



# Syllabus

## First Semester Courses in History

### 2023-2024

#### Contents:

- Syllabus for Core Course:
  - UAHIS4501CR1- World History from the Renaissance to c.1870.
- Syllabus for Vocational Skill Course:
  - UAHIS4501VS1- Documentary / Documentation of the History of Mumbai.
- Evaluation and Assessment guidelines

**APPROVED SYLLABUS**



**F.Y. B.A. History**

**Course: UAHIS4501CR1**

**Title: World History from the Renaissance to c.1870.**

**Course Objectives:**

To learn to identify happenings and significant players (both men and women) in World History.

1. To trace the growth and development of individual rights, democracy, liberalism and the nation-state.
2. To understand the sociological and ideological forces that shaped the modern world and understand the present political structures, economic activities, social developments, cultural achievements, and scientific innovations in the light of the past.
3. To recognize how certain countries and economic systems dominated the world through empire-building

**Course Outcomes (COs):**

1. The student will be able to Demonstrate a lucid understanding of the fundamentals of World History.
2. The student will be able critically reflect on acquired knowledge and will acquire research skills in History.
3. The student will be able to apply comprehensive research-based knowledge and skills required for identifying research questions, interpreting results, and synthesis of valid information.

**UNIT 1**

**Cultural, Social, Religious, and Scientific Changes that Impacted the world: (15 lectures)**

The Renaissance: meaning, its geographical, historical and social roots, its features with an emphasis on Humanism, and its representation in Art, Science and Literature.

The Reformation: origins, Martin Luther, impact, the Catholic Reformation/The Counter Reformation. Decline of feudalism and emergence of mercantilism.

**UNIT 2**

**(15 lectures)**

Colonial expansion: Motives, exploratory voyages with particular reference to Christopher Columbus, Vasco da Gama and Magellan. Impact.

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### UNIT 3

**Challenges to established political and social systems: (15 lectures)**

The American Revolution: Factors and events that led to the Revolution. Significance  
The French Revolution: Politico-Economic Crisis in the Ancien Regime, and intellectual underpinnings. The changing course of the Revolution, participation of the social classes, role of women. The Legacy of the French Revolution. Napoleon Bonaparte and the Congress of Vienna

### UNIT 4

**New ideas and the Formation of the Nation-State (15 lectures)**

Liberalism, Socialism, and parliamentary democracy.  
Nationalism and the Nation State.  
Unification of Italy and Germany.

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**List of Recommended Reference Books (list based on the most recent date of publication to oldest)**

1. Keylor, William, The Twentieth Century World and Beyond: International History Since 1900, Oxford University Press, Oxford, 2006.
2. Hobsbawm, Eric, Age of Extremes: The Short Twentieth Century 1914-1991, Viking, Penguin Books, 1995.
3. Roberts, J.M, History of the World, Oxford University Press, New York, 1993.
4. Lowe, Norman, Mastering World History, Macmillan Education Ltd., London 1985.
5. Palmer R. and Colton, Joel, A History of the Modern World, 4th edition, Alfred Knopf, New York, 1971.
6. Fergusson, W and Brunn, G, A Survey of European Civilization, 3rd edition, Boston, Houghton and Co. 1958.
7. Hayes, C, Moon, T.P and Wayland, J.W, World History, 3rd Revised ed. The Mac Millan Co. New York, 1950.



**Evaluation (Core Theory): Total marks per course - 100.**

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
CIA- 40 marks  
CIA 1: Written test -20 marks  
CIA 2: Assignment -20 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).  
End Semester Examination – 60 marks  
One question from each unit for 20 marks, with internal choice. Total marks per question with choice -20.

Eg: Template for the Core course End Semester examination in Semester I

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
4	5	5	5	15
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%



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ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - II

Dept. of History; Course Code \_\_\_\_\_ Date \_\_\_\_\_ Roll No \_\_\_\_\_

Name of student: \_\_\_\_\_ UID No \_\_\_\_\_ Marks \_\_\_\_\_ / 20

Title of Assignment: \_\_\_\_\_

**Assessment Grid :** Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows. In boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks.

**Assessment of Written Assignment: 20 Marks**

100%	ASSIGNMENT	80-100% (17-20 Marks)	60-80% (13-16 Marks)	40- 60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
50 %  10	<b>Content</b> Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned _____ Marks _____	Excellent  10 / 9	Good  8 / 7	Satisfactory  6 / 5	Poor  4 / 3	Very Poor  2 / 1
30 %  06	<b>Organization</b> Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes _____ Marks _____	Effective organization  6 / 5	Few problems  4	Many problems  3	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details – but an attempt 2	No attempt to organize  1
10%  02	<b>Vocabulary</b> _____ Marks _____	Richness of vocabulary  2	Very good range of vocabulary with some errors  1.5	Good range of vocabulary with some errors 1	Small range of vocabulary with errors 1	Little of no effort to demonstrate vocabulary knowledge 0.5
10%  02	<b>Grammar, spellings, mechanics</b> _____ Marks _____	Grammar, spellings punctuations correct 2	Very few errors  1.5	Some errors  1	Many errors  1	No effort  0.5

Comments:

Name and Signature of Faculty \_\_\_\_\_



**F.Y. B.A. History**

**Course: UAHIS4501VS1**

**Title: Documentary / Documentation of the History of Mumbai.**

**Course Objectives:**

1. To introduce students to the basics of documentaries/documentation.
2. To understand the nuances of research and reference associated with Documentary/Documentation.
3. To understand the process of fieldwork associated with Documentary/Documentation.
4. To create a database repository on Bombay.

**Course Outcomes (COs):**

1. Students will learn to apply comprehensive research-based knowledge and skills required for identifying issues associated with the city of Mumbai, and they will also learn to communicate the results of studies undertaken through audio-visual mediums.
2. Students will acquire skills to develop solutions for improving social and environmental conditions associated with Mumbai.
3. Students will learn to employ skills relevant to the infotainment industry and commit to strong work ethics and professionalism.

**UNIT 1**

**Basics of Documentary/Documentation.**

**(15 lectures)**

- a) Selection of the topic.
- b) Reflections on the diverse themes in the production or research.
- c) Sources and Archival data.

**UNIT 2**

**Research and Reference and field work.**

**(15 lectures)**

- a) Important Libraries in the city.
- b) References from the documentaries and the movies.
- c) Script writing or Research project.
- d) Editing or compilation of data.



**List of Recommended Reference Books (list based on the most recent date of publication to oldest)**

1. Aitken, Ian., The concise Routledge encyclopedia of the documentary film / edited by Ian Aitken. Publication info: New York, NY: Routledge, 2013.
2. Aitken, Ian. Documentary film: critical concepts in media and cultural studies, Abingdon, Oxon [England]; New York, NY: Routledge, 2012.
3. Da Cunha, J Gerson, The Origin of Bombay, AES Reprint, New Delhi, 1993.
1. Albuquerque, Teresa, Urbs Prima in Indis, An epoch in the history of Bombay, 1849-1865, New Delhi, Promilla and Co. Publishers, 1985.
2. David, M.D, History of Bombay, 1661-1708, Bombay, 1973
3. Dobbin, C, Urban leadership in Western India, politics and communities in Bombay City, 1840-1885, London, 1972

Evaluation (Vocational Skill Course/s): Total marks per course – 50 or 100.

- I. Formative Assessment 'for' Learning (continuous internal assessment - CIA to improve learning).  
CIA- 40 marks
- II. Summative Assessment 'of' Learning (focus on outcomes, quantitative data for outcomes of instruction).  
End Semester Examination – 30 or 60 marks

Template for End Semester examination in Semester I Vocational Skill Course /s

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	10	10	10	30
2	10	10	10	30
-TOTAL - Per objective	20	20	20	60
% WEIGHTAGE	33.33	33.33	33.33	100%



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ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B

Dept. of History; Course Code \_\_\_\_\_ Date \_\_\_\_\_ Roll No \_\_\_\_\_

Name of student: \_\_\_\_\_ UID No \_\_\_\_\_ Marks \_\_\_\_\_ / 20

Title of oral presentation: \_\_\_\_\_

**Assessment Grid:** Place one tick in each appropriate row. The overall mark should reflect the positions of ticks in the individual rows.

Presentation: 40 % (8 marks)

40%	PRESENTATION	80-100%	60-80%	40- 60%	20-40%	0-20%
15 %	<b>Presentation skills</b>  03 _____ Marks _____	Varied rate of delivery. changed pitch for emphasis, no distracting mannerisms, good eye contact, Confident body language, Connected with audience 3.0	Good, but a few weaknesses 2.5	Good, but a few weaknesses with one pronounced weakness 2.0	Several Weaknesses 1.5	No speech variation, distracting mannerisms, no eye contact, dull, and reading from notes/visual aids 1.0
15 %	<b>Use of Visuals (Efforts to Aid Presentation)</b>  03 _____ Marks _____	Very good, relevant visuals, good font size/ image size, Appropriate number of words and images per slide, good colour schemes 3.0	Good, but a few weaknesses 2.5	Good, but a few weaknesses with one pronounced weakness 2.0	Several Weaknesses 1.5	Very poor visuals; visuals did not contribute to the presentation 1.0
5%	<b>Timing and Pace of Talk</b>  01 _____ Marks _____	Right length and well-paced 1.0	Right Length but too slow or too rushed 1.0	Long or short <i>and</i> too slow or too rushed 0.5	Too long <i>or</i> too short 0.5	Had to be stopped or less than 50% of the allocated time 0
5%	<b>Audibility and Comprehensibility</b>  01 _____ Marks _____	Very clear and very precise 1.0	Clear, quite precise 1.0	Almost inaudible <i>and</i> difficult to understand 0.5	Almost inaudible <i>or</i> very difficult to understand 0.5	Inaudible or completely incomprehensible 0

Total marks for presentation: \_\_\_\_\_ out of 08 marks.





Content: 60% (12 Marks)

60%	CONTENT	80-100%	60-80%	40- 60%	20-40%	0-20%
25%	<b>Knowledge and Understanding Innovation</b> Impression of wide reading, good knowledge and complete understanding 05 —— Marks ——	Excellent  5.0	Good  4.0	Satisfactory  3.0	Poor  2.0	Very Poor  1.0
10%	<b>Structure of Presentation</b> Logical Structure, Clear Introduction, Body and Relevant Conclusion, sequence of information and ideas could be easily followed, Citation of source material 02 —— Marks ——	Excellent  2.0	Good  1.5	Satisfactory  1.0	Poor  0.5	Very Poor  0.5
5%	<b>Key Points/ Themes</b> Identified Key Points, Kept to the points throughout the presentation- did not wander. 01 —— Marks ——	Excellent  1.0	Good  1.0	Satisfactory  0.5	Poor  0.5	Very Poor  0
10%	<b>Ability to answer Questions</b> Answers accurate and full of confidence 02 —— Marks ——	Excellent  2.0	Good  1.5	Satisfactory  1.0	Poor  0.5	Very Poor  0
10%	<b>Creation of Interest/ Audience Participation</b> Created interest in the topic. 02 —— Marks ——	Excellent  2.0	Good  1.5	Satisfactory  1.0	Poor  0.5	Very Poor  0

Total for content: \_\_\_\_\_ out of 12; Total marks for oral presentation: \_\_\_\_\_ out of 20

Comments:

Name of the Faculty: \_\_\_\_\_

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