# Dr. Nirmala Shah

**Assistant Professor, History Department**

# TEACHING PLAN

**August-December, 2021**

# Paper: Rise of Modern West (Core Course)

**Course: B.A (Hons) Year: II Sem: III (L+T: (5+2)) Taught: Individually**

# Course Content:

1. **Transition from Feudalism to Capitalism (Teaching Time: 3 Weeks Approx.)**
   1. Issues and debates
   2. Question of Eurocentrism
2. Early colonial expansion **(Teaching Time: 2 Weeks Approx.)**
   1. Factors for colonization
   2. Trade and Empire
   3. Mines and plantations
   4. Labour Systems - indigenous populations and African slaves
3. Renaissance **(Teaching Time: 3 Weeks Approx.)**
   1. In Italy: its social roots
   2. Humanism and its spread in Europe
   3. Art
4. Origins, course, and results of the European Reformation in the 16th century.

# (Teaching Time: 2 Weeks Approx.)

1. **Economic developments of the 16th century (Teaching Time: 2 Weeks Approx.)**
   1. Shift of economic balance from the Mediterranean to the Atlantic
   2. Commercial Revolution
   3. Price Revolution
2. Emergence of European State system: with two case studies (Spain, France, England, Russia). **(Teaching Time: 2 Weeks Approx.)**

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UNIT WISE READINGLIST

**Unit I: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced.**

* Aston, T.H. and C.H.E. Philpin, (Ed.). (2005). *The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe.* Cambridge/Delhi: Cambridge Uni- versity Press.
* Blaut, J.M., et.al. (1992). *1492 - The Debate on Colonialism, Eurocentrism,*

*and History*.Trenton, N J: Africa World Press, Inc.

* Hilton, Rodney, (Ed.)*.* (1985). *The Transition from Feudalism to Capitalism.*

London: Verso.

* Sinha, Arvind. (2009). *Sankrantikaleen Europe* (संिक्रा त कालीन यूरोप)*.* New Delhi: Granth Shilpi. [and English edition].
* Wallerstein, Immanuel. (1974). *The Modern World System, Vol. I, Capitalist*

*Agriculture and*

*the Origins of the European World Economy in the Sixteenth Century.* New York: Academic Press.(Chpts: Intoduction and 1)

**Unit-II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia.**

* Braudel, Fernand. (1988). *Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III.* London: Collins/Fontana Press.
* Burbank, Jane and Frederick Cooper. (2010). *Empires in World History - Power and Politics of Difference*. Princeton: Princeton University Press.
* Crosby, Alfred W. (2004). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900.* Cambridge: Cambridge University Press (2nd edition).
* Davis, Ralph. (1973). *The Rise of the Atlantic Economies.* London: Weidenfield and Nicolson.
* Waites, Bernard*.* (1999) *Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998.* London: Palgrave Macmillan.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit- III: The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.**

* Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy.* Princeton: Prin- ceton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
* Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
* Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600.*

London/New York: Palgrave Macmillan.

* Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650.* New York: Oxford University Press.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit-IV: The Unit outlines the economic, political, social and intellectual dimensions of Reformation and Reformation’s impact on different regions of Europe.**

* Dixon, C. Scott. (2002). *The Reformation in Germany.* Oxford: Blackwell Publishers Limited.
* Ferguson, Niall. (2011). *Civilization: The West and the Rest.* London: Allen Lane.
* Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648.*

London: Penguin Books.

* Parish, Helen L. (2018). *A Short History of the Reformation.* New York: I. B. Tauris.
* Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490- 1700.* London: Penguin Books Ltd.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit- V: The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe.**

* Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.
* Heller, Henry. (2011). *Birth of Capitalism: a 21st Century Perspective.*

London: Pluto Press. (Chpt- 4\_

* Hill, Christopher. (1969). *Reformation to Industrial Revolution.* London:

Penguin Books. (Chpt- 2: page 11 - 93)

* Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press. (Chpt- 1)
* Wiesner-Hanks, Merry E. (2006). *Early Modern Europe: 1450-1789.*Cambridge: Cambridge University Press.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit- VI: The Unit emphasizes the nature of the European state system and interconnections between economy, society, religion, and polity with case studies.**

* Anderson, Perry. (1979). *Lineages of the Absolutist State.* London: Verso Edition. (pp. 15-42, 60-84, 85-142, 195-220, 328-360).
* Cameron, Euan, (Ed.). (2001). *Early Modern Europe, An Oxford History.*

Oxford: Oxford University Press.

* Cuttica, Cesare and Glenn Burgess, (Eds.). (2011). *Monarchism and*

*Absolutism in Early Modern Europe.* London: Routledge.

* Ertman, Thomas. (1997). *Birth of the Leviathan: Building States and Regimes in the Mediev-*

*al and Early Modern Europe.* Cambridge: Cambridge University Press.

* Kumin, Beat, (Ed.). (2013).*The European World 1500-1800: An Introduction to Early Mod- ern History*. New York: Routledge.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

Some Suggested Readings

* Merriman, John. M. (1996). A History of Modern Europe, Vol. 1: From the Renaissance to the Age of Napoleon. W.W.Norton & Company.
* Koenigsberger, Mosse, and Bowler. (1999). Europe in the Sixteenth Century. Routledge.
* Verma, Lal Bahadur. (2008). Europe ka Itihas.Bhag 9. Delhi: PrakashanSansthan.
* <https://sites.google.com/view/readings-on-history/home> (contains useful articles)

Teaching Learning Process:

Teaching, discussions and student presentations during 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 power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this history is of an unfamiliar region, an overview of the feudal background will be provided to students. Overall, the teaching and learning process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study.

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. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

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# TEACHING PLAN

**August to December, 2021 Paper: SEC I: Heritage and Tourism**

# Course: B.A (Prog) Year: II Sem: III (L+T: (2+0)) Taught: Sharing with Dr. Chayanika Uniyal

# Course Content:

**Unit I: Constitution of heritage in colonial India (Teaching Time: 5 Weeks approx.)**

Institutionalization and commodification of Indian art and architecture: collections, exhibitions, museums and monumentalization – case study of the Great Exhibition, London; Kew Gardens, London; Indian Museum, Kolkata; Tranquebar; guide books and

travel literature.

# Unit II: Tourism: marketing heritage (dealt by Dr. Chayanika Uniyal)

1. Religious Tourism: Case studies of Kashi, Sarnath, Ajmer Sharif, Amritsar, Bom Jesus

Cathedral of old Goa

1. Memory and tourism: Raj nostalgia, Indian diaspora’s search for roots
2. Ecotourism: commercialising nature
3. Exhibiting culture: handicrafts, heritage walks and tours, palaces, heritage festivals

# Unit III: Sustainable Tourism (Teaching Time: 6 Weeks approx.)

1. Interface with local sensibilities: case study of Agra, Simla, Goa
2. Conservation of Heritage: Humayun’s Tomb, Ajanta Caves

**Unit IV: Field trips/Project work: (dealt by Dr. Chayanika Uniyal)**

Some suggestions:

1. Field Trips to Mathura Museum, National Museum, National Gallery of Modern Art,

Rail

Museum, Sulabh International Museum of Toilets, National Craft Museum, galleries, exhibitions

1. Heritage walks/trails to monuments and sites
2. Visit to light and sound shows and live performances at monuments, sites
3. Documenting the impact of tourism on heritage sites and local communities
4. Making a report on the ongoing conservation projects of various sites by the ASI, Aga

Khan Trust for Culture, INTACH and other community and private organizations

1. Food tourism etc.

# UNIT-WISE READING LIST:

**Unit I:** This Unit explains institutionalization and commodification of Indian art and architecture during colonial period. In what ways collections, exhibitions, Museums etc. were institutionalised during British India to Constitute Heritage.

Breckenridge, Carol A. (1989). "The Aesthetics and Politics of Colonial Collecting:

India at World fairs". *Comparative Studies in Society and History* vol. 31 no.2, pp. 195- 216.

Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British

Royal Botanic Gardens". *American Ethnologist* vol. 6 no.3, pp. 449-65.

Guha-Thakurta, Tapati, (2004). "The Museum in the Colony: Collecting, Conserving, Classifying." in *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*. Ranikhet: Permanent Black, pp. 43-82.

Fihl, Esther. (2017). "Collections at the National Museum of Denmark." in Esther Fihl

(ed.). *Intercultural Heritage and Historical Identities: Cultural Exchange on the Coromandel Coast of India*.Copenhagen: The National Museum of Denmark, pp. 17- 32.

Mackenzie, John M. (2005). "Empires of Travel: British Guidebooks and Cultural Imperialism in the 19th and 20th centuries." in John K. Walton, (ed.). *Histories of*

*Tourism: Representation, Identity and Conflict.* Buffalo, Toronto: Channel View Publications, pp.

19-38.

**Unit III:** This unit deals with questions of guest-host relationships and its’’ impact on tourism

potential. It also examines important concerns of conservation concerning heritage sites --

natural as well as manmade.

Chakravarty, Surajit and Clara Irazabal. (2011). "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-based Tourism Development in Agra, India."*Community Development: Journal of the Community Development Society* vol. 42

no.3, pp. 359-76.

Batra, Adarsh. (2002). "A Case Study of Major Issues and Sustainable Solutions

To Mountain Tourism in the Capital of Himachal Pradesh, Eternal India."*Anatolia: An International Journal of Tourism and Hospitality Research* vol. 3 no.2, pp. 213-20.

Pal, Anil and B. K. Pal. (2016) "Tourism and its impact on Socio-Economic Life of Simla

District, Himachal Pradesh."*Essence: International Journal for Environmental Rehabilitation and Conservation.* Vol.VII no.2, pp. 1-16.

Anon, (1994). "Simla losing its Charm."*India Green File*.

Noronha, Frederick. (1997). "Goa: Fighting the Bane of Tourism". *Economic and Political Weekly* vol. 32 no.51, pp. 3253-56.

Routledge, Paul. (2000). "Consuming Goa: Tourist Site as Dispensable Space".

*Economic and Political Weekly* vol. 35 no.30, pp. 2647-56.

For Humayun’s Tomb conservation by the Agha Khan Trust for Culture: [https://www.akdn.org/sites/akdn/files/media/publications/2013\_09\_-\_aktc\_-\_india\_-](http://www.akdn.org/sites/akdn/files/media/publications/2013_09_-_aktc_-_india_-)

\_humayun\_tomb\_conservation.pdf For Ajanta conservation:

[https://www.jica.go.jp/english/our\_work/evaluation/oda\_loan/post/2007/pdf/](http://www.jica.go.jp/english/our_work/evaluation/oda_loan/post/2007/pdf/)

project28\_full.pdf <http://ajantacaves.com/Howtoreach/Conservation/> https://frontline.thehindu.com/static/html/fl1523/15230650.htm

# Some suggested readings

# Lansing, Paul and Paul De Vries. (2007). Sustainable Tourism: Ethical Alternative or Marketing Ploy?. Journal of Business Ethics, Vol. 72, No. 1.

# <https://www.researchgate.net/publication/237461371_CULTURAL_AND_HERITAGE_TOURISM>

# Teaching Learning Process:

Teaching on the key concepts, case studies and important arguments/debates reflected in the course readings. 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.

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# Assessment Methods:

Students will be assessed on the basis of project work/ assignment and a class test.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks