



FIRST SEMESTER, 2018-19

Course Handout (Part - II)

Last updated: 02/08/2018

In addition to part I (General Handout for all courses appended to the *Timetable*) this portion gives further specific details regarding the course.

Course No. : HSS F234 / HIST C211

Course Title : Main Currents of Modern History

Class hours : To be confirmed

Instructor-in-charge: Hari Nair (harinair@pilani.bits-pilani.ac.in) chamber no. 6168-U

Chamber consultation hours: To be confirmed & otherwise by prior appointment
(Please dial 01596-51-5703 to check over phone if the instructor is available in the chamber before you come over.)

Course description: History and Historiography; Theories and Philosophies of History; Latin Middle Ages; Renaissance; the Reformation(s); European 'Discovery' of America; the Copernican Revolution and the History of Science; Modern World System Analysis, Feudalism, Mercantilism, Historical Capitalism; First Industrial Revolution; European Enlightenment; American and French revolutions; 19th century European expansion into Africa.

Course aim(s): This course will attempt to answer the question: How did the Modern World come into being?

Learning outcome(s):¹ On a successful completion of this course, a student ought to:

- be informed about some of the major events and processes from the Early-Modern period (mid/late 15th century CE) up until the doorstep of the 20th century
- be acquainted with select aspects of the historian's craft
- develop a forensic and critical attitude towards the study of the past
- be able to analyze historical sources as well as studies by professional historians

¹ Learning outcomes are what the instructor would want the student to know and what the student should be able to do at the end of the course. These outcomes could be classified as knowledge, abilities, skills and attitudes.





- be able to redact texts with academic rigour and articulate it persuasively in oral expression

Scope: This course does not require any prior training in the discipline of History. It is an **introductory** course in History that **surveys** the Modern period. As this is a substantially text-based course, the student is expected to engage with readings suggested for; grasp the essential ideas from a given reading; and critically analyze it especially in classroom discussions. The evaluation of this course hinges on an active reading of texts, a considered discussion evolving out of course readings, a mid-semester written exam; a self-study assignment in two stages (preliminary and final written drafts in accordance with the letter and spirit of academic regulation 4.01 of BITS Pilani) plus an oral presentation based on the final written draft of the assignment; and, the comprehensive exam.

Text Book: Banerjee, Ajoy Chandra, *A History of the Modern World: 1763 and after*, (Hyderabad: Universities Press, 1995). This was used previously in this course, and is very dated. It is not easy to find a text-book by reputed historian that covers the entire period and all the themes that this course seeks to do. Therefore, the present course would rely on the **readings** as listed further below. Most of these readings are chosen from the writings of historians specializing in a particular field.

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Reference(s):

Boyd, Kelly, ed., *Encyclopedia of Historians and Historical Writing*, 2 vols., (London: Fitzroy Dearborn, 1998)

Tucker, Aviezer, ed., *A companion to philosophy of history and historiography* (Singapore: Wiley Blackwell, 2009) [Instructor has an e-copy.]

Bayly, Christopher A., *The Birth of the Modern World 1780-1914*, (Delhi: Blackwell Publishing, 2004)

Readings:² A select bibliography is given below and a substantial part of our reading material for the course will be chosen from this list. Most of the readings will be uploaded

² “I think we ought to read only the kind of books that wound or stab us. If the book we're reading doesn't wake us up with a blow to the head, what are we reading for? So that it will make us happy, as you write? Good Lord, we would be happy precisely if we had no books, and the kind of books that make us happy are the kind we could write ourselves if we had to. But we need books that affect us like a disaster, that grieve us deeply, like the death of someone we loved more than ourselves, like being banished into forests far from everyone, like a suicide. A book must be the axe for the frozen sea within us. That is my belief.” – Franz Kafka





on Google Drive and shared with registered students. In case, there are additional/alternative readings, these will be announced in class and uploaded subsequently. Some of these are as pdf or jpeg; and if you are concerned about the long-term health of your eyes, you are encouraged to take print copies for reading these.

- Abelove, Henry *et al.*, *Visions of History* (New York: Pantheon Books, 1983)
- Beaud, Michael, *A History of Capitalism 1500-2000*, translated by Tom Dickman & Anny Lefebvre (Delhi: Aakar, 2004)
- Breunig, Charles, *The Age of Revolution and Reaction, 1789-1850*, 2nd edition, (New York and London: Norton, 1977)
- Burckhardt, Jacob, "The revival of antiquity" Part III of *The civilization of the Renaissance in Italy* (England: Penguin, 2004), pp. 120-84.
- Carr, E.H., (1961), "The historian and his facts" in *What is History?* based on the Trevelyan lectures delivered at the University of Cambridge between January-March 1961, (Victoria: Penguin, 2008), pp. 7-30.
- Conversations with history* <http://conversations.berkeley.edu/> with Harry Kreisler
- Derry, T.K. and T.L. Jarman, *Modern Britain: Life and work through two centuries of change* (London: John Murray Publishers, 1979)
- Elliott, John, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (USA: Yale University Press, 2006)
- Page, J.D., *A History of Africa*, 4th edition (Britain: Routledge, 2007)
- Fukuyama, Francis, "The end of history" *National Interest*, Summer, 1989.
- Galeano, Eduardo, (1971) *Open veins of Latin America: Five centuries of the pillage of a continent* (London: Serpent's Tail, 2009).
- Gombrich, E.H., *The Story of Art* (New York: Phaidon, 1972)
- Greer, Thomas H., *A Brief History of Western Man*, 2nd edition (USA: Harcourt Brace Jovanovich, 1972)
- Grenville J.A.S., *Europe Reshaped 1848-1878* (Glasgow: Fontana, 1988)
- Guha, Ram, *Environmentalism: A Global History* in *The Ramchandra Guha Omnibus* (Delhi: Oxford University Press, 2009)
- Heredotus, *The Histories*, translated by Aubrey de Sélincourt with an introduction by John Marincola (UK: Penguin, 2003)
- Kennedy, Paul, *The rise and fall of the great powers* (New York: Vintage, 1987)
- Lefebvre, Georges, *The French Revolution: From its origins to 1793*, translated by Elizabeth Moss Evanson (London and New York: Routledge, 2001)
- Lerner, Gerda, *The Majority Finds its Past* (NY: OUP, 1979)
- , *The Creation of Patriarchy* (NY: OUP, 1986)





- Metcalf, Barbara and Thomas Metcalf, *A concise history of Modern India* (Delhi: Cambridge University Press, 2013)
- Outram, Dorinda, *The Enlightenment* (New York: Cambridge University Press, 2012)
- Panikkar, K.M., *Asia and Western dominance* (New York: Collier Books, 1969)
- Principe, Lawrence M., *The Scientific Revolution: A Very Short Introduction* (Britain: OUP, 2011)
- Rice, Eugene, *The foundations of Early Modern Europe 1460-1559*, (Britain: Weidenfeld and Nicolson, 1971)
- Roberts, Jennifer T., *Herodotus: A very short introduction* (New York: Oxford University Press, 2011)
- Roy, Tirthankar, *The East India Company: The world's most powerful corporation* (Delhi: Allen Lane Penguin, 2012)
- Rowbotham, Sheila, *Hidden from History* (London: Pluto Press, 1992)
- Rüegg, Walter, ed., *Universities in the nineteenth and early twentieth centuries*, vol III of *A History of the University of Europe* (New York: Cambridge University Press, 2004)
- Sarkar, Sumit, *Modern India 1885-1947*, (Madras: Macmillan, 1983)
- Spangenburg, Ray and Diane K. Moser, *The History of Science: From the Ancient Greeks to the Scientific Revolution* (Hyderabad: Universities Press, 2000)
- Spear, Percival, ed., *The Oxford History of India* (Delhi: Oxford University Press, 1990)
- Smith, S.A., *The Russian Revolution: A very short introduction* (NY: OUP, 2002)
- Wallerstein, Immanuel, (1983) *Historical capitalism and Capitalist civilization* (London: Verso, 2003)
- Wood, Gordon, *The American Revolution: A History* (New York: The Modern Library, 2002)
- Vansina, Jan, *Oral Tradition: A study in historical methodology*, translation of *De la tradition orale: Essai de Méthode Historique* by H.M. Wright (Harmondsworth: Penugin, 1965).





Course Plan

Session 1	
Themes	Elements of teaching-learning and evaluation
Instructor's Inputs	Elaboration of the course hand-out; why history; Discussion of the interviews with eminent historians
Learning Outcome(s)	To understand the nature of the course of study
Student's tasks & Sources	Peruse the course hand-out; "Conversations with history" UCB; <i>Visions of history...</i>

Session 2-3	
Themes	History; Profile of Herodotus; Classification of time periods into Ancient-Med-Modern/Petrarch; Modern & Modernity; challenge of Eurocentrism; Sources for the study of history: the archive, the museum
Instructor's Inputs	Elaboration of the themes with reference to the sources; Challenge of Eurocentrism/World-map/Prime Meridian http://www.gutenberg.org/files/17759/17759-h/17759-h.htm/
Learning Outcome(s)	To explain the etymology and significance of the terms history, Modern, modernity; the diverse meanings and implications of Eurocentrism; significance of the archives and the museum as sources of history
Student's tasks & Sources	Read the preface/Chapter 1 to Herodotus' <i>Histories</i> ; Roberts, <i>Herodotus...</i> , pp. 1-5; A brief extract from Derrida, <i>Archive fever...</i> ;

Sessions 4-5	
Themes	Historians; Historiography; Theories and philosophies of History; Causality
Instructor's Inputs	Outline the principal arguments in Carr's lecture "what is history?"





Learning Outcome(s)	To explain the nature and scope of the historian's craft; and to appreciate the inclination and motives that guide historians in their work
Student's tasks & Sources	Class-lectures; reading from Carr's, <i>What is History</i> , ch. 1 and ch. 4; plus work-sheet; watch and discuss Kurosawa's <i>Rashomon</i> in relation to the transcript of Carr's lectures

Sessions 6-8	
Themes	Middle Ages Movement of the "barbarians"; Collapse of the Roman Empire; Coming of Islam; Feudalism; Guilds and the Rise of towns; Overview of Christianity; Benedictines and the Creation of Europe; Religious orders: Franciscans and the Dominicans; Inquisition
Instructor's Inputs	Explanation of the socio-economic and political structure of the Latin West in the Middle Ages; Work-sheet for appreciating the movie <i>In the name of the rose</i> ; [Islamic contribution to the creation of the idea of Europe- BBC documentary. This movie will be anticipating developments in Science that we would be studying later on in this course]
Learning Outcome(s)	To outline social structure of the Middle Ages in the Latin West from ca. 400 to ca. 1400
Student's tasks & Sources	Respond to the work-sheet as a preparation for appreciating the movie <i>In the name of the rose</i> ; Read Greer, <i>A brief history of Western Man</i> , ch. 4, "Creation of Europe: Political and Social Foundations", pp. 143-56.

Sessions 9-12	
Themes	Renaissance: Meaning and significance; Time period; Renaissance Humanism; Idea of Man; Study of History; Pedagogy. Rise of the Modern State and developments in warfare; Elements of Renaissance Art; Printing; Renaissance challenges to authority: From Erasmus to Luther





Instructor's Inputs	Lecture-discussions based on the readings and work-sheet
Learning Outcome(s)	To characterize the European Renaissance under the rubrics of Humanism, Art, Religion and the study of Man and History
Student's tasks & Sources	Respond to the work-sheet with the aid of the readings from Brotton, <i>Renaissance: An introduction</i> and from Rice, 1970, "Renaissance society and humanist culture"

Sessions 13-15	
Themes	Lutheran Reformation; Calvinism; Anglican Church; Counter-Reformation
Instructor's Inputs	Lecture-discussions based on the reading; work-sheet; screening of the movie <i>Luther</i> - if opportunity permits
Learning Outcome(s)	To elaborate the relationship between Renaissance Humanism and the Lutheran Reformation as well as to appreciate the significance of a Europe divided along religious lines in the 16 th century; to distinguish between Catholicism and Protestantism
Student's tasks & Sources	Respond to the work-sheet with the aid of the reading Rice, "Revolution and reformation in the Church: The problem of authority"; Watch the movie <i>Luther</i>





Sessions 16-18	
Themes	First Age of European Expansion: Portuguese voyages of exploration; ‘Discovery’ of America; Native Mesoamerica; Economic and social structure 16 th century Hispanic-America – Requerimiento, Encomienda, Repartimiento, Congregacion; question of the justice of the conquest of America
Instructor’s inputs	Lecture-discussions; speeches of native Americans; screening of the movie <i>The Mission</i> if opportunity permits; work-sheet
Learning Outcome(s)	To explore the Early Modern history of America and enumerate the European colonial structure transplanted upon 16 th century Mesoamerica
Student’s tasks & Sources	Respond to work-sheet with the aid of class lectures and the reading from Elliott, 2005, <i>Empires of the Atlantic World</i> , ch. 1, “Intrusion and empire”; Watch the movie “The Mission” and the question of the native Americans; Discuss the “Speeches of native Americans leaders”

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Sessions 19-20	
Themes	Scientific Revolution; Structure of Aristotelian science; Astronomy: Copernicus to Kepler; introduction to Thomas Kuhn’s work <i>Structure of scientific revolutions</i>
Instructor’s inputs	Ptolemaic model; explain the revolution in the history of science through the Copernican revolution
Learning Outcome(s)	To appreciate how the history of science may be understood through Kuhn’s idea of paradigms, normal science, scientific revolution rather than as “growth through accretion” or “gradual evolution”





Student's tasks & Sources	Spangenburg and Moser, <i>The History of Science...</i> plus a brief summary reading on Kuhn's work
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Session 21-23	
Themes	Capitalism; Mercantilism; Modern World System; Industrial Revolution
Instructor's Inputs	Explain the economy of the Middle Ages to the rise of capitalism in the Modern period and the features of the Modern World System analysis of Immanuel Wallerstein; Wallerstein's intellectual trajectory; English East India Co.; India in the World Economy (18 th century); First industrial revolution
Learning Outcome(s)	To understand the changing economic processes since the Middle Ages from feudalism to capitalism; to recognize how the English, who came as traders established themselves as rulers in India, when European maritime trade combined with political power; to appreciate how the world (from America to Asia) was well-connected by mid 18 th century
Student's tasks & Sources	Refer to the short summary of the World System Analysis; Beaud, 2004, chps 1 & 2; Map-work; reading from Metcalf & Metcalf, <i>Concise History of Modern India</i> ; Breunig, <i>Age of revolution and reaction...</i> "Industrial revolution and its impact on European society"

Sessions 24-26	
Themes	18 th century European Enlightenment
Instructor's Inputs	Discussion of Kant's "What is the Enlightenment?", Knowledge economy: Academies; Coffee-houses/salons; and Diderot's <i>Encyclopedia</i> ; Gender, Race and Slavery in the Enlightenment; Locke and Rights
Learning	To understand the characteristics of the Age of Reason or the





Outcome(s)	Enlightenment
Student's tasks & Sources	Source readings from Kant and Condorcet; <i>Enlightenment reader</i> plus Outram, <i>The Enlightenment</i>

Sessions 27-30	
Themes	French Revolution 1789
Instructor's Inputs	Rousseau and the idea of equality; Structure of the Ancient Regime; the French revolution of 1789 onwards; Rights
Learning Outcome(s)	To elaborate the significance of the French Revolution as well as the causes and its course in the years immediately after 1789
Student's tasks & Sources	Lectures, work-sheet and read Doyle's <i>The French Revolution: A Very Short Introduction</i> (NY: OUP, 2001)

Sessions 31-33	
Themes	American Revolution 1776 and after
Instructor's Inputs	Nationalism and print-capitalism; republicanism, constitutionalism and judicial power
Learning Outcome(s)	To understand the significance of the American Revolution
Student's tasks & Sources	Lecture; work-sheet; map-work www.ushistory.org ; Screening of 1776; Wood, <i>American revolution...</i> ; Greer, <i>Brief history...</i> , "The American Revolution and Constitution" from ch. 10, pp. 353-9





Sessions 33-36	
Themes	Late 19 th century European expansion into Africa
Instructor's Inputs	Lecture discussion on the European presence in Africa in the 19 th century
Learning Outcome(s)	To understand select elements of European colonialism in Africa during the 19 th century
Student's tasks & Sources	Work-sheet; Fage, 1995, chps. 13-16; Curtin et al., <i>African history</i> ; Work sheet plus <i>Smith, Russian Revolution: OUP: AVSI</i>





Evaluation Scheme: An overview

Evaluation component	Duration and mode	% of total marks	Date, Time
SSA prelim draft	Open book (Printed or manuscript) Please do not slip the assignment under the door of the instructor's chamber.	10	30 Aug 2018 in the class room and in person. ³
MS Exam	Closed book (Hand written); 90 mins	30	11/10 9:00 - 10:30 AM
SSA final draft	Open book (Printed or manuscript) Please do not slip the assignment under the door of the instructor's chamber.	15	Prelim deadline Fri 26 Oct 18 and Final deadline Mon 29 Oct 18 in the class room and in person. ⁴
Oral presentation based on the final SSA	Oral (SSA final draft / slides, if required)	5	To be announced in class or via E-mail
Comprehensive Exam	Closed book (Hand written); 3 hrs	40	6/12 FN

³ The deadline must be adhered to. Any extension will be deemed equivalent to rules governing make-up in accordance with *Academic Regulations* 4.07.

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Evaluation Scheme: The details

Evaluation components and its nature: There would be three evaluation components. These are the Mid-Semester and Comprehensive Exams and a Self-Study Assignment (SSA), which is divided into three parts. The details of the exams would be as per the schedule of the Instruction Division.

Self-study Assignment (SSA): The Self Study Assignment is broken down into three parts: one, a prelim written draft; two, a final written draft; and three, an oral presentation based on the final written draft of the self-study assignment. This evaluation component is in accordance with *Academic Regulations* 4.01 & 4.05 (Open Book). The prelim draft is a plan document, and hence, synoptic. The final written draft of the SSA will be based on your cumulative work through the semester. It will be followed by a brief oral presentation – usually of ten minutes within the scope of a panel discussion, but discussions tend to be prolonged!

SSA prelim draft details concerning submission: Length - 1-2 pages max; please number the pages on the top right corner; print on both sides to save paper; use staples, if require; folders not required; include word count at the end but your name and roll number at the top right corner. **Expected contents and break-up of marks on 100/200:**⁵ Problematic⁶ - Aims and hypotheses of your assignment (2/4); detailed thematic index (2/4); method of study (1/2); list of sources & studies (3/6) with a timeline of tasks factoring in sources/studies and themes (2/4). You might have to run through originality check/anti-plagiarism software TURNITIN, if necessary. In that case, please attach a print copy of the software report along with your assignment. **The evaluated SSA prelim draft with the instructor's comments must be attached when you make the final draft submission of the SSA.**

SSA final draft details concerning submission: 2500 words max; include word count at the end of your draft but your name and roll number at the top right corner; please number the pages on the top right corner; print on both sides to save paper; use staples, if

⁵ ID regulations expect the total marks for the score to be 200 if there are 51 or more students enrolled in a course.

⁶ The problematic defines the field of questions in a given theme and determines what questions could be asked and which questions could be answered. The 'invention' of the "problematic" is attributed to the work *Le Rationalisme appliqué* (1949) by Gaston Bachelard, a French philosopher of science and it became popular in the Humanities and Social Sciences through the work of Louis Althusser. Cited from <https://www.radicalphilosophy.com/article/what-is-a-problematic> accessed 01 Feb 2016.





require; folders not required. **Expected contents and Break-up of marks on 100/200:** Problematic and use of sources (5/10); Structure (5/10); Critical assessment (5/10).

Synoptic style sheet (generic guidelines): Garamond 16 for text, 14 for citations in the body of the text; 12 for footnotes; spacing 1.5; name and roll number on the top right margin with date of submission; stapled on the left top corner; printed on both sides to avoid wastage of paper with 2 cms side-margins; no plastic folder covering required; if hand-written, please write on alternate lines for easy reading. You might have to run by originality check/anti-plagiarism software TURNITIN as may be required. In such cases, please attach a print copy of the software report along with your assignment.

Oral presentation: You are expected to make a brief **oral presentation** in class (**10 mins**) based on your writing and respond to queries, for which you need to schedule the presentation in consultation with the instructor. It is usually in the form of panel discussions and is scheduled after Institute hours. **You are expected to answer the following questions during the oral presentation:** Why did you choose the topic that you did? What is the question/problematic that you were trying to resolve through the SSA? Respond to this particular question in as much detail as required. **This forms the core of your presentation.** How did you attempt the resolution of the problematic? Did you know anything about the theme earlier? How did the SSA help you? What are the weaknesses of your SSA? Did you require the assistance of the instructor for your SSA? Did his inputs aid you in anyway? If not, what should he have done? How did your assignment evolve over the duration of the semester?

Power point presentations are especially useful if you have images, maps, graphs and the like. Talking to the audience rather than reading from a text is preferred for an oral presentation as the former demonstrates clarity of thought of the speaker and because it may also encourage a discussion amongst the listeners.





Non-evaluative learning activities: Class participation is highly encouraged but is not included as an evaluation component. It is characterized as the student's ability to generate and participate in discussions, including listening attentively to opposing points of view, as well by posing a problematic that challenges the instructor and the class. Class participation is encouraged for purposes of creating the necessary conditions in the class room for critical engagement with the subject matter under study. It is not an evaluation component because it may be misunderstood as a surreptitious mode of ensuring class attendance in the absence of a mandatory Institute policy on class attendance for students.

Learning activities *in situ* like a visit to a museum or other historical sites are encouraged but the instructor would expect the students to initiate work on the logistics in close cooperation with him.

Suggested guidelines for preparing your Self-study Assignment

Choose a specific topic or a broad theme from your Course Handout II. You could choose any topic/theme that interests you, including one about which you know very little or nothing at all. Pose a question to the subject-matter that you have selected. The answer to that question could turn out to be your written assignment.

Your **written assignment** could take the form of a book-review, or a revision of select scholarly literature, or a term paper. Whatever form it takes, make sure that you do not include any phrase or sentence, paraphrased or verbatim, text or image, **intentionally or otherwise**, without due acknowledgment of the sources. To do so would amount to **plagiarism** and it is an **extremely serious ethical and legal offence**. You are also cautioned against submitting a work written by someone else, or by you but for a different purpose, or for another course, previously or simultaneously. The discovery of any violation of these guidelines might result in your score being nullified for the corresponding as well as related evaluation component(s). This offence may be reported to the Department of Humanities & Social Sciences.

For understanding what amounts to plagiarism, please refer to www.plagiarism.org or similar websites. **If the student still has persisting doubts about what may or may not amount to plagiarism, it is her/his duty to assuage the doubts with the instructor well ahead of deadlines. Ignorance of the norms/rules is not a sufficient cause for justifying plagiarism. You might have to run your assignment on the originality check/anti-plagiarism software. In such cases, please do so sufficiently ahead of the due date of submission. As the deadlines approach, the traffic on the server might turn heavy.**





For information on documentation, you are encouraged to follow the guidelines contained in *The Chicago Manual of Style*, 16th edition (see especially chapters 14 & 15). A copy of the same is available in the BITS Pilani Library with classification 655.25 C533 2010.

A **book-review** ought to contain a summary of the book, an outline of its structure, an explanation of how this book is different from others of its ilk, information regarding the author(s), and a constructive critique of the thesis/argument of the book. The purpose of a book-review is to inform and invite readers to engage with the book. You could consider other reviews of the book that you are reviewing, in case these are available. This would prevent your review from being repetitive.

A revision of scholarly literature (or **literature review**) is a more complex assignment than a book review because you are evidently dealing with more than one study. Its purpose is to highlight the nature of existing knowledge in the corresponding field/subject. A literature review is a preliminary but necessary step towards conducting research (understood here as a serious inquiry) in a chosen field/subject of intense study.

A **term paper** is an academic assignment that normally contains a problematic: a question, one or more hypotheses, an explicit statement of method for the resolution of the question, a study of sources, and a revision of existing scholarly literature. It should contain a thematic index that outlines the structure of your paper.

Your **self-study assignment** could also take the form of a **report (written or compose a short video)** based on your visit to and study of a site of historical importance, or a museum, or even one particular gallery of a museum. However, it should contain more than a mere narrative. It should respond to a question or problem that you are trying to resolve. If it is a video, the script and detailed screenplay would be evaluated as your prelim draft.

You are expected to make a brief **oral presentation** of your self-study assignment in class for which you need to schedule it in consultation with the instructor. The purpose of the oral presentation is to develop your oral skills; share the outcome of your self-study assignment with your classmates, who may not have read your assignment; and generate a discussion. You are encouraged to use images, if required.

All your assignments should be presented in class, and personally to the instructor. You may not submit via E-mail, and **you may not slip your assignment under the door of the instructor's chamber. As a precautionary measure against loss of your written assignment by you or the instructor, it is the responsibility of the student to have a back-up copy of the same at least until the final evaluation of the course is completed. To avoid losing your e-copy stored in a computer, please ensure that you progressively save your draft written work on the e-mail/dropbox as well.**





Reading, studying, thinking, as well as composing a video and redacting a text are laborious tasks, which improve with methodical practice. For thinking through a subject, for organizing one's thoughts, and for writing in a structured manner require the fullness of time. Rushed writing under the pressure of deadlines does not often fulfill the aforesaid aims. One could consider this assignment as an exercise in mastering the craft of academic writing in the Humanities and Social Sciences, but above all, for clarifying your thinking process, sharpening your critical skills, and articulating your views persuasively.

Students are encouraged to attend the classes regularly. If you are unable to present an evaluation component for reasons other than a medical condition and you desire to make-up, please inform the I-C in person with a written application, at least a week in advance of the date on which the component is scheduled, wherein the reasons for your absence/inability is appropriately presented; for absence due to ill-health, please provide documentary support from the BITS medical centre if you are requesting a make-up. For make-up, please refer to *Academic regulations* 4.07. Notices concerning the course will be announced in class and/or shared via Google drive/ e-mailed. **Please be alert to the possibility of change of dates according to the academic calendar. Therefore, confront and verify the dates of the evaluation components with the Instructor/Time-table provided by ID.**

