



HIST-117: HISTORY OF INDIA

Also listed as: HIST-117H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

HIST - History

Course Number

117

Course Title

History of India

Short Title

History of India

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-117H

C-ID (Admin Only)

CB 00

CCC000571289

Course Title

Honors History of India

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Approved Third Cal-GETC Area

Catalog Description

This course examines the history of India and South Asia from the prehistoric period to the present, emphasizing cultural and social traditions, the interaction between the region and other parts of the world, and political developments in the ancient, classical, Islamic, British, and recent phases.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0101 - History, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate ways in which climate and geography have shaped Indian history.
2. Discover Harappan Civilization and its impact on later Indian history.
3. Analyze the influence of Vedic values and literature on Indian history, incorporating critical evaluation of the Aryan migration within this context.
4. Describe the global influence of Hinduism, Buddhism, and Jainism, and discuss the cultural impact of Islam in shaping Indian society and religious traditions.
5. Formulate independent interpretations of historical data and sources concerning class, gender, ethnicity, marginalized and outcast groups, culture, and politics in Indian history, while recognizing the perspectives and contributions of historically underrepresented groups to develop a deeper understanding of India's diverse past.
6. Analyze the impact of British colonization on India, and how British culture, economic policies, and institutions have shaped recent Indian history.
7. Examine the roots of India's independence movement across religious communities and analyze how the post-independence constitution and political structures embodied cultural values and shaped modern society.
8. Evaluate India's recent relationships with foreign countries, including Pakistan, the United States, and China.

9. Analyze ways in which Indian culture has influenced areas beyond India, including modern diaspora communities in the United States and Britain

Honors Objectives

1. Develop advanced-level research skills through the completion of a major research project on the history of India
2. Develop academic writing and oral presentation skills appropriate to a history class
3. Analyze primary source readings or secondary academic sources concerning major issues and interpretations of the history of India

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of the history of India.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to the history of India to demonstrate historical understanding and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to the history of India.

Content

Course Lecture Content

1. The Setting
 - a. Geography
 - b. Climate
 - c. Languages
 - d. Population and Ethnicities
2. Early History Indus Valley Civilization 3000-1700 BCE
 - a. Paleolithic and Early Neolithic India
 - b. Harappan Civilization
 - c. Visual Culture and Female Figures of the Harappan World
3. The Vedic Age 1700-BCE-600 CE
 - a. The Aryan Invasion Theory and its Critics
 - b. Vedic and Sanskrit Literature
 - c. The Mahabharata and the Ramayana
 - d. Literature of the Upanishads
 - e. Caste Foundations and Marginalized Communities
 - f. Gender and Family: Women's Roles and Representation
4. Shramana and Birth of Two Religions—Buddhism and Jainism 600-320 BCE
 - a. Mahavira and Jainism
 - b. Siddhartha Gautama and Buddhism
 - c. State and Politics in Ancient India
 - d. North Indian Conquest and Unification
5. Persian and Greek Invasions 500-300 BCE
 - a. Persian Invasion 500 BCE
 - b. Alexander the Great Invasion
 - c. Greco-Buddhism and Artistic Developments
 - d. Political Legacy of Persia and Greece
6. The Mauryan Empire and the Origins of Unification 320-200 BCE
 - a. Mauryan Kings
 - b. Ashoka
 - c. Buddhist Monumental Art and Architecture: Stupas and Pillars
 - d. Society and Economic Activity
 - e. Buddhist Missionary Activity Outside of India
 - f. Disintegration of Empire 200 BCE-300 CE

7. Political Fragmentation
 - a. The Kushanas
 - b. Rise of Mercantile Communities
 - c. Trade and Exchange in the Indian Ocean: Labor, Class, and Gender Dynamics
 - d. Indian and Hellenic ideas in Northern India
 - e. Contacts with China and Southeast Asia
 - f. Buddhist Art, Architecture, and Forms of Inclusive Cultural Expression
 - g. Development of Hinduism
 - h. Women's Bhakti Literature
8. The Gupta Empire, the Golden Age of Hinduism, Cultural Influence Abroad
 - a. Hindu Art and Architecture
 - b. Education, Science, Mathematics, and Learning
 - c. Philosophical Schools
 - d. Indian Intellectual and Religious Influence in Southeast Asia
 - e. Borobodur, Angkor Wat
9. Islam in India
 - a. Arrival 712 CE and Conquest of Sindh
 - b. Conquests in the North—Mahmud of Ghazni 1000 CE
 - c. Mohammad of Ghor 1192
 - d. Sultanate of Delhi
 - e. Arrival of Urdu
 - f. The Mongols and Timur
10. Mughal India
 - a. Babur and Conquests 1526
 - b. The Reigns of Humayun and Akbar
 - c. Era of Jahangir and Shah Jahan
 - d. Policies of Aurangzeb
 - e. Mughal Art and Architecture
 - f. Roles of Women in the Mughal era
 - g. Maratha Empire
 - h. Sikhs and the Sikh Empire
 - i. Decline of the Mughals 1707-64
11. Arrival of the Europeans (1500-1750)
 - a. Portuguese 1500
 - b. Early British Presence
 - c. Other European Powers—the Dutch and French
12. The Early British Presence and the Birth of the Raj (1750-1858)
 - a. Seven Years War
 - b. East India Company
 - c. Women Missionaries and Travelers
13. British Raj (1858-1947)
 - a. Lord Curzon and Reforms
 - b. Congress Party and Muslim League
 - c. Economic Change and Development Under the British
 - d. Underrepresented Communities during the Colonial Era
 - e. The British India Army
 - f. Mohandas Gandhi, the Congress Party, and Agitation for Independence 1919-1939
 - g. India in World War II
14. Partition, Independence, and Governance
 - a. Early Government in Pakistan Nehru, the Constitution, and Early Government in India
 - b. Economy and Diplomatic Relations under Nehru
 - c. Voices of the Underrepresented: Ambedkar, Dalits, and the Making of the Indian Constitution
15. Contemporary India
 - a. Shastri and Rajiv Gandhi
 - b. Women's Political Voices (Indira Gandhi and more)

- c. Manmohan Singh and post-Gandhian Reforms
- d. Narendra Modi, the BJP and Hindutva
- e. Relations with Pakistan, China, and the United States
- f. Indian Diaspora India in the Contemporary World

Honors Content

The honors component of History 117 will encourage students to work above the survey level to explore the concepts of the history of India with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the history of India. The topics to be covered in History 117H are the same as those covered in History 117. In addition, honors students will analyze current research and historical concerns pertaining to the history of India on topics such as (but not limited to) the following:

- Bhakti Movement
- Legacies of the Indian Ocean Maritime System
- Caste and Class in British India
- Post-colonial Pakistan and Bangladesh
- Communalism and the Politics of Identity
- Uniform Civil Code
- Gender Justice

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret the primary and secondary source readings or films in order to master course objectives. This includes objectives such as analyzing the impact of British colonization on India and how British culture, economic policies, and institutions have shaped recent Indian history.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions that engage students in the analysis and interpretation of primary and secondary source readings or films in order to master course objectives. This includes objectives such as analyzing the impact of British colonization on India and how British culture, economic policies, and institutions have shaped recent Indian history. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. The instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Film/video Viewing and Discussion

Integration

Class lectures will be supplemented with excerpts from documentaries and films that provide additional perspectives and insights about events, cultures, and people in the history of India. The instructor will facilitate a discussion and critical analysis of the film's themes and situate the film in the broader context of historical representations of the period under study. By so doing, students will have an opportunity to grasp course objectives such as documenting the origins and history of the independence movement in India, including its Hindu and Muslim dimensions.

DE Adaptations for MOI

The instructor will use the CMS to provide accessible clips from documentaries and films that provide additional perspectives and insights about events, cultures, and people in the history of India. These clips should be appropriately closed captioned. The instructor will facilitate a discussion and critical analysis of the film's themes and situate the film in the broader context of historical representations of the period under study using the discussion feature in the CMS. By so doing, students will have an opportunity to grasp course objectives such as documenting the origins and history of the independence movement in India, including its Hindu and Muslim dimensions.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understanding Indian and South Asian history, expand upon information provided in the assigned reading and visual materials, and provide students with an organizational scheme with which to analyze the development of India. Supporting visual materials may include slide presentations and other digitally generated images such as maps, charts, diagrams, photos, videos, and film clips.

DE Adaptations for MOI

Online lectures and supporting visual materials that may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Projects

Integration

Instructor will take time in class to describe the methods, sources, and topics for a research project through which students will formulate independent interpretations of topics such as those related to class, gender, ethnicity, marginalized and outcast groups, culture, and politics in Indian history. The instructor will also explain the requirements for the assignment, the need for analysis and critical thinking, and the importance of research and bibliographical work.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, sources, and goals for a research project through which students will develop an original thesis and acquire additional knowledge about a select topic such as Mohenjo-daro, Chandragupta Maurya, the pillars of Ashoka, Mughal architecture, or resistance to British colonial rule. The written instructions will emphasize the need for analysis and critical thinking, and the importance of research and bibliographic work. Students will interpret the material researched in the form of an extended essay or multimedia presentation. The instructor will make an adjustment for accessibility needs.

Method

Reading

Integration

Instruction will be provided how to analyze and interpret the chapters in the course text and the primary and secondary source materials. This will assist students with gaining a deeper understanding of course objectives such as describing the major religions of India, including Buddhism, Jainism, and Hinduism and their influence on civilizations outside of India.

DE Adaptations for MOI

Reading materials will be accessible through the CMS, the MSJC Library, or other online resources. This will assist students with gaining a deeper understanding of course objectives such as describing the major religions of India, including Buddhism, Jainism, and Hinduism and their influence on civilizations outside of India. All reading materials and delivery methods must meet accessibility guidelines.

Additional Methods of Instruction for Honors

Method: Honors Section Meetings

Integration: Honors section meetings will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped Indian history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

Method: Service Learning Project

Integration: Service learning at history institutions, museums or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Method: Out of Class Activities

Integration: Students will engage with academic inquiry and analysis of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. These activities will encourage students to draw parallels between the past and contemporary society and provide a means of experiencing Indian history through a variety of media beyond the classroom.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams will consist of short answer, multiple choice or true/false questions that require students to demonstrate competence with factual information. In addition, essay questions will require students to analyze, evaluate, and synthesize information such as ways in which Islam has influenced Indian culture and religions.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. Feedback will be provided in a timely fashion, typically within a two-week period. All exams/tests must meet accessibility guidelines.

Method

Other

Integration

Using maps, students will identify important locations (regions, nations, cities, ecological zones, bodies of land and water) and trace patterns of exchange between India and other parts of the world that demonstrate an understanding of Indian history.

DE Adaptations for MOE

Instructors will use the CMS to post map work assignments that require students to identify important locations (cities, states, empires, battles, ecological zones, bodies of land and water) and trace patterns of migration, trade, exploration, and exchanges of knowledge that demonstrate an understanding of the development of Indian history. The use of maps and related websites should be accessible to all users. Alternative text will be provided for all images and feedback will be provided through the CMS typically within a two week period.

Method

Papers

Integration

Short or extended essay assignments that require students to use primary and secondary source readings to investigate such as the visual arts, architecture, literature, performance art, and material culture in the history of India. They will be graded on the organization and quality of their evidence, and their ability to analyze, compare, and contrast the ideas, people, and events under consideration.

DE Adaptations for MOE

Instructor will use the CMS to post detailed instructions for short or extended essay assignments that require students to use primary and secondary source readings to investigate key topics and themes in the course, such as the visual arts, architecture, literature, performance art, and material culture in the history of India. They will be graded on the quality of the thesis, incorporation of academic sources, organization, and coherency of the writing. These assignments will be submitted via the CMS and graded on content, analysis, and the use of sources. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system typically within a two-week period. All materials, instructor delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Research Projects

Integration

A multi-media project and/or assigned interpretive paper to be completed outside of class where students will develop an independent thesis about Indian history through a critical analysis of a variety of primary sources and secondary source material. Topics may include the perspectives and contributions of historically underrepresented and marginalized groups in Indian history. The assignment will be graded on the evidence used to support the thesis and the quality of analysis. Proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated.

DE Adaptations for MOE

The students will interpret the information gained from their research in an analytical essay or multimedia presentation that will be submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their research, as well as their interpretation and analysis of it. Instructor feedback will be provided typically within a two-week period through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical and scientific accuracy.

Oral presentations will be evaluated based on lucidity, organization, critical thinking, originality of argument, and visual aids.

Honors class discussions of supplemental readings or viewings will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned material.

For service learning projects, students will be evaluated on their completion of the agreed upon number of volunteer hours as well as the quality of the reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course.

Out of class assignments, text and film discussions will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read the assigned excerpts from the Upanishads. After finishing the reading, discuss with your group members the philosophical ideas presented and how they connect to concepts such as dharma and the search for ultimate truth within the Vedic period. Consider together their broader significance for the development of Indian religion and culture. Be ready to share your group's findings with the larger class.

How assignment will be adapted in online format

The instructor will share the assigned reading with students via Canvas. Using the "Group" or "Break-out Room" function within the CMS, the instructor will create groups and pose questions for the students to answer about the assigned reading. Instructor feedback will be provided through the grade book function, messaging, or other form of confidential communication typically within a two-week time frame. Any material for students and communications will meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Directions:

Write a short essay in response to the prompt below and bring it to our next class meeting. Your reflection must be a minimum of 250 words and include specific examples from the readings on the spread of Buddhism beyond India. Examples should be introduced, incorporated into your analysis, and appropriately cited. Your response should demonstrate clear organization, proper grammar, and academic writing style.

Writing Prompt:

How did Buddhism spread beyond India, and what cultural impact did it have on other regions of Asia? In your reflection, consider factors such as trade, political support, missionary activity, and adaptation to local traditions. Use evidence from the readings to support your analysis.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion board posts can then be used as a starting point for course discussions. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication typically within a two-week time frame. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Read selected excerpts from Gandhi's speeches and write a 3-page response. Your response should briefly summarize Gandhi's main ideas, identify his audience and purpose, and consider how his position and the historical context of British rule and the independence movement shaped his words. You should also analyze the claims Gandhi makes, the language he uses to persuade his audience, and reflect on the broader significance of his ideas for understanding Indian politics and social order. Submit your completed response through the CMS. Feedback will be provided in a timely manner through the CMS.

How assignment will be adapted in online format

Reading and essay questions will be delivered to students through the CMS and students will submit their essay response in the CMS. Instructor feedback will be provided through the grade book function, messaging, or other form of confidential communication typically within a two-week time frame. Any material for students and communications will meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Select a research topic in Indian history. This topic can be one that is lesser known or traditionally underrepresented, or a topic that you would like to examine from a fresh perspective beyond traditional scholarship. By selecting your own research topic, you will have the opportunity to explore something of personal interest to you and develop it into a project sustained across the semester.

Sample topics include but are not limited to Vedic literature, Gupta scientific achievements, Mughal architecture, Gandhi's leadership, India's foreign relations, class dynamics in Indian society, gender roles across historical periods, or the Partition of 1947. Once you have identified your topic and received approval from the instructor, you will complete your project in one of the following formats:

- Written Paper: A five to seven-page research paper with a clear thesis statement supported by evidence from a minimum of three academic sources, appropriately cited.
- Multimedia Project or Digital Presentation: A project of equivalent depth and rigor to a five to seven-page paper. This should include a clear thesis, well-organized content, appropriate visuals, and supporting evidence from a minimum of three academic sources, appropriately cited. Presentations should be substantial in length (e.g., 10–12 slides with detailed speaker notes or narration, or a comparable multimedia product).

How assignment will be adapted in online format

The parameters for the Research Paper assignment, along with relevant links and resources, will be posted as an assignment in the CMS. Students will submit the completed research paper through the CMS and will receive instructor feedback through the grade book function, messaging, or another form of confidential communication, typically within two weeks. All assignment materials and communications will comply with established accessibility guidelines.

Honors Assignments**Assignment**

Students will complete all regular course requirements for History 117 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete the requirements of A). They are also required to complete B) or C). Assignments D), E), F), or G) below are optional and one or two optional assignments may be required at discretion of the instructor.

Assignment

A) Assigned readings beyond the scope of the regular section of History 117. One book or two or three academic journal articles will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Students understanding, analysis, and reflections about the reading can be shared through an honors group discussion or through a one to two-page thought paper. Example readings could include *The World of the Indian Ocean Merchant, 1500-1800: Collected Essays of Ashin Dasgupta*, *In Praise of Krishna: Songs from the Bengali* by Edward C. Dimock Jr. and Denise Levertov, *The Travels of Dean Mahomet*, *Anatomy of a Confrontation: Ayodhya and the Rise of Communal Politics in India* by Sarvepalli Gopal, and *Uniform Civil Code and Gender Justice in India* by Zoya Hasan.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The materials chosen for this assignment can be reflective of the current thinking on challenging issues. Students will grapple with the theses, implications, or conclusions of these materials and then meet as a group for discussion. Students will also complete a 1-2 page personal reflection on the material. This assignment thus promotes engagement with the material (key issues in the history of India), engagement of students with themselves, with each other, and with the instructor.

Assignment

B) An original research project investigating a topic pertaining to the history of India.

The project will involve original research, using primary and secondary sources and may include interviews, surveys, literature reviews, or other methods. Students will submit a proposal of their research topic, a working thesis and annotated bibliography, and a final research product selected from options B1), B2), or B3) below. For options B1), B2), or B3) students will submit an analysis that will include background information, methods of the research or engagement, a discussion of the project, and a reflection. The project will contain a bibliography with a minimum of ten academic sources that must be referenced in the project. As part of this project, students will be given training in research methods in history. Students will also submit a 250-word abstract of their work. The instructor may organize student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects.

The project will be developed by the student in consultation with the instructor. Background research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles.

Research project topics could include topics such as Ajanta Caves, Mughal architecture, legacies of British colonialism, the development of secularism and communalism in twentieth-century India, Kashmir after the partition, the impact of Bollywood, and gender identity in contemporary India.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The research project will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, and produce a final product of their research.

Assignment

B1) 9-12 page research paper, adhering to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argumentative thesis based on source evidence, outline their analysis, and produce a final paper.

Assignment

B2) Multimedia project such as a 5-10 minute film or a graphic novel that adheres to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

A multimedia project will require academic rigor comparable to a substantial paper, as well as comparable research skills. In addition, the multimedia project will require facility with digital technology.

Assignment

B3) Academic poster adhering to the guidelines listed above.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

An academic poster requires academic research at a level of rigor comparable to a substantial standard research paper, with the addition of finding appropriate visual aids, making sensible and accurate figures (graphs, maps) and tables, and organizing information to be visually appealing and accessible.

Assignment

C) Create a service-learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4–7-page reflection paper that connects their volunteer experience to themes addressed in the course and they will integrate the three articles into the reflection paper. Students will turn in to the instructor a log of their hours signed by an employee of the institution where they are volunteering.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A service-learning project will provide an Honors student with the opportunity to work within their community, apply their research knowledge, and connect their academic training with their real-world experience at the service learning institution.

Assignment

D) A 10-15 minute oral presentation of the final research project (option B or C) given to their fellow honors students, to the entire History 117 class, or to another appropriate audience. The presentation will include a visual aid (slides, a poster, or similar).

For service learning projects, students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Students will be expected to present to a group (the honors section, the whole class, or the institution where the service learning project was completed). The students must present in a cogent, comprehensible, and accessible manner. This assignment will give students an experience of leadership as they introduce their topic, present their work, and answer questions from the audience.

Assignment

E) Interview an individual whose life or professional experiences relate to the subject matter of History 117H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their interview or oral history findings to the instructor or the class (i.e. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their findings fit in or challenge current historical perspectives.

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a professional in the field will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of the interview conducted.

Assignment

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Inclusivity

Justify how the assignment reflects the Inclusivity Core Value

Journaling will allow students to bring various ideas into their course work that might not have found any other place in the course to be expressed. Further, journaling allows students to express themselves in a manner they are comfortable with, promoting a feeling of inclusion in the course.

Assignment

G) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 117H. The Los Angeles County Museum of Art, the Norton Simon Museum, and the San Diego Museum of Art are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom. Other activities could include a film viewing or attending an academic lecture at a local university or museum.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips offer students a chance to learn history in academic spaces outside of the classroom, network with professionals in the field, and consider the real-world significance of their research.

Course Materials**Textbooks**

Trautmann, Thomas R. (2015). India: Brief History of a Civilization Oxford University Press. ISBN: 978-0190202491

Truschke, Audrey (2025). India: 5,000 Years of History on the Subcontinent. Princeton University Press. ISBN: 978-0691221229. eBook ISBN: 978-0691221236.

Narayan, R.K (2006). The Ramayana Penguin Classics. ISBN: 978-0143039679

Guha, Ramachandra (2019). India After Gandhi Revised and Updated Edition: The History of the World's Largest Democracy Ecco. ISBN: 0062978063

Other Resources

Minimum Qualification

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course affords students the opportunity to see how the elements of race, gender, ethnicity, and culture have interacted in the history of India. The class explores the development and impact of political, social, and cultural trends in Indian societies. A concerted effort has been made to include elements of diversity into the course content and course assignments, where students are invited to study, research and present on topics such as racial justifications for colonial rule, national identity and evolving conceptions of gender and sexuality, and social acceptance and discriminatory treatment of diaspora communities. Specifically, the course content was enhanced to highlight the role and impact of women as well as historically marginalized or underrepresented groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will present course content in different ways to accommodate for various preferred learning styles. With diverse learners in mind, a variety of accessible reading materials, films, and assignments are incorporated into this class. Assignments and projects are written to allow students to choose topics that are of interest to them. This allows students to develop as scholars and to pursue topics of particular relevance to them.

For face-to-face or online classes, the research project can be presented through a written format or an alternative format (presentation, multimedia creation) to be determined in collaboration with the instructor(s). Formative assignments are present in the COR as low-risk assignments. This course includes small group activities, discussions, peer reviews, and assignments that emphasize a variety of ways to learn.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course will incorporate student-to-student interaction through in-class or online discussions. Students will be able to engage in small group and whole class discussions with each other when completing collaborative learning exercises. These may focus on analysis of primary source documents and major questions related to political, cultural, and socio-economic characteristics of Indian societies. They may also allow reflection on the role of race, class, gender and ethnicity in the history of India. These discussions will be among students themselves, enabling students to exchange ideas and to prepare for course assignments and class discussions. Students also work together on projects or other activities in small groups online or in-class, engage in peer reviews, respond to announcements, and create presentations together.

Explain how the course will incorporate instructor-to-student interaction.

Faculty will deliver lectures and facilitate group discussions or activities. In lecture, faculty will have the opportunity to model a scholarly approach to analyzing historical trends and developments, and show how evidence is used to support interpretations related to the history of India. The instructor(s) will encourage and emphasize critical thinking, the value of asking questions, research skills, generation of theses, and how arguments can be successful. Faculty will offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students. Faculty will provide office hours and mid-semester check-in meetings with students on demand. Faculty will also be available by email.

Explain how the course will incorporate student-to-content interaction.

Students will interact with the content through reading (the textbook and a diverse array of primary and secondary sources provided in the course), watching historically relevant films/documentaries/videos to offer a visual impression of the history of India, listening to live or recorded lectures, participating in in-class activities, by studying for and taking quizzes and major exams, and through a research project. Research projects will allow students to investigate topics of interest to themselves, beyond the typical course content, using scholarly sources and library materials (primary and secondary sources). In the process, students will acquire knowledge relevant to the course and learn research, writing, and presentation skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will encourage students to reflect on how key events in the ongoing development of the history of India has had a major impact on today's society and on their personal lives. Students will be encouraged during in-class and out-of-class activities to reflect on current concerns in society and to connect these concerns to the broad historical themes explored in the course as well as to themselves. Students will be given the opportunity to reflect on their own understanding of course content, skill development, and methods to enhance their own course success. Students will consider how critical thinking practiced and honed in this course can serve as transferable skills in other academic disciplines and further a student's career goals. The course also provides opportunities to confront critical issues in Indian history involving gender discrimination, legacies of the Cold War, environmental concerns, racism and discrimination, geo-political tensions, and similar issues. The course encourages students to see these as current (not merely historical) concerns and to consider their own personal responses.