facing Indian culture and society today.

#### **Outcome 2: Analysis**

Examine the impact of colonialism on Indian culture, society and economy.

Analyze the rise of nationalism and methods of resistance to colonial rule in India, including Gandhi's seminal role in pioneering nonviolent resistance for social change.

Examine the challenges of democracy and development, human rights and ecological harmony in independent India.

#### **Outcome 3: Representation**

Draw upon historical, literary and artistic evidence to advance and support arguments or a point of view in course assignments, including papers and presentations.

Engage in historical research and writing based on the critical assessment of both primary and secondary sources drawn from both humanities and social sciences.

#### **Outcome 4: Pre-Credential Training**

Develop content knowledge in the areas identified by the California Board of Education.

Become familiar with effective teaching pedagogies and learning methods.

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

**Relationship to Program Objectives:**

<b>Outcome</b>	<b>Introduce</b>	<b>Develop</b>	<b>Mastery</b>
<b>Knowledge</b>		x	x
<b>Analysis</b>		x	
<b>Representation</b>		x	
<b>Pre-Credential training</b>	x	x	

**Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the**

The course meets the descriptions of GE sub-areas C4 and D4.

HST 3306 provides a balanced understanding of modern India through a synthesis of discipline-based knowledge, skills and forms of inquiry drawn

**GE Area/SLO mapping.** from primary and secondary sources from both Humanities and Social Sciences.

The rationale to include this course for Humanities Synthesis (C4) is as follows. It integrates knowledge from history and biography, literature and arts, documentaries and films, to expose students to an in-depth and critical understanding of major themes of Modern India such as colonialism and nationalism—which are also of broader significance for our understanding of the nineteenth and twentieth century-world. For example, drawing upon Gandhi’s biography, feature film *Gandhi*, the documentary about Salt March, and the cartoons of the time makes for a powerful juxtaposition of Gandhi’s pioneering nonviolent resistance to the violent and corrosive nature of colonialism in India. At the same time it demonstrates the courage and power of the human spirit which inspired scores of nonviolent movements around the world, thus, connecting the human present with the past. The course also highlights the concept of individual and national freedom and the methods for their realization.

The rationale to include this course for Social Science Synthesis (D4) is as follows. The course will enable the students to examine the challenges to democracy and development in independent India through integration of insights gained from history, developmental economics, political science, and environmental studies. A synthesis of knowledge, skills and insights gained from such Social Sciences will enable students to understand in-depth the historical roots of poverty, social injustice, gender inequality, and unsustainable development in India, which is the largest democracy and a leading developing country in the world. The course will also enable students to relate these challenges in a wider context affecting a vast majority of human beings around the world. Thus, the course will provide both the depth and breadth for understanding such issues confronting India (and also the world).

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

**1a. Write effectively for various audience**

Through various written assignments students will be able to discuss and explain the key cultural, philosophical, social and economic trends leading to India’s transition from a British colony to its emergence as the world’s largest democracy, and analyze the many challenges facing India, its culture and traditions since independence.

**1b. Speak effectively to various audience**

Through several oral assignments, such as participation in structured discussion of primary sources and featured documentaries and films in the class, as well as through their presentations, students will be able to effectively speak about



many aspects of modern India, making their points accessible to diverse students in the class.

**1c. Find, evaluate, use, and share information effectively and ethically.**

Students will be able to find and evaluate relevant sources of information representing humanities and social sciences for their short thematic research paper and essays while follow the ethic of appropriately citing these sources, and share their integrated knowledge with the class during their presentations.

**1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

In their essays and a short paper, book report or documentary report, students will formulate thesis statement and logical arguments supported by primary and secondary sources, historical facts, literary or artistic analysis. Structured discussions, and presentations will also enable students to take a well-supported position on an issue.

**2b. Analyze major literary, philosophical, historical or artistic works and explain their historical significance.**

Students will be able to examine primary sources and readings drawn from humanities and explain their relevance to the understanding of modern India. For example, students will examine Tagore's classic novel, *Home and the World*, along with film based on it, *Ghare Baire* by Satyajit Ray to understand the complex phenomenon of nationalism in modern India. They will also analyze the role of poems and national songs such as Bankim Chatterjee's *Bande Mataram* and Mohammad Iqbal's *Tarana-i-Hind* (The Anthem of Hind) in the growth of early Indian nationalism. Students will integrate such analysis in their course assignments including, essays, reports and papers.

**2d. Integrate concepts, examples and theories from more than one disciplines to identify problems, construct original ideas, and draw conclusions.**

Assignment and Essay guidelines will enable students to integrate examples from readings drawn from more than one discipline to identify the complex issues in understanding a historical reality, a movement or its leader. For example, in assessing and drawing their own conclusion about Gandhi's role in India's freedom struggle, students will integrate the concept of freedom from Gandhi's seminal text, *Hind Swaraj* (a primary source), with how freedom was realized through the history of Indian national movement, the actions of

Gandhi (from their reading of his biography) in the context of the history of British politics affecting the socio- economic realities in colonial India. Students will also analyze “Freedom’s Dawn” a poem written in August 1947 by Faiz Ahmed Faiz to capture the mood of the time.

**3a. Analyze the historical developments of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

For example, in explaining why nationalism in India resulted not in one but in two independent nations of India and Pakistan, students will examine the role of the Hindus Muslims, and the British in shaping the historical reality of partition of the Indian subcontinent, and its tumultuous impact on Hindu and Muslim Communities through the analysis of primary and secondary sources including viewing and discussion of a documentary film, *Division of Hearts*.

**3b. Analyze principles, methods, value systems and ethics of social issues confronting local and global communities**

The multi-disciplinary instructional materials will enable students to analyze the value system and ethics as well Indian philosophical principles and politics affecting social issues such as economic and gender equality, human rights and environmental sustainability and social harmony--issues also of relevance to many other communities around the world.

**General  
Education  
Outcomes\***

**Ia. Write effectively for various audiences**

**Ib. Speak effectively to various audiences.**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

#### **IV. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

##### **Instructional Materials\* Primary Sources**

Stephen Hay (ed.), *Sources of Indian Tradition: Modern India*. Vol. 2.; Columbia University Press, 1988.

Gandhi, Mohandas K. *Hind Swaraj and Other Writings*. Introduced and Edited by Anthony Parel, Cambridge University Press, 2009.

##### **Literature**

Mulk Raj Anand. *The Untouchable* (a novel). 1935.

Bankim Chatterjee, *Bande Mataram* (a national hymn). 1875.

Faiz Ahmad Faiz. *Subh-e-Azaadi* (Freedom's Dawn, a poem). 1947.

E. M. Forster. *A Passage to India*. 1924.

Mohammad Iqbal. *Tarana-i- Hindi (Anthem of Hindustan)*, 1904.

Rabindranath Tagore. *Home and the World*. Penguin Classics. 1915.

##### **Documentaries and Films**

*Salt Satyagraha*, in *Force More Powerful Series*, Directed by Steve York. Films for the Humanities and Sciences, 2000.

*Narmada Diary*, by Ananda Patwardhan, Icarus Films, 1995.

*Division of Hearts*. A documentary by Satti Khanna and Peter Chappel, 1987.

*Gandhi*. A feature film by Richard Attenborough. 1982.

*Ghare Baire*. A Film by Satyajit Ray (based on Tagore's Novel, *Home and the World*), 1984.

*Kamala and Raji*. A documentary by Michael Camerini, 1991.

**Texts**

Ramchandra Guha (ed.,) *Makers of Modern India*. Belknap Press, 2013.

Akash Kapur. *India Becoming. A Portrait of Life in Modern India*. Penguin-Riverhead, 2012.

Barbara Metcalf and Thomas Metcalf, *A Concise History of Modern India*. Cambridge University Press, 2012.

**Supplementary Readings**

Bipan Chandra, "Colonial India: British versus Indian Views of Development," *Review*, XV, 1, 1991:81-167.

Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 2007.

Atul Kohli, *Poverty Amid Plenty in the New India*. Cambridge University Press, 2012.

Simone Panter-Brick, *Gandhi and Nationalism: The Path to Indian Independence*. I. B. Tauris, 2012.

Amaratya Sen, *Development as Freedom*. Anchor, 2000.

Tara Sethia, *Gandhi: Pioneer of Nonviolent Social Change*. Pearson, 2012.

\_\_\_\_\_, "Capitalism, Nationalism and Industrialization in the Age of Imperialism: The Case of G. D. Birla and the Jute Industry in Colonial India," in Arnold Kaminski and Roger Long (eds.) *Nationalism and Imperialism in South and Southeast Asia* (Manohar, 2015), pp. 185-206.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

**V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum  
Student  
Material\***

Required readings, excerpts of primary sources and handouts, a notebook and access to internet

## **VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

### **Minimum College Facilities\***

A smart class room, access to Library.

## **VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

### **Course Outline\***

1. India: A Land of Diverse Cultures, Cuisine, Films and Music

*Story of India*: Excerpts from film by Michael Wood

2. Challenge to Mughal Empire from the West:

- a. The Opulence of the Mughal Empire
- b. European Intrusion in the Indian subcontinent
- c. Establishment of British Paramountcy in India
- d. Colonial Architecture

3. The Great Uprising and Aftermath

- a. Mutiny or civil rebellion?: Historiographical Debate
  - b. Heroes, victims, and Participants
  - c. "Proclamation by Mutineers" Indian religion and Culture under Siege
  - d. Clash of Cultures: E M Forster, *A Passage to India*
4. The "Subaltern" Groups in Colonial India
- a. Women in colonial India
  - b. The peasants, workers and the *Dalits*
  - c. *The Untouchable* by Mulk Raj Anand
5. The Rise and Growth of Indian Nationalism
- a. The founding of the Indian National Congress
  - b. Nationalism: Historical and Biographical trends: Early Reformers and Nationalists
  - c. Nationalism: Literary and Artistic Trends: Insights from Tagore's *Home and the World*; Bankim Chatterjee's, *Bande Mataram* and Mohammed Iqbal's *Taran-i- Hindi*.
  - d. Excerpts from *Ghare Baire*—a Satyajit Ray Film.
6. Paradigms of Resistance to Colonialism
- a. Violent Resistance: Underground Revolutionaries
  - b. The Emergence of Gandhi
  - c. Gandhi's concept of freedom (Analysis of *Hind Swaraj*)
  - d. Satyagraha and the model for nonviolent mass revolution
7. From a Colony to Nations: India and Pakistan
- a. Communal and British politics
  - b. The Partition: India and Pakistan
  - c. The Hindu-Muslim communities torn apart: Insights from the film, *Division of Hearts*
8. Emergence of the World's Largest Democracy
- a. The ruling elite, political parties and the masses

b. Problems of a functioning democracy: Corruption in Indian politics

c. Women's social status and roles: Insights from a documentary, *Kamala and Raji*

9. Issues of Development and Social Justice in post-independent India

a. Problems of redistribution and corruption

b. Poverty, illiteracy and Social Disharmony

c. Issues of Human Rights and Ecological Sustainability:

Review Documentary Film, *Narmada Diary*

### **VIII. Instructional Methods**

**Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**

#### **Instructional Methods\***

Lectures, audio-visual, PowerPoint presentation, structured discussions of assigned readings along guidelines, and student presentations of integrated course themes.

### **IX. Evaluation of Outcomes**

#### **Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Written methods include two essays, a short thematic research paper, a book report and a report on featured documentaries. (see descriptions of writing assignments in the next section below).

Oral methods include the following:

- i. Structured discussion in class of assigned primary sources and other readings to enable students to develop skills of critical thinking, reflection, and representation.
- ii. Class participation, including formulating and asking questions.





If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\*

Matrix of Methods for Evaluating Outcomes for GE sub-areas C4 and D4

Matrix of Methods for Evaluating Outcomes for GE sub-areas						
Outcomes GE Sub-areas C4 /D4	Written Methods				Oral Met	
	Two Essays	A short paper	Book Report	Documentary Discussion and Report	Structured Discussions of Primary sources	Partic in Cla
1.a. Effective Writing for diverse audience	x	x	x	x		
1.b. Effective Speaking To diverse audience					x	
1.c. Find, evaluate, use and share information effectively and ethically.	x	x	x	x	x	
1.d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.	x	x	x	x	x	
2.b. Analyze major literary, philosophical, historical or artistic works and explain	x	x	x	x	x	

their significance									
2.d. Integrate concepts, examples, and theories from more than one discipline to identify problems and draw conclusions	x	x	x	x	x			x	



**X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**

**Department/  
College Required  
ECO Information  
(Optional)**