

ST. JOSEPH'S COLLEGE MOOLAMATTOM (AUTONOMOUS)

UNDER GRADUATE PROGRAMMES SYLLABUS

SJC-UGP

(2025 Admission Onwards)



Faculty: Social Sciences

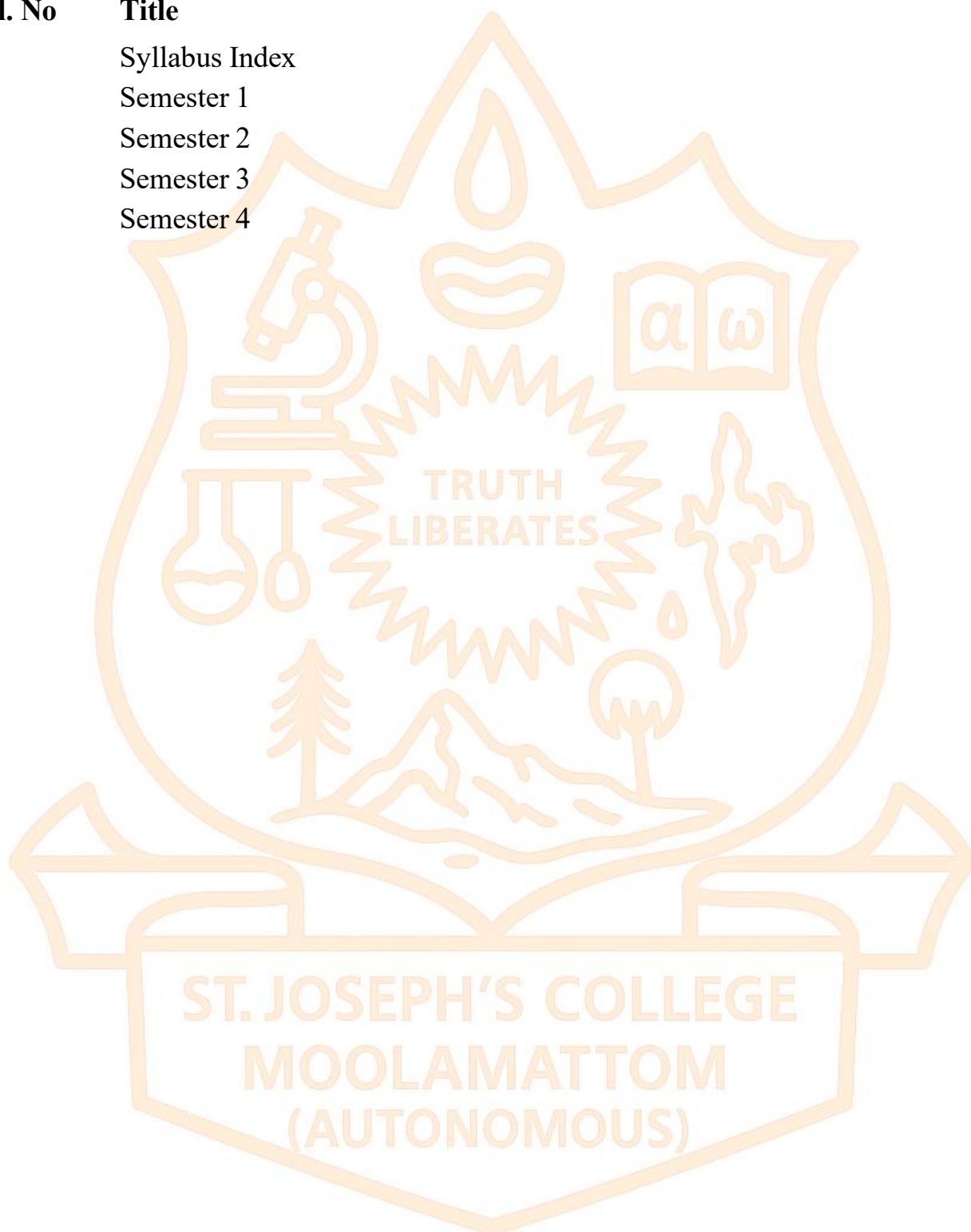
BoS: History

**Programme: Bachelor of Arts (Honours)
History**

**St. Joseph's College Moolamattom (Autonomous)
Arakulam – 685591, Kerala, India**

Contents

S. I. No	Title
1.	Syllabus Index
2.	Semester 1
3.	Semester 2
4.	Semester 3
5.	Semester 4



Syllabus Index

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
SJC1DSCHIS100	Introducing History	DSC A	4	5	3		2	

L — Lecture, T — Tutorial, P — Practicum/Practicum, O - Others

Semester: 2

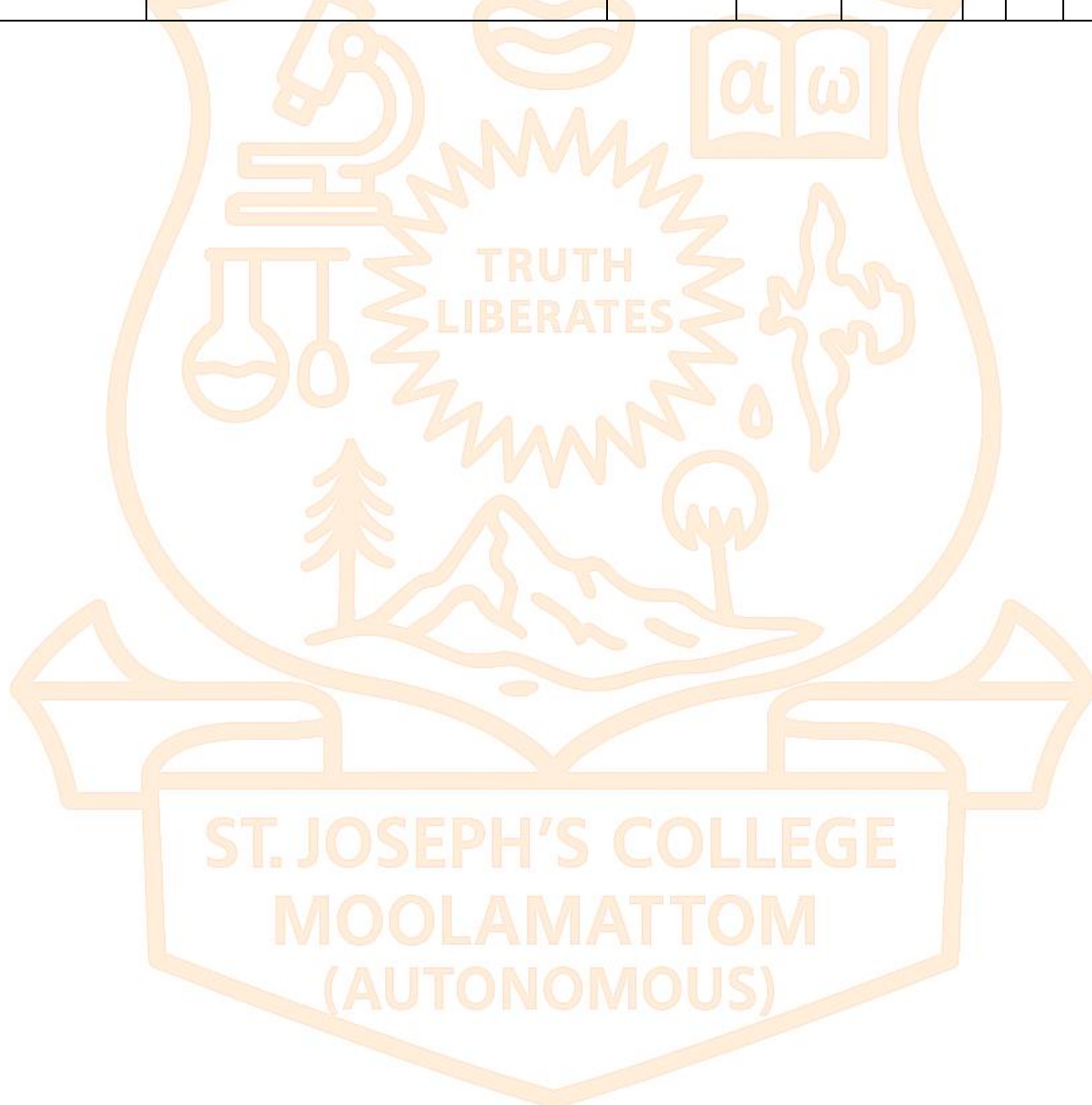
Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
SJC2DSCHIS100	Themes in Global History	DSC A	4	5	3		2	

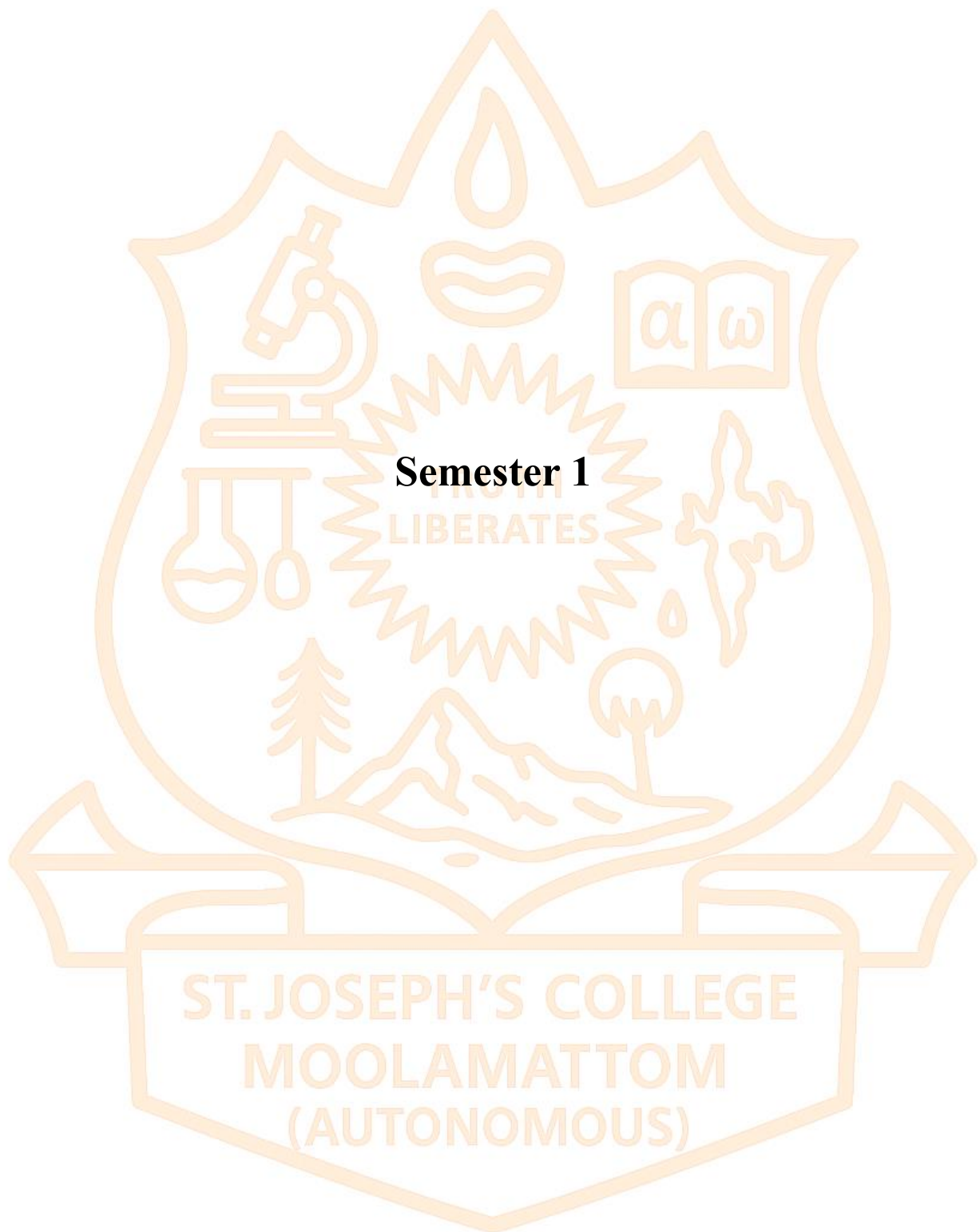
Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
SJC3DSCHIS202	Origins of the Modern World	DSC B	4	5	3		2	
SJC3VACHIS200	Idea of India	VAC	3	3	3			

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
SJC4DSC HIS202	Understanding the Modern World	DSC C	4	5	3		2	
SJC4VACHIS200	Ambedkar: Life, Politics and Philosophy	VAC	3	3	3			





Semester 1

LIBERATES

**ST. JOSEPH'S COLLEGE
MOOLAMATTOM
(AUTONOMOUS)**



St. Joseph's College Moolamattom (Autonomous)

Programme	BA (Hons) History				
Course Name	Introducing History				
Type of Course	DSC A				
Course Code	SJC1DSCHIS100				
Course Level	100-199				
Course Summary	Designed to introduce history, the course through its four modules target building up a student line up with cognitive capacity to understand, analyse and narrate histories in varied forms and style. It opens a window into different courses that come up in future. Further, the course is conceived to generate interest, passion and commitment in scientific history through eliciting different worlds of historians in their global, national and local contexts. Finally, it introduces the use and application of digital technologies for the creation of history content in textual and audio-visual forms in the 21 st century.				
Semester	1	Credits			4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others
		3		1	
Pre-requisites, if any					

Total Hours

75

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a profound passion for historical studies, characterized by a heightened appreciation for the discipline of history	C, U, I	3, 6, 10
2	Draw inspiration from globally renowned historians, enriching their own scholarly pursuits and fostering a broader understanding of the global context within the field of history	A, E	1, 8

3	Demonstrate a heightened capacity for historical thinking and imagination and acquire the capacity to skilfully engage with both primary and secondary sources in the field of history	A, U	1, 2, 10
4	Develop digital literacy for scientific historical knowledge production in the 21 st century and inculcate the ability to employ interdisciplinary perspectives in historical research, with a specific emphasis on recognizing and exploring intersections between history and technology	C, A, S	4, 6
5	Develop the skills to identify, articulate, and critically examine research problems rooted in the complexities of everyday life.	C, An	1, 2, 3, 6, 7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Essentials			
1	1.1	What is History? Definitions of History (Carlyle, Carr, Bloch)	3	1
	1.2	The Past, Present and Future of History- Philosophy of History	3	1
	1.3	Themes of History – Truth in History: Question of Objectivity	3	1
	1.4	History and other Disciplines	2	1
	1.5	Relevance and Utility of History	2	1, 5
	The Matter of Mind			
2	2.1	Development of Social Scientific Thinking	3	1, 3

	2.2	On Developing Historians Mind- Historical Reenactment and Imagination Cognition and Critical Thinking	3	3
	2.3	Scientific and Professional Method	2	3
	2.4	The Field of the Historian	2	5
	2.5	Everyday Histories as Archives Practicum: Creation of a daily archives register that would include events, personalities, issues and problems, signs and scenes from their daily lifeworld. This report can be submitted in the form of a personal journal (Reflective deeper narrative) with details regarding place, time and individuals and a brief research problem.	10	5
3	The Making of a Historian			
	3.1	Romila Thapar (Read and discuss Lecture 1 in, <i>The Past and Prejudice</i> - see reference)	3	2
	3.2	Fernand Braudel (Read and discuss <i>Personal testimony</i> in <i>The Journal of Modern History</i> – see reference)	3	2
	3.3	K N Panikkar (Read and discuss <i>Kalushithamaya Kalam</i> – see reference)	3	2
	3.4	Practicum: The students will write a biographical review of any of the historians included in the modules and explain why they liked the historian of their choice.	6	2
	21st Century History			
4	4.1	Technology and History	2	4
	4.2	Digital History	4	3
	4.3	Artificial Intelligence (AI) and History	2	4
	4.4	History in Media- Illustrated Histories	2	3
	4.5	New Archives and Memory Museums (Read: Pierre Nora's <i>Between Memory and History</i>)	3	3

	4.6	Practicum: The objective of this Practicum is to introduce and familiarise students with select applications in digital history. As part of this the students will record personal testimonies related to historical events, people and problems. Later these recordings will be presented as audio visual data. They can create reels, micro short films etc on select places of historical significance, individuals, events of historical significance like festivals etc. They can also use GIS (HGIS) technology to map historical data, explore spatial relationships with historical relevance from their surrounding locality. Another Practicum activity can be creation of digital photo albums with narrative on their historical significance. The students can opt for any one kind of Practicum activity from the above.	14	3, 4
5	5.1	Teacher Specific Content (To be valued internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>As the course initiates opening into the world of historical studies, profound lectures that would capture the interest of the students are to be conceived, designed and delivered in all its fineness. Critical as well as imaginative capacity of the students are to be fostered through discussions, debates and reviews of the lives and works of historians. Reviewing the works of selected historians can be opted to make them familiarise with various forms of narration, argumentation and presentation. Hands on training sessions are to be conducted for the units included in the fourth module like digitisation techniques, GIS software and its applications. Students should be given better counselling related to the Practicum work in consultation with experts in the field of digital technology. Motivate and inspire students to create digital exhibits, timelines, maps or multimedia presentations as individual or group activity.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Computerized Adaptive Testing (in the case of GIS Software and its application), Home Assignments, Written Test, Literature Survey or any other method designed by course faculty/ course coordinator</p>

	B. Semester End examination			
	2 Hours Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	Total			70

References

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Module 2

Bernal, J.D (1954). *Science in History, The Social Sciences- Conclusion*, Vol.4, Harmondsworth; Penguin Books.

Bronner, Stephen Eric (2007). *Critical Theory: A Very Short Introduction*. Oxford University Press.

Collingwood, R.G(1946, Reprint 2020). *The Idea of History*. Oxford; Oxford University Press. PP. 231-249, 282-302.

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Module 3

Braudel, Fernand (1972). 'Personal testimony'. *The Journal of Modern History*. Vol 44, No. 4, pp. 448-467.

Panikkar, K.N (2021). *Kalushithamaya Kalam: Oru Charithrakarante Ormakurippukal*(Mal). Trivandrum; Chintha Publishers.

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Module 4

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Bodenhammer, David. J (2015). *Deep Maps and Spatial Narratives*. Indiana University Press.

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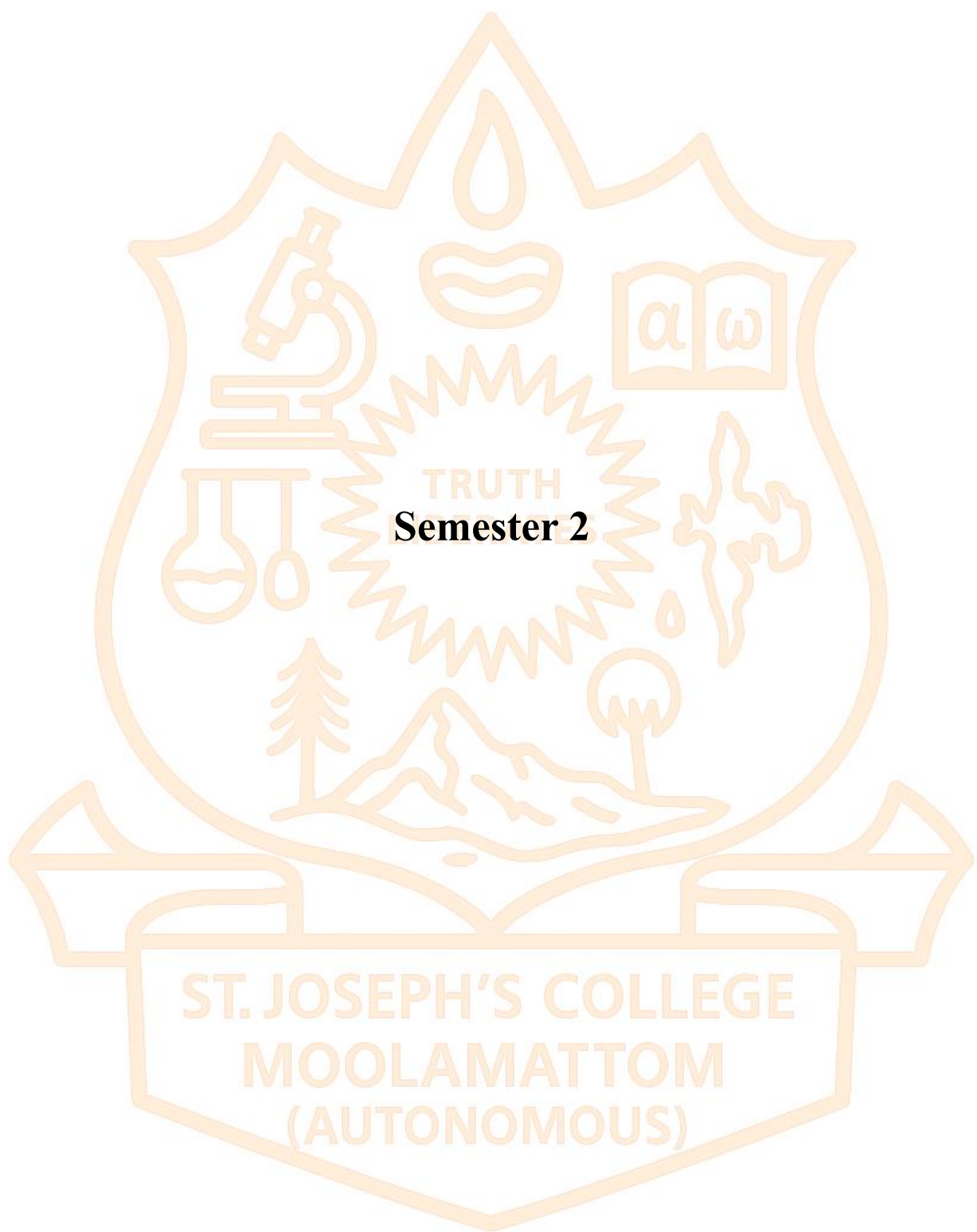
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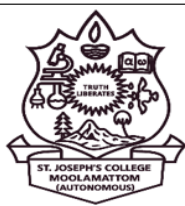
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St. Joseph's College Moolamattom (Autonomous)

Programme	BA (Hons) History					
Course Name	Themes in Global History					
Type of Course	DSC A					
Course Code	SJC2DSCHIS100					
Course Level	100-199					
Course Summary	The course provides a comprehensive exploration of key historical themes that have shaped societies worldwide. This course delves into significant processes, movements, and cultural developments that have influenced the course of human history on a global scale. By examining diverse regions and time periods, students gain a nuanced understanding of the interconnectedness of historical processes.					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Locate the relevance of the concepts of time and space, including environmental factors in the shaping of history	U, Ap	1, 2, 10
2	Understand and analyse the role of social institutions in the making of global history	U, An	1, 6, 7

3	Assess the influence of technology in human history	An	1, 3
4	Evaluate the evolution of political, economic and social structures	U, E	1, 6, 7
5	Analyse the structural changes induced by machines and capital	An	1, 3, 7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Time, Stone and Grains			
	1.1	Time in History: Does Chronology Matter? Is Time Linear or Cyclical?	3	1
	1.2	Does Geography determine Our existence? (Practicum: Examine the role of geographical factors in the formation of your society and surroundings and submit a report on it)	6	1
	1.3	Origin of our Species: Cognitive Evolution	3	1
	1.4	Role of Stone in the Making of Humans	3	1
	1.5	Agricultural Revolution: History's Biggest Fraud?	3	1
2	Metals, Empires and Philosophers			
	2.1	Nature and Iron: Ecological impact of metals	3	2
	2.2	Iron and Power: Emergence of Empires	3	4
	2.3	Labour and Empires: Slaves and Tenants	3	2, 4
	2.4	Living on Surplus: Emergence of Gods and Philosophers	3	2, 4
	2.5	Towards Family: Gender Roles and Private Property	8	2

		(Practicum: Analyse the asymmetrical distribution of property and work in family and society and submit a self-Reflection Paper on the same)		
3	Money, Machines and Violence			
	3.1	Money as Value and Wealth: Metamorphism of Capital	3	5
	3.2	Machines replacing Muscles: Industrial Revolution and Class Society (Practicum: Submit a report on the change in human life following the Industrial Revolution)	8	5
	3.3	Emergence of Nation and Nationalism	3	4
	3.4	Violence in Human History	4	4
4	Virus, Gadget and Anthropocene			
	4.1	Defining our age as Anthropocene: Climate in History	4	1
	4.2	Human History and Pandemics	4	1
	4.3	Gadgetization of Humans / Humanization of Gadgets (Practicum: Submit a Reflection Paper on the influence of machines in the human society)	8	3
	4.4	Post Human Future of Humans	3	3
5	5.1	Teacher Specific Content (To be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Course shall be delivered in lecture and Practicum mode. Since one credit devoted to Practicum the course coordinator and students should give sufficient attention to the fulfilment of Practicum as it is envisaged. Students have to prepare and submit a report on the assigned Practicum themes in the first and third modules. The Practicum assigned in the second and fourth modules shall be presented in the form of seminars. These Practicum can be conduct either individually or as group activity (not more than five members in a group) as per the choice of students.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA)

	<p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Reflection Paper Writing, Home Assignment, In-class Discussion, Quiz, Written Test or any other method designed by course faculty/ course coordinator</p>																						
	<p>B. Semester End examination</p> <p>A 2-Hour Written Examination of 70 marks</p> <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>10 out of 12</td><td>50 words</td><td>10 x 2 = 20</td></tr> <tr> <td>Short Essay Questions</td><td>6 out of 10</td><td>150 words</td><td>6 x 5 = 30</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>300 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3">Total</td><td>70</td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	Essay Questions	2 out of 4	300 words	2 x 10 = 20	Total			70
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Module 1

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Module 3

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Module 4

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SUGGESTED READINGS

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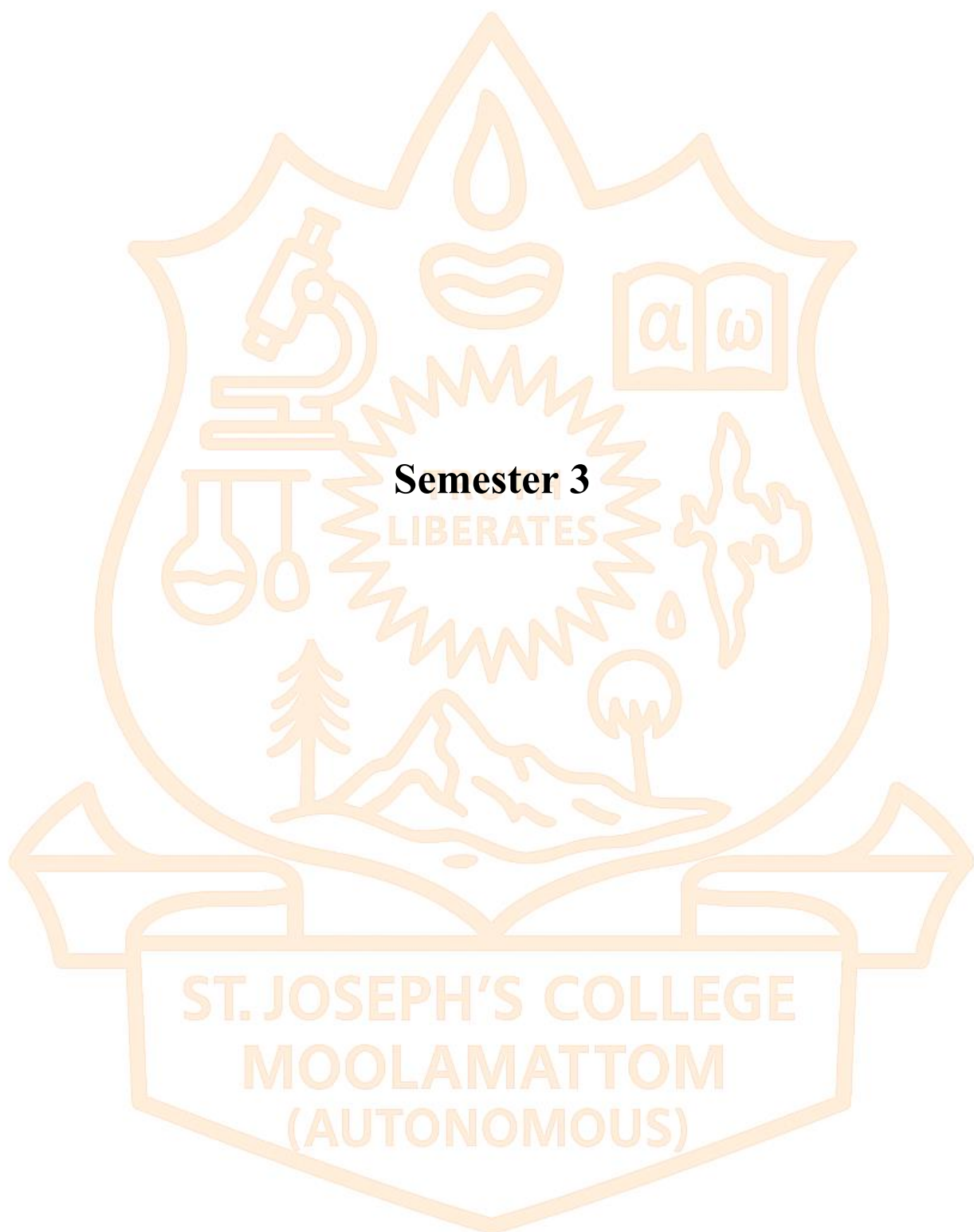
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ST. JOSEPH'S COLLEGE
MOOLAMATTOM
(AUTONOMOUS)





St. Joseph's College Moolamattom (Autonomous)

Programme					
Course Name	Origins of the Modern World				
Type of Course	DSC B				
Course Code	SJC3DSCHIS202				
Course Level	200-299				
Course Summary	The course focuses on Europe's transition from feudalism to capitalism, examining economic, political, and socio-cultural changes from the late medieval period to the eighteenth century. It critically assesses power dynamics within Europe, including interactions with the non-European world and the exploitation of indigenous and slave labour. An analysis of non-European social formations is there. Students will also analyse continuities and changes in intellectual, artistic, religious, and political realms.				
Semester	3	Credits			4
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)
		3		1	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the historical factors, socio-economic changes, and political developments that contributed to the decline of feudalism in Europe	An, E, U	1, 2
2	Comprehend the diverse manifestations of feudalism, considering regional variations, cultural contexts, and historical specificities in non-European societies	An, E	1, 2

3	Analyse the complex dynamics of social transition, considering the influences of the Renaissance, Reformation, and Enlightenment on European societies	K, An, U, E	1, 2, 7, 8,
4	Critically assess the influences of diverse ideologies and revolutionary movements on social structures, cultural dynamics, and political systems across the globe	E, U, Ap	1, 2, 6, 7, 8
5	Comprehend the complexities of colonial economic systems, fostering a nuanced understanding of how capitalism influenced and transformed societies in colonial contexts globally	E, U, A	1, 6, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	From Pre-Modern World			
1	1.1	Decline of Feudalism in Europe: Feudal Society and Economy – Transformation in European Society and Economy: Emergence of Traders, Towns, Independent Peasants, Craftsmen- Rising Power of Kings - Enclosure Movement and Putting Out System	5	1
	1.2	Locating Non-European Societies: India and Asiatic Mode – Segmentary Model on Africa – Asian Feudalism Model on Japan – Prebendal and Patrimonial Societies	5	2
	1.3	Tributary Paying Societies as Universal Mode	2	2
	1.4	Transition Debate: From Feudalism to Capitalism	3	1
	Society in Transition			
2	2.1	European Renaissance: Origins– Cities, Popes, Art and Architecture – Renaissance Humanism (Practicum: Prepare and submit a report on the Renaissance Art and Architecture)	10	3
	2.2	Reformation: Material Milieu – Pre-Lutheran attempts on Reformation – Luther and Zwingli and Calvin and Institutionalization of Protestantism – English	5	3

		Experience - Catholic Response: Counter Reformation – Inquisition and Witch Hunting		
	2.3	Enlightenment: Logic of Enlightenment – English, French and German Enlightenments – Socio-Cultural Life during Enlightenment: Public Spaces, Women, Print and Arts	5	3
3	Revolutions and Ideas			
	3.1	Scientific Revolution: Astronomy – Medicinal Science – Biological Science – Natural Science – New Methodology: Bacon and Descartes – Newtonian Synthesis (Practicum: Prepare and submit a report on the Non-European Roots of Modern Science)	10	4
	3.2	Industrial Revolution: Why England – Technological advancement – New Sources of Energy – Class Formation - Appraisal	4	4
	3.3	Ideas: Democracy, Liberalism, Socialism, Nationalism	4	4
	3.4	French Revolution: Origins and Impact	4	4
4	Political Economy and Colonialism			
	4.1	Development of Capitalism: Mercantilism and Commercial Capitalism – Character of Capitalism and Commodity Production	4	5
	4.2	European Colonization of Americas, Africa and Asia – Atlantic Slavery (Practicum: Locate the navigational routes and European colonial encounters with Non-European populations and regions)	8	5
	4.3	Intervention in Colonies: Missionaries and Education – Civilizing Mission – Socio-Economic Transformations in Colonies	4	5
	4.4	Immanuel Wallerstein and Development of Capitalism as a World System (Practicum: Prepare a report on the growth of capitalism as a world system based on Wallerstein's theoretical framework)	2	5
5	5.1	Teacher Specific Content (To be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.																						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum) Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Case Study Report, Home Assignment, In-class Discussion or any other method designed by course faculty/course coordinator																						
	B. Semester End examination A 2 Hour Written Examination of 70 marks <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>10 out of 12</td><td>50 words</td><td>10 x 2 = 20</td></tr> <tr> <td>Short Essay Questions</td><td>6 out of 10</td><td>150 words</td><td>6 x 5 = 30</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>300 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3">Total</td><td>70</td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	Essay Questions	2 out of 4	300 words	2 x 10 = 20	Total			70
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	10 out of 12	50 words	10 x 2 = 20																				
Short Essay Questions	6 out of 10	150 words	6 x 5 = 30																				
Essay Questions	2 out of 4	300 words	2 x 10 = 20																				
Total			70																				

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Module – 1

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Module 2

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Module 3

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Module 4

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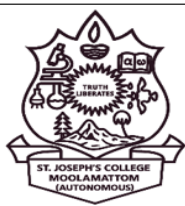
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St. Joseph's College Moolamattom (Autonomous)

Programme						
Course Name	Idea of India					
Type of Course	VAC					
Course Code	SJC3VACHIS200					
Course Level	200-299					
Course Summary	The course is intended to provide the students with a sense of the idea of India and the very basic foundations of our land. It aims to inculcate the pluralistic tradition of Indian culture and society. Instead of finding abode in monolithic pillars of narrow and sectarian beliefs, the course will teach the students to assess the heterogeneity of the subcontinental past.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3				
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of the historical, cultural, and philosophical foundations that underpin the rich tapestry of diverse beliefs, practices, and perspectives in India	U, An	1, 6, 7, 8
2	Critically evaluate the historical events, ideologies, and leadership that played a pivotal role in shaping the trajectory of the Indian nation	E, U	1, 6, 7, 8
3	Develop a comprehensive understanding of how Jawaharlal Nehru contributed to shaping the idea of India	An, U	1, 6, 7, 8

4	Analyze and discuss various perspectives on nationalism, considering its manifestations, challenges, and implications in today's world	E, U	1, 6, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Heterodoxy and Plurality			
1	1.1	The Argumentative Indians: Debates, Dissent and Protests in Early India	4	1
	1.2	Political Philosophy, Science and Technology in Early India	4	1
	1.3	Eclecticism of the Medieval Times	4	1
	1.4	Development of geographical identities: The concept of Bharat and Bharatvarsha	3	1
	Imagining the Nation			
2	2.1	Legacy of the National Movement	3	1, 2
	2.2	Tagore, Ambedkar, Gandhi, Periyar on Nation	4	2
	2.3	Idea of nation state and society of Bhagat Singh, Subash Chandra Bose, Ram Manohar Lohya and Indian Left	4	2
	2.4	Who is <i>Bharatmata</i>	2	1, 2
	2.5	Making of a Nation: Debates in Constitutional Assembly	2	1, 2
	Nation in Nationalism			
3	3.1	Nehru and Making of the idea of India	3	3
	3.2	Secularism and Discontents	3	4

	3.3	Construction of the Other: Jati, Gender and Minorities	4	4
	3.4	Enemies of Idea of India	2	4
	3.5	Debating Nationalism Today (Discussion)	3	4
4	4.1	Teacher Specific content (to be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.																						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; In-class Discussion. Reflection Writing Assignment, Group Tutorial Work, Case Study Reports or any other method designed by course faculty/ course coordinator																						
	B. Semester End examination 1½ Hour Written Examination of 50 marks <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>5 out of 8</td><td>50 words</td><td>5 x 2 = 10</td></tr> <tr> <td>Short Essay Questions</td><td>4 out of 7</td><td>120 words</td><td>4 x 5 = 20</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>250 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3">Total</td><td>50</td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10	Short Essay Questions	4 out of 7	120 words	4 x 5 = 20	Essay Questions	2 out of 4	250 words	2 x 10 = 20	Total			50
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	5 out of 8	50 words	5 x 2 = 10																				
Short Essay Questions	4 out of 7	120 words	4 x 5 = 20																				
Essay Questions	2 out of 4	250 words	2 x 10 = 20																				
Total			50																				

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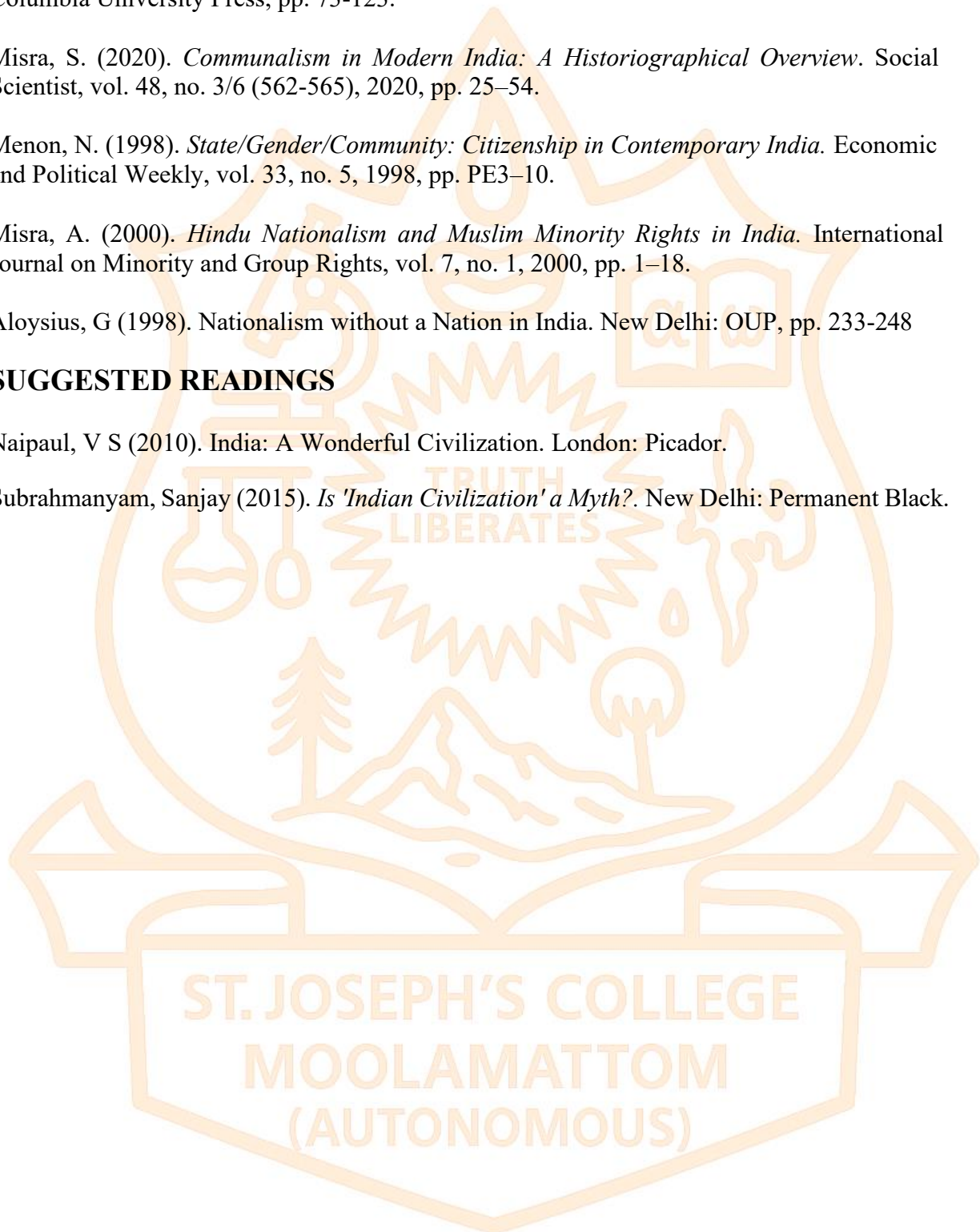
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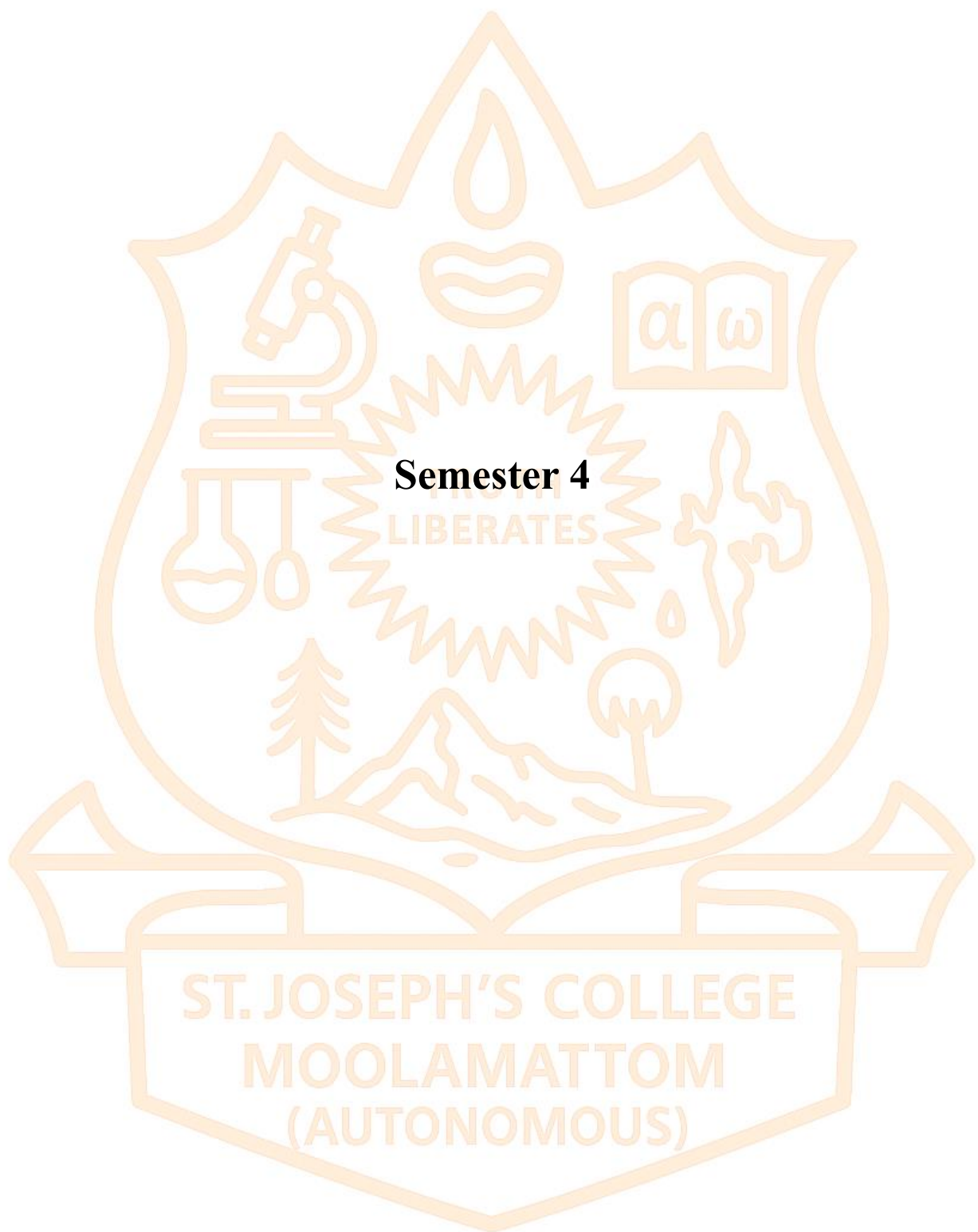
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Semester 4

LIBERATES

ST. JOSEPH'S COLLEGE
MOOLAMATTOM
(AUTONOMOUS)



St. Joseph's College Moolamattom (Autonomous)

Programme						
Course Name	Understanding the Modern World					
Type of Course	DSC C					
Course Code	SJC4DSCHIS202					
Course Level	200-299					
Course Summary	The goal of the course is to give the students a perspectival awareness of the world historical trends throughout the past two hundred years. This analysis looks at both the processual dynamics and the events that led to the development of the modern world. This course focuses particularly on those struggles and movements, as well as fresh perspectives on environment, development, and the fundamentalist movements and ideologies of global history in the 20th century.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3		1		
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline and survey major political developments in the modern world	K, U, An	1, 2, 6, 8, 10
2	Examine and evaluate the nature and working of ideologies in global scenario	An, E, Ap	1, 2, 5, 6, 7, 8, 10
3	Analyse and elaborate the transformations in the global political economy	An, C	1, 2, 3, 6, 7, 8, 10
4	Explain and evaluate the colonization and anti-colonial movements and neo colonialism	U, E	1, 3, 6, 7, 8, 10
5	Evaluate the impact of revolutions of 20 th century on global history	E	1, 2, 7, 8, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	World after Revolutions			
1	1.1	Rise and fall of Napoleon: Impacts in Europe	3	1, 5
	1.2	Congress of Vienna and Age of Metternich	3	1, 5
	1.3	Towards National Unity: Case of Italy and Germany	3	1, 2
	1.4	European Imperialism in Asia and Africa (Practicum: Locate the European imperial possessions in Asia and Africa and prepare and submit a Reflection Paper on the colonial experiences based on Fanon's <i>The Wretched of the Earth</i>)	6	1, 2
	1.5	Theoretical Preliminaries on the development of Capitalism and Imperialism	3	1, 3
	World at War			
2	2.1	Imperialist Rivalries in the early Twentieth Century – First World War – Aftermath of the War – Formation and Collapse of League of Nations	4	1, 4
	2.2	Russia on Another Way: Origins and Phases of Revolution – Economic Reorganization – What Revolution created in Russia	4	1, 2, 3, 5
	2.3	Rise of Fascism and Nazism in Europe – Anatomy of Fascism (Practicum: Conduct a discussion on Umberto Eco's <i>Ur Fascism</i> and the contemporary relevance of Eco's arguments)	6	1, 2
	2.4	Second World War: Origins and Trajectory of War	4	1
	Political Economy of 20th Century			
3	3.1	Post War Boom and the Great Depression of 30s	2	3
	3.2	Development under Lense: Dependency Theory – Paul Baron – Andre Gunther Frank – Samir Amin – Concept of Sustainable Development	4	2, 3, 4

	3.3	Post Depression Order: Welfare Economy – Bretton Woods System – Golden Age of Capitalism	2	3
	3.4	Return of Market: Neoliberal Reforms of 70s and Ideology of Free Market Economy	2	3, 4
	3.5	Globalization and Its instruments – Role of State in Globalization	2	3, 4
	Movements and Challenges			
	4.1	Anti Colonial Movements in Africa and Asia (Practicum: Prepare a paper on the ideological framework of anti- colonial movements)	6	1, 2, 4
	4.2	Revolution in China: Origins and Process– Leadership – Cultural Revolution	4	1, 2, 5
4	4.3	Working of World Bodies: United Nations Organization – Third World aligned under NAM – Politics of Regional Groupings (Practicum: Prepare a paper on the relevance of regional groupings in a globalized world scenario)	12	1, 2, 3, 4
	4.4	Vietnam War - Students Movement in France – Islamic Revolution in Iran	3	1, 2, 4
	4.5	Global Terrorism: Concepts and Perspectives – Role of State	2	1, 2
5	5.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary. Classroom transaction should arrange in a way that enable the students to analyse the interconnectedness of events and processes in the world history.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p>

	Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Paper, Written Test, Home Assignment, In-class Discussion or any other method designed by course faculty/course coordinator.		
	B. Semester End examination A 2 Hour Written Examination of 70 marks		
	Question Type	Number of Questions to be answered	Answer Word Limit
	Short Answer Questions	10 out of 12	50 words
	Short Essay Questions	6 out of 10	150 words
	Essay Questions	2 out of 4	300 words
	Total		70

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SUGGESTED READINGS

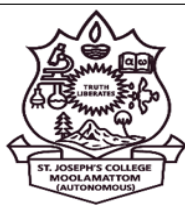
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St. Joseph's College Moolamattom (Autonomous)

Programme						
Course Name	Ambedkar: Life, Politics and Philosophy					
Type of Course	VAC					
Course Code	SJC4VACHIS200					
Course Level	200-299					
Course Summary	This course is an attempt to locate and discuss Ambedkar’s philosophical and sociological understandings on caste, gender, nation, constitutionalism, economic questions, democracy and religion. The course will help the student to locate Ambedkar in a new terrain with perspectival understanding on his ideas and world of experiences. This also will facilitate them to have an acquaintance with constitutional morality and those values standing as the vital pillars of Indian nation and republic.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3				
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Discuss the original writings and ideas of Ambedkar	E, C	5, 6, 8, 10
2	Examine Ambedkar's philosophical position in analysing caste and other social issues	An	1, 5, 6, 7, 8, 10
3	Locate Ambedkar's role in the making of modern India	An, E, Ap	5, 6, 7, 8, 10
4	Assess how an individual thinker is influenced by thinker's experiential world	S, Ap, E	1, 5, 6, 8, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Introducing Ambedkar			
	1.1	Biographical Sketch of Dr. B R Ambedkar	3	1, 3
	1.2	Contextualizing Socio-Political and Economic vision of Ambedkar - Socio-Political Activism	7	2, 3, 4
	1.3	Ambedkar's vision of Democracy	2	1, 2, 3
	1.4	Ambedkar on Minorities	2	1, 2, 3
2	Perspectives on Caste, Gender and Religion			
	2.1	Caste – Critique of Brahminical Order – Reading <i>Annihilation of Caste</i> – Debate with Gandhi Discussion on: Caste in Contemporary Indian Society / Caste among Indian Diaspora (1 hour)	6	1, 2, 4
	2.2	Ambedkar's views on class	2	1, 2, 4
	2.3	Women Question: Women in Indian Society - Hindu Code Bill	4	1, 2, 3
	2.4	Religion: Conversion – Navayana Buddhism	5	1, 2
3	Perspectives on Constitution, Nation and Economy			
	3.1	Constitutionalism in Ambedkar Discussion on: Affirmative Action of Reservation (1 Hour)	4	2, 4
	3.2	Ambedkar's idea of Nationalism	3	1, 2, 3, 4
	3.3	Ambedkar's addressing of Labour and Labourers	3	1, 3, 4
	3.4	Perspectives on Development and Economic Planning	4	1, 3, 4
4	4.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Classroom teaching supported by reading of Ambedkar's original writings on particular themes in the syllabus and group discussions on the themes. These reading and interactive sessions shall be used to construct and develop fresh perspectives on Ambedkar's life and philosophy.																						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; Literature Surveys, Reflection Writing Assignment, In-class Discussion, Self and Peer Assessment or any other method designed by course faculty/ course coordinator																						
	B. Semester End examination 1½ Hour Written Examination of 50 marks																						
	<table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>5 out of 8</td><td>50 words</td><td>5 x 2 = 10</td></tr> <tr> <td>Short Essay Questions</td><td>4 out of 7</td><td>120 words</td><td>4 x 5 = 20</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>250 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3">Total</td><td>50</td></tr> </tbody> </table>	Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10	Short Essay Questions	4 out of 7	120 words	4 x 5 = 20	Essay Questions	2 out of 4	250 words	2 x 10 = 20	Total			50		
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	5 out of 8	50 words	5 x 2 = 10																				
Short Essay Questions	4 out of 7	120 words	4 x 5 = 20																				
Essay Questions	2 out of 4	250 words	2 x 10 = 20																				
Total			50																				

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Jaffrelot, Christophe (2005). Dr Ambedkar and Untouchability: Analysing and fighting Caste. London: Hurst & Company, pp. 19-30, 74-105, 119-142.

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