

Dr. Nirmala Shah
Assistant Professor, History Department

TEACHING PLAN (2021-2022)
January to May, 2022
Paper: Rise of Modern West (Core Course)
Course: B.A (Hons) Year: II Sem: IV (L+T: (5+2))
Taught: Individually

Course Content:

- I.** The 17th century European crisis: economic, social, and political dimensions.
(Teaching Time: 3 weeks Approx.)
- II.** The English Revolution (1603-1688) (Teaching Time: 2 weeks Approx.)
 - [a] Major issues
 - [b] Political, economic and social implications
- III.** European society and Modern Science: the Renaissance to the 17th century.
(Teaching Time: 2 weeks Approx.)
- IV.** Mercantilism and European economies: trade and empire -- 17th -- 18th centuries.
(Teaching Time: 2 weeks Approx.)
- V.**
Enlightenment: ideas and impact (Teaching Time: 2 weeks Approx.)
- VI.** Origins of the Industrial Revolution: divergence debate (Teaching Time: 3 weeks Approx.)

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe.

- Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) *Early Modern Europe: From Crisis to Stability*. Newark: University of Delaware Press.
- Black, Jeremy. (2002) *Europe and the World, 1650-1830*. New York: Routledge.

- Parker, G. and L.M. Smith, (Eds.). (1997). *The General Crisis of the Seventeenth Century*. London: Routledge. (Introduction ,Chapters: 2,4, 5 & 7)
- de Vries, Jan. (1976). *Economy of Europe in an Age of Crisis 1600-1750*. Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. (1980). *The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750*. New York: Academic Press.

Unit-II: The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed.

- Gaunt, Peter, (Ed.). (2000). *The English Civil War: The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Harris, Tim. (2006). *Restoration: Charles II and his Kingdoms, 1660-1685*. London: Penguin.
- Hill, Christopher. (1985). *The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth Century England*. Amherst: The University of Massachusetts Press.
- Hill, Christopher. (1986). *The Collected Essays of Christopher Hill, Vol. 3, People and Ideas in Seventeenth Century England*. Amherst: The University of Massachusetts Press.
- Kennedy, Geoff. (2008). *Diggers, Levellers, and Agrarian Capitalism: Radical Political Thought in Seventeenth Century England*. Lexington: Lexington Books.

Unit-III: The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted.

- Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). *The Scientific Revolution and the Origin of Modern Science*. London: Palgrave.
- Henry, John. (2011). *A Short History of Scientific Thought*. London. Macmillan International.
- Huff, Toby E. (2003). *The Rise of Early Modern Science: Islam, China and the West*. Cambridge: Cambridge University Press (2nd edition).

Unit-IV: The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail.

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). *Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire*. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). *Slavery and the Rise of the Atlantic System*. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). *British Capitalism and Caribbean Slavery*. Cambridge: Cambridge University Press.

- Mintz, Sidney W. (1986). *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.

Unit-V: The unit will define the phenomenon of Enlightenment. Main thinkers and their ideas, and connection between Enlightenment and modernity will be analysed.

- Conrad, Sebastian. (2012). *Enlightenment in Global History: A Historiographical Critique*. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). *The Enlightenment World*. London: Routledge.
- Jacob, Margaret C. (2016). *The Enlightenment: A Brief History with Documents*. New York: Bedford/St. Martins.
- Losonsky, Michael. (2001). *Enlightenment and Action from Descartes to Kant: Passionate Thought*. Cambridge: Cambridge University Press.
- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press. (Introduction and conclusion)

Unit-VI: The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization.

- Deane, Phyllis. (1965). *The First Industrial Revolution*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J.(1999). *Industry and Empire*. London: Penguin Books.
- Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press.
- Pomeranz, Kenneth. (2000). *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press.

SUGGESTED READINGS

- Anderson, M. S. (1976). *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). *The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). *Revisions in Mercantilism*. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). *The Economic History of Britain Since 1700, Vol. I: 1700-1860*. Cambridge: Cambridge University Press.
- Hall, A.R. (1970). *From Galileo to Newton 1630-1720*. London: Fontana-Collins.
- Hill, Christopher. (1997). *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century*. London/New York: Palgrave Macmillan.

- Mathias, Peter. (2001). *The First Industrial Nation*. London: Routledge.
- Stone, Lawrence. (2002). *The Causes of the English Revolution, 1529-1642*. New York: Routledge.
- Studer, Roman. (2015). *The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power*. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press.

Additional 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 on key concepts and discussions on important readings shall be the format. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps shall be used widely. Students shall also be encouraged to participate in online talks/seminar presentations by specialists in the field. Overall, the Teaching 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/test 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

Keywords:

17th century crisis, English Revolution, Modern Science, Mercantilism, Enlightenment, Origins of the Industrial Revolution, Divergence debate.

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, and tests 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

Keywords:

Colonialism, Land Revenue Settlement, deindustrialisation, Drain of wealth, commercialisation, nationalism, Gandhi, anti-colonial movement, caste question, Phule, Ambedkar, Partition, Constitution.

Dr. Nirmala Shah
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TEACHING PLAN (2021-2022)
April to July, 2022
Paper: The World After 1945 (GE Course)
Course: B.A (Hons) Year: I Sem: II (L+T: (5+2))
Taught: Individually

Course objectives

This course seeks to familiarise students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarise the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitute important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Course Content:

Unit I: A New World Order (Teaching time: 5 weeks Approx.)

- a. De-colonisation and after (Focus on Algeria and Indonesia)
- b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
- c. United Kingdom: The Challenge of the Welfare State
- d. South Africa: From Apartheid to Reconciliation

Unit II: Social Movements (Teaching time: 5 weeks Approx.)

- a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
- b. Student Movements: Paris 1968; Beijing 1989
- c. Civil Rights Movement: Martin Luther King and Malcom X
- d. Movements for Democracy: The Arab Spring
- e. Women's Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

Unit III: A Global Culture: (Teaching time: 4 weeks Approx.)

- a. Spectator Sports
- b. Cinema and Digital Media
- c. Music: Cross Cultural Influences . Food and Globalisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with the history of decolonisation and subsequent era when Super Power rivalries manifested in multiple ways. It will also examine the challenges of the welfare state with reference to United Kingdom. Unit also touches upon the important issue of Apartheid and history of reconciliation.

Le Sueur, J.D. (2003). *The Decolonization Reader*. London and New York: Routledge.

Betts, R.F. (1998). *Decolonization*. London and New York: Routledge.

Kahin, George McTuman. (2003). *Nationalism and Revolution in Indonesia*, Cornell: Cornell University Press.

Horne, Alistair. (1977/2006). *A Savage War of Peace: Algeria, 1954-1962*, New York: Books.

Beresford, M. (1989). *National Unification and Economic Development in Vietnam*. New York: St. Martin's.

Garland, David. (2016). *The Welfare state: A very Short Introduction*, Oxford: Oxford University Press.

Guelke, Adrian. (2005). *Rethinking the rise and Fall of Apartheid: South Africa and World Politics*. Basingstoke and New York: Palgrave Macmillan.

Unit-II: This unit examine history of social movements with reference to questions of livelihood, students' perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women's movements.

Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)

Rodrigues, Gomercindo. (2007). *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*. Austin: University of Texas Press.

Dierenfield, Bruce J., (2008). *The Civil Rights Movement*, Revised ed., London: Routledge (Available as ebook:

<http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/>

[download/The Civil Rights Mov by Bruce J. D www pdfbook co ke .pdf?id=446471](http://www.pdfbook.co.ke/pdf?id=446471))

Bayat, Asef, (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford: Stanford University Press.

Kemp, S. and J. Squires (1997). *Feminisms*. Oxford: Oxford University Press.

Breines, Winifred. (2007). "Struggling to Connect: White and Black Feminism in the Movement Years." *Contexts* 6 (1), pp. 18-24. (Available online:

<https://journals.sagepub.com/doi/pdf/10.1525/ctx.2007.6.1.18>)

Unit-III: This unit deals with history of culture in world after 1945 with specific reference to spectator sports, Cinema and digital Media. It also deals with cross cultural influences in Music and relations between food and Globalisation.

Mangan. J. A. (Ed.). (2001). *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers.

Chapman, James. (2003). *Cinemas of the World: Film and Society from 1895 to the Present*. London: Reaktion Books.

Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food*. New York: Berg Publishers.

Hoffman, Frank W, (2015). *History of Popular Music; From Edison to the 21st Century*, Create Space Independent Publishing Platform.

SUGGESTED READING:

Lowe, Norman. (2013). *Mastering World History*. London: Palgrave Macmillan.

Winders, James A. (2001). , *European Culture since 1848: From modern to postmodern and Beyond*, New York: Palgrave

Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.

(available in Hindi)

Hobsbawm, Eric. (2013). *Fractured Times: Social and Cultural History of the Twentieth Century*. New York: New Press.

Lancaster, R.N. and M.D. Leonardo. (1997). *The Gender/ Sexuality Reader: Culture, History, Political Economy*. London: Routledge.

Appadurai Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.

Guha, Ramchandra. (2000). *Environmentalism: A Global History*. Delhi: Oxford University Press.

Oulette, L., (ed.) (2013). *The Media Studies Reader* New York: Routledge, 2013.

Stiglitz. Joseph (2003). *Globalisation and its Discontents*. Delhi: Penguin India.

Safranski, Rudiger. (2003). *How Much Globalization can we bear?* Cambridge and Malden: Polity. (pp. 1-25 & 42-69.)

Mathews, Jessica T. (2000). "The Information Revolution", *Foreign Policy*, Vol.119. pp. 63-65.

Choudhary, Kameshwar. (2014). "Globalization and Culture" in *Indian Sociology: Identity, Communication and Culture*. (Ed.) Yogender Singh. Delhi: Oxford University Press, pp.223-230, 238-242, 251-52 & 255-57, 283-90. Music: 294-97)

Smith, Sharon. (2013-14). "Black Feminism and Intersectionality." *International Socialist Review* 91 (Available online: <https://isreview.org/issue/91/black-feminism-and-intersectional-ity>)

Additional Reading:

- <https://miuc.org/digital-media-culture-old-and-new/>
- <https://www.youtube.com/watch?v=hZAK3Z8UwQw> (Cold War)

Teaching Learning Process:

Classroom teaching 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 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. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

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

Keywords:

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

Dr. Nirmala Shah
Assistant Professor, History Department

TEACHING PLAN (2021-2022)

January to May, 2022

Paper: Radio and Cinema in India: A Social History
(SEC Course)

Course: B.A (Prog.) Year: III Sem: VI (L+T: (2+0))

Taught: Sharing with Dr. Chayanika Uniyal

Course Objectives:

The course will apprise students with the elementary outlines of the history of radio and cinema in India from its beginnings till the 1980s. It will familiarize them with the varied ways in which the Indian state attempted to regulate and conduct radio broadcasting during and after the colonial period. It will also impart an understanding of the basic trends in the development of cinema as a narrative medium that drew from diverse traditions of story-telling already present in the subcontinent. The material as well as the generic contexts of these developments would also be made comprehensible to the students.

Learning Outcomes:

Upon successful completion of course students shall be able to:

Delineate the historical context within which the beginnings of cinema and radio might be understood.

Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.

Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.

Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.

Course Content:

Unit 1: Broadcasting in India (Colonial period) (Teaching Time: 4 Weeks Approx.)

- a. Colonial Foundations in Inter-War Years
- b. AIR Programming, Policies and Propaganda
- c. Quit India Movement and Congress Radio

Unit 2: Establishment and Expansion of Akashvani under Keskar (Teaching Time: 4 weeks approx.)

- a. Classical vs. Popular
- b. 'Ban' on Film Music; Radio Ceylon, VividhBharati

Unit 3: Early Years of Indian Cinema

- a. Silent era to Talkies: Social, Historical, Mythological and Action
- b. Women enter Films
- c. Studio Era: AVM and Gemini Studios
- d. Colonial Censorship and Patriotic Creativity

Unit 4: Social Films of Nehruvian Era and its Aftermath

- a. Angry Young Man, Melodrama
- b. Music: song genres

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: At the end of this unit, the students should be able to describe the complex trajectories of the development of Radio under the colonial government. (Teaching Time: 4 Weeks Approx.)

Gupta, Parthasarathi. (2001). "Radio and the Raj." *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*. New Delhi: Permanent Black. Pp. 447-80.

Lelyveld, David. (1995). "Upon the Subdominant: Administering Music on All India Radio." *Social Text* vol. 39, pp. 111-27.

Pinkerton, Alasdair. (2008). "Radio and the Raj: Broadcasting in British India, 1920-1940." *Journal of the Royal Asiatic Society* no. 18 no.2, pp. 167-91.

Unit II: Having completed this unit, the students will be able to demonstrate their knowledge of how All India Radio's programming policies especially vis-à-vis music shaped up immediately before and after the independence. (Teaching Time: 4 weeks approx.)

Kripalani, Coonoor. (2018). "All India Radio's Glory Days and Its Search for Autonomy." *Economic and Political Weekly* vol. 53 no.37, pp. 42-50.
Jhingan, Shikha. (2011). "Re-embodiment of the Classical: The Bombay Film Song in the 1950s." *Bioscope* vol. 2 no.2, pp. 157-79.

Additional Readings

Thakkar, Usha. *Congress Radio: Usha Mehta and the Underground Radio Station of 1942*. Penguin Books.

Teaching Learning Process:

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.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work but may not exclude readings.

Internal

Assessment: 25

Marks Written

Exam: 75 Marks

Total: 100 Marks

Keywords:

Radio, Cinema, All India Radio, Akashvani, VividhBharati, Silent Movies, Talkies, Gemini Studio, Social Films.