**Lesson Plan**

**July-November2021**

**Faculty Name: Dr. Supriya Sinha**

**Course and Sem: B.A. (Hons) IIIyear, Semester -Vth; (Core Course XI)**

**Academic Session: July to November 2021**

**Taught Individually or shared: Individually**

**Name of Paper: History of Modern Europe – I**

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

**Course Objectives**

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas, and structures shall be contextualised within the developing capitalism of the nineteenth century.

**Learning Outcomes:**

On completing this course, the students will be able to:

• Identify what is meant by the French Revolution.

• Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.

• Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.

• Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.

• Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

**Teaching Methodology**: Various teaching methods will be used like lectures, group discussions, use of maps, pictures, painting (through screen share) short movie/documentary screening and group-based learning. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments which were taking place in the world and emphasise on the socioeconomic and cultural impact of these development.

**Unit I: A Period of Revolutions 1789-1850 (Teaching time: 5 weeks Approx.)**

[a] Crisis of the Ancient Regime and the Enlightenment

[b] Phases of the French Revolution 1789-99

[c] Social classes and emerging gender relations

[d] Bonapartist State and Features of the first French Empire

[e] Restoration of the old order, social and political currents in the early nineteenth century, revolutions:1830s-1850s

At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have explored various themes starting from the French Revolution, transformations in French Society, the nature of the Bonapartist regime and events leading up to the revolutions 1848.

**Suggested readings-**

1. McPhee, Peter. (2002). The French Revolution 1789-1799. New York: Oxford University Press (Ch.1, Ch.2, Ch.3, Ch.4, Ch.5, Ch.6, Ch7, Ch.8 & Ch.9)

2. Campbell, Peter R. (Ed.). (2006). The Origins of the Revolution. New York: Palgrave Macmilan, pp. 1-34, 139-159 (Introduction and Ch.5).

3. Rude, George (2000). Revolutionary Europe1783-1815. Somerset, New Jersey, U.S.A.: Wiley-Blackwell (Ch.1).

4. Furet, Francois, (1988). The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66.

5. Landes, Joan B. (1988). Women and the Public Sphere in the Age of the French Revolution. Ithaca, London: Cornell University Press.

6. Darnton, Robert. (1996). “What was Revolutionary About the French Revolution.” in Peter Jones, (Ed.).

7.The French Revolution in Social and Political Perspective. London: Edward Arnold, pp. 18-29.

8.Kates, Gary. (Ed.). (1998). The French Revolution: Recent debates and Controversies. London and New York: Routledge.

9.Grabb, Alexander. (2003). Napoleon and the Transformation of Europe. New York: Palgrave Macmillan (Ch. 2 &Ch.3).

11. Price, Roger (1988). The Revolutions of 1848. London: Macmillan.

**Extra Reading**: Joshi, Vandana ed, *Social Movements and Cultural Currents 1789-1945,* Orient BlackSwan, New Delhi. This book has good discussion on the historiography of the French Revolution.

**Unit II: Industrial Revolution and Social Transformation (the 19th century)**

**(Teaching time:1 weeks Approx.)**

[a] Process of capitalist development in industry and agriculture; Changing class structure in France, Germany and Russia

[b] Industrial Revolution and Society: Family Life and Gender

**Unit II**: In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century.

**Suggested readings-**

1.Stearns, Peter N. (2013). The Industrial Revolution in World History. Boulder: Westview Press.

2.Trabilcock, Clive. (2000). “Industrialization of Modern Europe 1750-1914.” in T.C.W. Blanning (Ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, pp. 46-75.

3. Cameron, Rondo. (1985). “A New View of European Industrialization.” Economic History Review 38 (1), pp. 1-23.

4. Beaudoin, Steven M. (2003). The Industrial Revolution. Boston, New York: Houghton Mifflin Company (Ch.4 & Ch.5)

5.Simonton, Deborah. (1998). The Routledge History of Women in Europe since 1700, London and New York: Routledge, pp.134-176 (Ch.5).

**Extra Reading**:

* Joshi Vandana ed, *Revisiting Modern European History 1789-1945,* Pearson, 2017. Delhi
* Phyllis Dean, *First Industrial Revolution,* Cambridge University Press, 1965(This is an old classic book to give a systematic account)

**Unit III: Liberal democracy, working-class movements, and Socialism in the 19th and 20th centuries**

**(Teaching time: 2 weeks Approx.)**

[a] The struggle for parliamentary democracy and civil liberties in Britain: Parliamentary and institutional reforms; working class discontent chartists; suffragettes

[b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The International working-class movement

At the end of this rubric, the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth-century Europe. Taking up the case study of nineteenth-century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism.

**Suggested readings-**

1. Lang, Sean (2005). Parliamentary Reform, 1785-1928. London and New York: Routledge.
2. Walton, John K. (1999). Chartism, London and New York: Routledge.
3. Geary, Dick (1981). European Labour Protest 1848-1939. London: Croom Helm London
4. Kolakowski, Leszec. (1978). Main Currents of Marxism. Volume I. Oxford: Clarendon Press.
5. Lichthem, George. (1970). A Short History of Socialism. London: Weidenfield and Nicolson.
6. Joll, James. (1990). Europe Since1870.New York: Penguin Books, pp. 49-7

**Unit IV: Culture and Society: 1789-1850s**

[d] Art and culture in revolutionary France: neo classical art; reformation of the royal academies

[b] The Consumption of Culture in 19th century Europe; Romanticism in art and literature

[c] The City in the age of Industrialization

Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism.

**(Teaching time: 2 weeks Approx.)**

**Suggested readings-**

1. Kennedy, Emmet. (1989). A Cultural History of the French Revolution. New Haven and London: Yale University Press.
2. Hunt, Lynn. (2004). Politics, Culture, and Class in the French Revolution. Oakland: University of California Press.
3. Hunt, Lynn. (1989). “Introduction: The French Revolution in Culture, New Approaches and Perspectives.”Eighteenth-Century Studies 22(3), Special Issue: The French Revolution in Culture, Spring.
4. Blanning, T.C.W. (2010). The Romantic Revolution: A History. London: George Weidenfeld&Nicholson.
5. Bergdoll, Barry. (2010). European Architecture 1750-1890 (Oxford History of Art). New York: Oxford University Press.
6. Lees, Andrew and Lynn Hollen Lees. (2007). Cities and the Making of Modern Europe 1750-1914. Cambridge: Cambridge University Press.

**Tutorial Assessment:** Tutorialshave planned to provide remedial help for the students and to develop their deeper understanding of the topics by group discussions, assignments, debates and presentations.**Internal Assessment:** 2 tests and one assignment

**(DSE III )**

**Faculty Name: Dr. Supriya Sinha**

**Course and Sem: B.A. (Prog) IIIyear, Semester -Vth**

**Academic Session: July to November 2021**

**Taught Individually or shared: Individually**

**Paper: Issues in Twentieth Century World History-I (the 20th Century)**

**No. of classes: (per Week) 5Lectures. 2 tutorials**

**Course Objectives:**

This course aims to provide an understanding of 20thcentury world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

**Learning Outcomes:** On completion of this course, the student will be able to:

• Define world history and explain the evolving polities.

• Categorise the economies and cultures of the twentieth-century world.

• Define the making of the geopolitical order and ‘North-South’ distinctions.

• Delineate the complex character of modernity and its differences.

• Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

**Teaching Methodology**: Various teaching methods will be used like lectures, group discussions, use of maps, pictures, painting (through screen share) short movie/documentary screening and group-based learning. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments which were taking place in the world and emphasise on the socioeconomic and cultural impact of these development.

**Unit I: The Concept and Definition:** What is World History?

**(Teaching Time: 2 weeks approx.)**

**Suggested Readings.**

1. Krippner-Martinez, J. (1995). “Teaching World History: Why We Should Start!” The History Teacher 29 (1), pp. 85-92. https://www.jstor.org/stable/494534
2. Christian, David. (2003). “World History in Context.” Journal of World History vol. 14 no.4, pp. 437-458. **https://www.jstor.org/stable/20079239**
3. Mazlish, Bruce. (1998). “Comparing Global History to World History” The Journal of Interdisciplinary History vol. 28 no. 3, pp. 385-395. https://www.jstor.org/stable/205420
4. Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.

**Unit II: First World War:**

(a) Consequences in Europe and the world,

(b) League of Nations

This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations.

**(Teaching Time: 4 weeks approx.)**

**Suggested Readings**

1. Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056-1077; 1083-1087).
2. Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
3. Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
4. Henig, R. (1995). Versailles and After 1919-1933. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.
5. Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
6. महाजन, स्नेह. (2016). बीसवींशताब्दीकाविश्वइतिहासएकझलक(भाग-2). दिल्ली, लक्ष्मीप्रकाशन
7. देशपांडे,अनिरूद्ध (2014).विश्वइतिहासकेप्रमुखबबदलतेआयाम. दिल्ली, विविप्रकाशन.

**Unit III: 1917 Russian Revolution**:

(a) Formation of the USSR;

(b) Debates on socialism and the role of the Communist International (Comintern)

This Unit will provide the students a broad outline of the history of the USSR post the 1917 October Revolution and shall familiarize them with the functioning of the Comintern.

**(Teaching Time: 3 weeks approx.)**

1. Nove, Alec. (1992). An Economic History of the USSR 1917-1991. London: Penguin.
2. Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
3. Hobsbawm, E.J. (2009). The Age of Extremes- अतिरेकोंकायुग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन
4. Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking. Findley, Carter V. and John Rothey. (2011).

**Unit IV: Fascism and Nazism: Germany and Japan and Second World War**

This Unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War.

**(Teaching Time: 3 weeks approx.)**

**Suggested Reading:**

1. Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
2. Hobsbawm, E.J. (2009). The Age of Extremes-अतिरेकोंकायुग(translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
3. Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
4. Lee, Stephen J. (2008). European Dictatorships 1918-1945. London, New York: Routledge (Ch.5).
5. Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
6. Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cencgage Learning.
7. Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
8. महाजन, स्नेह. (2016). बीसवींशताब्दीकाविश्वइतिहासएकझलक(भाग-2). दिल्ली, लक्ष्मीप्रकाशन
9. देशपांडे,अनिरूद्ध (2014). विश्वइतिहासकेप्रमुखबबदलतेआयाम. दिल्ली, विविप्रकाशन.

**Unit V: Modernity, Rights and Democracy:**

(a) The suffragette movement (England)

(b) Anti-colonial struggles (Indonesia)

(c) The formation of the United Nations

(d) Art and politics (Picasso)

This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies.

**(Teaching Time: 4 weeks approx.)**

**Suggested Reading:**

1. Lang, Sean. (2005). Parliamentary Reform 1789-1928. Second edition. London, New York: Routledge. (Ch.8, “Votes for Women).
2. Thomson, D. (1990). Europe Since Napoleon. London: Penguin (Ch.32).
3. Perry, Marvin et al. (2016).Western Civilization: Ideas, Politics, and Society: Since 1400. Eleventh edition. Canada: Cencgage Learning (Ch. 27 – section on Picasso). • Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
4. Hobsbawm, E.J. (2009). The Age of Extremes-अतिरेकोंकायुग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादकाशन.
5. Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
6. Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi: Macmillan
7. Atkin, N. and M. Biddis. (2009). Themes in Modern European History, 1890–1945. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
8. Ferguson, Niall. (2006). The War of the World: Twentieth-Century Conflict and the Descent of the West. New York: The Penguin Press.

Assessment Methods: Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students.

**Tutorial Assessment:** Tutorialshave planned to provide remedial help for the students and to develop their deeper understanding of the topics by group discussions, assignments, debates and presentations.

**Internal Assessment:** 2 tests and one assignment

Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

**Teaching Plan Academic Year (2021-2022)**

**SEC-II Archives and Museums**

**Teacher Name: Dr. Ritu Bhagat (Sharing with Supriya Sinha)**

**Semester- 3,Course and Year :(History Hons 2nd year ):**

**No. of classes: (per Week) 2 Lectures +Nil Tutorials**

**Total weeks (8 weeks Approx.)**

**Internal Assessment: 25 Marks**

**Written Exam: 75 Marks**

**Total: 100 Marks**

**Course Objective:**

The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

**Learning Outcomes:**

Upon completion of this course the student shall be able to:

* Examine these two repositories of history from close quarters.
* Discuss the role of Colonialism in the growth of Archives and Museums.
* Explain how the documents and artefacts are preserved and the difficulties faced in the process.
* Demonstrate the way in which museums are organised and managed.
* Examine the considerations which govern the way exhibitions in museums are managed.

**Course Content:**

**Unit 1: The Archive: Done by Anita Kumari**

a. Early Manuscript Collections (Jain, Persian, Sitamau Library)

b. Colonialism and collections

c. National project and the archive

d. Taxonomies and cataloguing

e. Project work: learn the cataloguing system of your college library and compare with

the catalogue of a major collection (see online catalogues of Ethe and Rieu).

Unit-I: This unit introduces students to the concept of Archive. It traces the history and nature of collections maintained since early times. It also deals with the impact of Colonial policies. The course examines the context for the establishment and maintenance of archives, and questions their purpose and institutions to manage it are examined. It also elaborates on the questions of access to the archival materials. Students will also be exposed to taxonomies and cataloguing.

**ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

Foundations Pricipal and Practice ( Chandos Publishing 2006)

**Assessment methods:**

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be professionally written and referenced, as well as creatively put together. The project has to be based on active field and library work and should reflect an analysis of primary source material and an engagement with secondary material.

**Keywords:**

Collections, National Archives, Cataloguing, Artefacts, National Museum National Gallery of Modern Art

**Unit 2: The Museum Teaching Time: (25-28 Classes) Approx.(2 classes per week)**

a. The colonial gaze

b. Artefacts

c. The post-colonial state and the museum – project work: National Museum and National Gallery of Modern Art

* Guha-Thakurta, Tapati. (2004). Objects, Histories: Institution of Art in Colonial India, New York: Columbia University Press.
* Carol Breckenridge. (1989). “Aesthetics and Politics of Colonial Collecting India at World Fairs”, Comparative Studies in Society and History, vol. 31, No 2 April, pp. 195-216
* Choudhary, R. D. (1988). Museums of India and their Maladies. Calcutta:AgamPrakashan.
* Aggarwal, O. P. (2006). Essentials of Conservation and Restoration and Museology, Delhi: Sundeep Prakashan.
* Nair, S. N. (2011). Bio-Deterioration of Museum Materials, Calcutta: AgamPrakashan 260
* Mathur, Saloni.(2000). “Living Ethnological Exhibits: The Case of 1886”, Cultural Anthropology, Vol. 15 No. 4, pp 492-524
* Mathur, Saloni. (2007). India by Design: Colonial History and Cultural Display. Berkley: University of California.
* Sahai, Shivswaroop(2019) *संग्रहालय की ओर*, Motilal Banarsidas .

**Assessment methods:**

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be professionally written and referenced, as well as creatively put together. The project has to be based on active field and library work and should reflect an analysis of primary source material and an engagement with secondary material.

**Tutorial Assessment:** Tutorialshave planned to provide remedial help for the students and to develop their deeper understanding of the topics by group discussions, assignments, debates and presentations.

**Internal Assessment:** 2 tests and one assignment