**Academic Session: July to November 2022**

**Faculty Name: Dr. Amrita Singh**

**Course and Sem: B.A. (Prog) Semester -Vth III Year**

**Academic Session: July to November 2022**

**Taught Individually or shared: Individually**

**Paper: Gender in the Modern World -GE II**

**No. of classes: (Per Week) 5 Lectures 2 tut.**

**Teaching Learning Process**:

Classroom teaching is supported by group discussions or group presentations on specific themes/ readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/ phenomena. Interactive sessions through group discussions or group presentations shall be used to un-learning prevailing misconceptions about historical developments and periods and to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and PowerPoint presentations, and an appropriate field visit will be used where necessary.

Unit I. Historicizing Gender: Patriarchy and feminism

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with a special focus on patriarchy and feminism. (Teaching Time: 2 Weeks)

Suggesting Readings-

1. Bock, Gisela. (1989). “Women’s History and Gender History: Aspects of an International Debate”. Gender and History vol. 1 no.1, pp. 7-30.
2. Learner, Gerda. (1987). The Creation of Patriarchy. New York and Oxford: OUP. (Chapters 1 and 10).
3. Michelet, Juliet, and Ann Oakley. (Eds.). (1986). What is Feminism? London: Pantheon books. (Introduction).
4. DuBois, Ellen Carol. (1999). Feminism and Suffrage: The Emergence of an Independent Women's movement in America1848-1869. Ithaca: Cornell University Press.
5. Smith, Bonnie G. (Ed.). (2008). Encyclopedia of Women in World History. New York: Oxford University Press [IV Volumes relevant sections].
6. Weisner-Hanks, Merry. (2007).” World History and the History of Women, Gender, and Sexuality”. Journal of World History vol. 18 no.1, pp. 53-67.

Unit II. Gender in the French Revolution: Women’s participation; iconography

Unit II. The focus in the unit is on the significant role played by women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective.

(Teaching Time: 3 Weeks)

Suggesting Readings-

1. Graham, Ruth. (1984). “Loaves and Liberty: Women in the French Revolution”. in Bridenthal Renate and Claudia Koonz (Eds.). Becoming Visible: Women in European History. New York: Monthly Review Press, pp. 236-54.
2. Juneja, Monica. (1996). “Imaging the Revolution: Gender and Iconography in French Political Prints”. Studies in History vol. 12 no.1, pp. 1-65.

Unit III. Women’s Suffrage movement in Britain or USA

Unit III. The unit elucidates the trajectory of the suffrage movement in two states across the Atlantic; Britain and the USA in the late 19th and early 20th centuries. This bears testimony to growing feminist consciousness, especially in the fields of politics and power.

(Teaching Time: 3 Weeks)

Suggesting Readings-

1. Harrison, Patricia Greenwood. (2000). Connecting Links: The British and American Women’s suffrage movements, 1900-1914. Westport, CT: Greenwood Press.
2. Wingerden, Sophia A. (1999). The Women’s Suffrage Movement in Britain, 1866-1928. New York: St. Martin’s Press.

Unit IV. Women and the anti-Apartheid movement in South Africa Unit V. Women in the Russian Revolution

Unit IV. The unit focuses on anti-apartheid resistance in South Africa a very crucial role played by women whose agony doubled on account of being both women as well as black.

(Teaching Time: 2 Weeks)

Suggesting Readings-

1. Walker, Cherryl. (1982). Resistance in South Africa, New York: Monthly Review Press.

Unit V. Women in the Russian Revolution

Unit V. The focal point of the unit is to analyze the location of women both in the Russian Revolution and after the formation of the Soviet Union and whether they worked towards the spread of the fundamental ideals of the Russian Revolution.

(Teaching Time: 3 Weeks)

Suggesting Readings-

1. Rosenthal, Bernice Glatzer. (1984). “Love on the Tractor: Women in the Russian Revolution and After”. In Bridenthal Renate and Claudia Koonz (Eds.), Becoming Visible: Women in European History. New York: Monthly Review Press, pp. 370-399.

Unit VI. Engendering the Chinese Revolution

Unit VI. There is a need to investigate the Chinese revolution from a gendered perspective. Women not just participated in the Chinese Communist movement but worked towards radicalizing it as well, making it a genuine mass movement.

(Teaching Time: 3 Weeks)

Suggesting Readings-

1. Gilmartin, Christina. (1995). Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s. Berkeley: University of California Press.

**Assessment Methods**: Students will be regularly assessed for their grasp of debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for the final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100 Marks

**( DSE )**

**Faculty Name: Dr. Amrita Singh**

**Course and Sem: B.A. (Prog) Semester -Vth III Year**

**Academic Session: July to November 2022**

**Taught Individually or shared: Individually**

**Paper: The Making of pre-Colonial Southeast Asia (DSE X)**

**No. of classes: (Per Week) 5 Lectures 2 tut.**

**Teaching Learning Process:**

**Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and PowerPoint presentations shall be used widely. Overall, the Teaching-Learning Process shall emphasize the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.**

**Unit-I: Introducing maritime and mainland Southeast Asia: Environments, Language, Cultures, and People; the macro-region**

Unit-I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. S/he will become familiar with recent historiographical debates.

(Teaching time: 3 weeks Approx.)

Readings

1. Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic textbook for the course).
2. Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
3. Andaya, Leonard Y. (2008). Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, Honolulu: University of Hawaii Press
4. Monica L Smith. (1999). “‘Indianization’ from the Indian Point of View: Trade and Cultural Contacts with Southeast Asia in the Early First Millennium C.E”, Journal of the Economic and Social History of the Orient, Vol. 42, No. 1, pp. 1-26
5. Suarez, Thomas. (1999). Early Mapping of Southeast Asia: The Epic Story of Seafarers, Adventurers and Cartographers who first mapped the regions between China and India, Singapore: Periplus.

**Unit-II: Sources and historiographical trends: Indianization / Sinicization / Localization**

Unit- II: At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. (Teaching time 4 weeks Approx.)

1. Miksic, John N. and GeokYian Goh. (2017). Ancient Southeast Asia, London: Routledge
2. Kenneth R. Hall, (2011). A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500, London: Rowman & Littlefield Publishers
3. Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, New Delhi: Manohar.

**Unit-III: a) State formation: the early kingdoms; later polities (Pagan, Srivijaya, Khmer);**

**b) social structures**

**c) the Indian Ocean and overland routes d) art & architecture**

Unit-III: The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region.

(Teaching time: 4 weeks Approx.)

1. Acri, Andrea, Helen Creese and Arlo Griffiths (Eds.). (2011). From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia, Leiden: Brill
2. Morgan David O. and Anthony Reid. (2010). The New Cambridge History of Islam: The Eastern Islamic World eleventh to eighteenth centuries, Vol. 3, Cambridge: Cambridge University Press
3. Aritonang, Jan Sahar and Karel Steenbrink (Eds.). (2008). A History of Christianity in Indonesia, Leiden: Brill
4. Tara Albert. (2014). Conflict and Conversion: Catholicism in Southeast Asia, 1500-1700, Oxford: Oxford University Press

**Unit-IV: Religion: Popular beliefs; the spread and localization of Buddhism, Hinduism, Islam and Christianity**

Unit- IV: By the end of this rubric the students will be able to trace the changing character of regional political formations and the beginnings of the European presence in the region. They will also be better acquainted with the various dimensions of maritime activity involving communities, commodities, and port cities.

(Teaching time: 3 weeks Approx.)

1. Pinto, Paulo Jorge de Sousa. (2012). The Portuguese and the Straits of Melaka, 1575-1619: Power Trade and Diplomacy, Singapore: National University of Singapore Press
2. Reid, Anthony. (1988). Southeast Asia in the Age of Commerce, 1450-1680: The Lands Below the Winds, New Haven: Yale University Press
3. Reid, Anthony (Ed.). (1993). Southeast Asia in the early modern era: Trade, power and belief, Ithaca, New York: Cornell University Press
4. Bulbeck, David, Anthony Reid, Lay Cheng Tan, and Yiqi Wu,(1998). Southeast Asian Exports since the 14th century: Cloves, Pepper, Coffee and Sugar, Singapore: Institute of Southeast Asian Studies

**Unit-V: Political and Economic transformations in the 14th century: Majapahit Empire, regional formations, the Portuguese and Spanish commercial enterprise**

(Teaching time: 2 weeks Approx.)

1. Ahmad, Abu Talib and Tan LiokEe, (2003). New Terrains in Southeast Asian History, Singapore: Singapore University Press
2. Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia, Leiden; Brill
3. Borschnerg, Peter. (2010). The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century, Singapore: National University of Singapore
4. Broese, Frank. (1997). Gateways of Asia: Port Cities of Asia in the 13th - 20th centuries, London: Routledge.
5. Chaudhuri, K.N. (1985). Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750, New Delhi: MunshiramManoharlal.
6. Goh, Robbie B.H. (2005). Christianity in Southeast Asia, Singapore: Institute of Southeast Asian Studies
7. Hall, K. (1985). Maritime Trade and State Development in Early Southeast Asia. Honolulu: University of Hawaii Press.

**Unit-VI: The Age of European Commerce: Maritime economy, trade routes, commodities, business communities and port cities**

**(Teaching time: 01 weeks Approx.)**

1. Kulke, H, K. Kesavapany, and V. Sakhuja. (2009). Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia. Singapore: Institute of Southeast Asian Studies.
2. Kulke, H. ([1993] 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia. New Delhi: Manohar.
3. Lieberman, Victor. (2009), Strange Parallels: Southeast Asia in Global Context, c.800-1830, Volume 2, Mainland Mirrors: Europe, Japan, China, South Asia and the Islands, Cambridge: Cambridge University Press
4. Manguin, Pierre-Yves, A. Mani & Geoff Wade (eds.). (2012). Early Interactions between South and Southeast Asia: Reflections on Cross-Cultural Exchange, Singapore: Institute of Southeast Asian Studies. (A basic textbook for the course).
5. Masashi, Haneda. (2009). Asian Port Cities, 1600-1800: Local and Foreign Cultural Interactions, Singapore: National University of Singapore Press

Assessment Methods:

Students will be regularly assessed for their grasp of debates and discussions covered in class. Two written submissions and at least one presentation will be used for the final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions and to draw concrete connections between the issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100 Marks

**(SEC Paper)**

**Faculty Name: Dr. Amrita Singh**

**Course and Sem: B.A. (Prog) Semester -3rd II Year**

**Academic Session: August to December 2022**

**Taught Individually or shared: Sharing with Dr. Kirti Anamika**

**Paper: Introduction to Art in the Indian Subcontinent** (**SEC II)**

**No. of classes: (Per Week) 2 Lectures.**

**Teaching Methodology**: I have used various teaching methodology which is very useful for students like lecture method, Group discussion, project-based learning, problem-based learning, and supporting audio-visual aids like documentaries and PowerPoint presentations, and an appropriate field visit will be used where necessary. Given that the student enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicizing various macro and micro-level developments/ phenomena. Interactive sessions through group discussions or group presentations shall be used to v to facilitate the revision of issues outlined in the lectures.

**Unit I: Indian Art; historiographical issues**

Unit I: This unit introduces the students to the historiographical issues related to the study of Indian Art. The focus of this Unit is on how the study of Indian art has changed over a period of time.

**(Teaching Time: 2 Weeks Approx.)**

**Suggesting Readings-**

1. Dhar, P. P. (Ed). (2011). Indian Art History: Changing Perspectives. New Delhi: DK.
2. Mitter, Partha. (2001). Indian Art. Oxford: Oxford University Press.
3. Huntington, Susan L. (1985). The Art of Ancient India: Hindu, Buddhist, Jain. New York: Weather Hill.

**Unit II: Sculpture**

1. Stone: Gandhara and Mathura (b) Metal: Chola Bronzes (c) Terracotta: Contemporary

**Unit II:** This unit examines historical development in the evolution of sculpture with special reference to stone, metal, and terracotta.

**(Teaching Time: 4 Weeks Approx.)**

**Suggesting Readings-**

1. Banerjea, J. N. (1975). The Development of Hindu Iconography. New Delhi: Munshi Ram Manohar Lal.
2. Dehejia, Vidya et al. (2007). Chola: Sacred Bronzes of Southern India. London: Royal Academy.
3. Huyler, Stephen P. (1996). Gifts of Earth; Terracottas & Clay Sculptures of India. New Delhi: IGNCA.

**Unit III: Architecture**

1. Evolution of Temples (i) Nagar: Sun Temple, Konark (ii) Dravida: Nataraja Temple, Chidambaram
2. Mosques and Mausoleums
3. (i) Quwwat al-Islam Mosque, Delhi

(II) Taj Mahal, Agra

(c) Forts

(i) Kumbhalgarh Fort

(d) Colonial

(i) Rashtrapati Bhawan, Delhi

(ii) Victoria Terminus, Mumbai

This unit examines the development of architecture in Indian temples, mosques, forts, and colonial buildings. The ideological underpinning of architecture is also introduced.

**(Teaching Time: 4 Weeks Approx.)**

**Suggesting Readings:**

1. Brown, Percy. (1942). Indian Architecture (Buddhist and Hindu period). Delhi: CBS Publishers. (Reprint, 2005).
2. Brown, Percy. (1942). Indian Architecture (Islamic period). Bombay: D. B. Taraporevala Sons & Co.
3. Thiagrajan, K. (2009). Meenakshi Temple, Madurai. Madurai: MSTRC.
4. Behera, K. S. (2005). Konark. The Black Pagoda. Delhi: Publication Division.
5. Tejwani, Amit. (2017). Wonderful India Kumbhalgarh, The Majestic. Chennai: Notion.
6. Prasad, H. Y. Sharada. (1992). Rashtrapati Bhawan: The Story of President’s House. New Delhi: Publication Division.
7. Rahul Mehrotra et al. (2006). A City Icon; Victoria Terminus Bombay. Bombay: Eminence Designs.

**Unit IV: Painting**

(a) Mural Tradition: Ajanta

(b) Miniature Tradition: Mughal and Rajput

(c) Nationalist Tradition: Bengal School

(d) Contemporary Tradition: Calendar Art

This unit deals with the traditions of painting in India concerning Mural, miniature; Mughal, and Rajputs. It also examines the major trends in painting during the national movement and in contemporary India**.**

**(Teaching Time: 3 Weeks Approx.)**

1. Jamkhedkar, A. P. (2008). Ajanta; Monumental Legacy. New Delhi: OUP.
2. Verma, Som Prakash. (2009). Aspects of Mughal Painting; Expressions and Impressions. Volume 1. New Delhi: Abhinav Publications.
3. Beach, M.C. (1982). The New Cambridge History of India: Mughal and Rajput Painting. Delhi: Cambridge University Press.
4. Uberoi, Patricia. (2002-03). "Chicks, Kids, and Couples: the nation in calendar art". India International Centre Quarterly vol. 29 no.3-4, pp. 197-210.
5. Uberoi, Patricia. (1990). "Feminine Identity and National Ethos in Indian Calendar Art". Economic and Political Weekly vol. 25 no.17, pp. 41-48.

**Other important readings-**

1. Coomaraswamy, Ananda K. (1927). History of Indian and Indonesian Art. New York: Dover Publications. 2. Gupta, S. P. & Shashi P. Asthana. (2002). Elements of Indian Art. Delhi: D. K. Printworld. 3. Meister, Michael W., and M. A. aaaaa. (Eds.). (1983). Encyclopedia of Indian Temple Architecture, South India: Lower Dravidadesa 200 BC-AD 1324. New Delhi: American Institute of Indian Studies.

**ICT- Documentaries, Movies, Maps, Photos, images, etc**

1. **Ellora Caves Documentary 2019 The Mind-Boggling Rock Cut Temples of India**
2. **Evolution in Indian Temple Architecture**
3. **Chidambaram Nataraja Temple and Dikshitars**
4. **Konark Sun Temple | Documentary |Temples Of India**
5. **Qutub Minar's Architecture | क़ुतुब मीनार की स्थापत्य कला**
6. **Secrets of the Taj Mahal - National Geographic**
7. **Film on Rashtrapati Bhavan - The President's Estate: Humane, Hi-Tech, Heritage**

**Assessment Methods: Students will be regularly assessed for their grasp of debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for the final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Internal Assessment:**

**25 Marks Written Exam: 75 Marks Total: 100 Marks**