

(DSE III Paper)

Faculty Name: Dr. Kirti Anamika

Course and Sem: B.A. (Prog) III year, 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) 5 Lectures. 2 tutorials

Teaching Methodology: I have use various teaching methodology which is very useful for students like lecture method, Group discussion, project-based learning, problem-based learning. Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspect of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. 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 in Indian history and the socioeconomic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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

(Teaching Time: 2 weeks approx.)

Suggesting 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.)

Suggesting 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). बीसवीं शताब्दी का विश्व इतिहास एक झलक(भाग-2). दिल्ली, लक्ष्मी प्रकाशन
7. देशपांडे, अनिरुद्ध (2014). विश्व इतिहास के प्रमुख बबदलते आयाम. दिल्ली, विवि प्रकाशन.

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- अतिरेकों का युग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवाद प्रकाशन

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.)

Suggesting Reading:

1. Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
2. Hobsbawm, E.J. (2009). The Age of Extremes- अतिरेकों का युग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवाद प्रकाशन.
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 Cengage Learning.
7. Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
8. महाजन, स्नेहा. (2016). बीसवीं शताब्दी का विश्व इतिहास एक झलक (भाग-2). दिल्ली, लक्ष्मी प्रकाशन
9. देशपांडे, अनिरुद्ध (2014). विश्व इतिहास के प्रमुख बबदलते आयाम. दिल्ली, विवि प्रकाशन.

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.)

Suggesting 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: Cengage 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- अतिरेकों का युग (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, Sneha. (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.

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

(SEC Paper)

Faculty Name: Dr. Kirti Anamika

Course and Sem: B.A. (Prog), III-year, Semester -Vth

Academic Year and Session: July to November -2021

Taught Individually or shared: Shared with Vikas Malik

Paper: Language, Literature and Region in Early Modern Times (SEC VI)

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

Teaching Learning Process:

I have use 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 power point presentations, and an appropriate field-visit will be used where necessary. Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e., the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Unit I: Languages in a Multilingual Culture

- a. Regionalization or Vernacularisation
- b. Forms and Histories of Multilingualism

This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularisation as well as forms and histories of Multilingualism.

(Teaching Time: 4 Weeks Approx.)

Suggesting Readings:

1. Majumdar, R. C. (Ed.) (n.d.). History and Culture of the Indian People. Bombay: Bhartiya Vidya Bhawan (Chapter XV: 'Language and Literature').
2. Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.). Early Modernities Special Issue of Daedalus vol. 127 no.3, pp. 41-74.
3. Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note." Social Scientist vol. 23 no.10-12, pp. 1-7. •
4. Jha, Pankaj. (2019). "Multilingualism." A Political History of Literature: Vidyapati and the Fifteenth Century. Delhi: Oxford University Press, pp. 58-67. • Orsini, Francesca. (2012). "How to do Multilingual Literary History." Indian Economic and Social History Review vol. 49 no.2, pp. 225-46.
5. Aronin, Larissa (2019). What is Multilingualism? In David Singleton and Larissa Aronin (eds.), Twelve Lectures in Multilingualism. (pp. 3- 34). Bristol: Multilingual Matters. (From Research get)
6. 1989. Bilingualism Oxford: Blackwell. [second revised edition 1995]
7. Neyazi Taberez Ahmad, Internet Vernacularization, Mobilization, and Journalism, National University of Singapore, Oxford publication.

Unit II: Language, Region, Identities: a case study of Telugu

- a. Emergence of Regional identity
- b. Role of Political Patronage

This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu.

(Teaching Time: 4 Weeks Approx).

Suggesting Readings:

1. Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: A Case Study of Telugu." Social Scientist vol. 23 no.10-12, pp. 8-23.
2. Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra." Social Scientist vol. 23 no.10-12, pp. 24-40.

Assessment Methods: Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

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

(SEC Paper)

Faculty Name: Dr. Kirti Anamika

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

Academic Session: July to November 2021

Taught Individually or shared: Individually

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

No. of classes: (Per Week) 4 Lectures.

Teaching Methodology: I have use 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 power point 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 historicising various macro and micro-level developments/ phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures.

Unit I: Indian Art; historiographical issues

This unit introduces student to the historiographical issues related to the study of Indian Art. The focus of this Unit is 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

- (a) Stone: Gandhara and Mathura
- (b) Metal: Chola Bronzes
- (c) Terracotta: Contemporary

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

(Teaching Time: 4 Weeks Approx.)

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.
4. Mrs. Senthamarai, DEVOTION IN SOUTH INDIA: CHOLA BRONZES, Shanlax International Journal of Arts, Science & Humanities, Vol.1 No.2 October 2013 ISSN: 2321 – 788X
5. Chandra, Pramod 1985 The sculpture of India 3000 B.C. to 1300 A.D., Exhibition dates: National Gallery of Art, 5 May-2 September. This catalogue was produced by the Editors Office, National Gallery of Art, Washington. Printed by Eastern Press, Inc., New Haven, Connecticut. The type is Baskerville, set by Composition Systems Inc., Falls Church, Virginia. The text paper is eighty-pound Parilux dull.
6. Kurt A. Behrented, The Art of Gandhara, In the Metropolitan museum of art, Yale university press, new haven and Landan.

Unit III: Architecture

- (a) Evolution of Temples (i) Nagar: Sun Temple, Konark (ii) Dravida: Nataraja Temple, Chidambaram
- (b) Mosques and Mausoleums
- (c) (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 development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced.

(Teaching Time: 5 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 with reference to Mural, miniature; Mughal and Rajputs. It also examines the major trends in painting during the national movement and in contemporary India.

(Teaching Time: 4 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.

Assessment Methods: Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for 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