

**Raja NarendraLal Khan Women's College
(Autonomous)**



NEP Under Graduate

Syllabus in

History

2023

Under Choice Based Credit System (CBCS)

Draft Syllabus of 4 Year UG Programme (History)

Semester	Credit	Paper	Syllabus adopted from
I	5	HISHMJ101T: History of Ancient India-I (From Pre historic phase to Mauryan Period)	UGC
	3	HISHEC01T - Art Appreciation: An Introduction to Ancient Art	
II	5	MJ102T: History of Ancient India-II (From Satavahana Period to 1206 A.D)	UGC
	3	HISHEC02T - Art in Indian History : From Post Mauryan Era to Modern Era	
III	5	MJ103T: History of Medieval India-III (Turko-Afghan Period) From 1206 to 1526	UGC
	5	MJ104T: History of Medieval India-IV (Mughal Period) From 1526 to 1707	UGC
		HISHEC03T -মেদিনীপুরের শিল্প ও স্থাপত্য	
IV	5	MJ105T: History of India-V From 1707 to 1885	UGC
	5	MJ106T: History of India-VI From 1885 to 1947	UGC
	5	MJ107T: History of Medieval Europe –I (From Feudalism to Capitalism)	V.U
V	5	MJ108T: Women and Social Change in Nineteenth Century	V.U
	5	MJ109T: Making of Indian Foreign Policy	V.U
	5	MJ110T: The Feudal Society	UGC
VI	5	MJ111T: Ancient Greek	VU
	5	MJ112T: History of Modern East Asia China & Japan (20 th Century)	UGC
	5	MJ113T: History of Modern Europe-III (From 1914 to 1945)	UGC
VII	5	MJ114T: Social Formations and Cultural Patterns of the Medieval World	UGC
	5	MJ115T: Contemporary World: Select Themes	V.U
	5	MJ116T: History And Historiography (Greek & Roman)	UGC
VIII	5	MJ117T: Research Methodology in History Research Project/Dissertation (12Credit)	UGC
Total			

I SEMESTER

Major Paper: Early Historic India (proto history to 6th century B.C) Credit-05

MJ101T:

Course Objectives: The objective of the course is to explore and understand civilization that existed before writing systems, including the stone, bronze and Iron Age. Societies across the world and the major developments from pastoralism to settled life in Indian context.

Course Outcome: By studying this course the students will be able to understand our earliest hominid ancestors and the history from pastoralism to settled life in Indian context

Unit I: Understanding early India

- Historical theories and interpretations about the Indian past
- The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions
- An overview of literary and archaeological sources

Unit-II: Neolithic to Chalcolithic settlements

- The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases
- The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography
- The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade.
- End/transformation of the Indus civilization: different theories.

Unit-III: The Aryans in India: Vedic Age

- The historiography of the concept Aryan
- The spread of Aryan settlements in India
- The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations
- Political development, culture and rituals

Unit-IV: North India in sixth century BCE

- Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas
- The autonomous clans
- Rise of Magadhan imperialism

Suggested Readings:

L. Basham, The Wonder that was India

---, ed., A Cultural History of India

D.D. Kosambi, An Introduction to the Study of Indian History

□□---, Culture and Civilization of Ancient India in Historical Outline

□□Romila Thapar, Early India from the Origins to c. AD 1300

□□Hermann Kulke and D. Rothermund, A History of India

□□R.C. Majumdar, ed., The Vedic Age (Bharatiya Vidya Bhavan series, Vol. 1)

□□---, ed., The Age of Imperial Unity (Bharatiya Vidya Bhavan series, Vol. 2)

□□Upinder Singh, A History of Ancient and Early Medieval India

□□Ranabir Chakravarti, Exploring Early India: Upto c. AD 1300

□□Jean-Francois Jarrige et al, eds., Mehrgarh: Field Reports from Neolithic Times to the Indus Civilization

□□Bridget Allchin and F.R. Allchin, The Rise of Civilization in India and Pakistan

□□B.B. Lal and S.P. Gupta, eds., Frontiers of the Indus Civilization

□□Gregory L. Possehl, The Indus Civilization: A Contemporary Perspective

□□---, ed., Ancient Cities of the Indus

□□Shereen Ratnagar, Encounters: The Westerly Trade of the Harappan Civilization

□□Asko Parpola, Deciphering the Indus Script

□□Nayanjot Lahiri, ed., The Decline and Fall of the Indus Civilization

□□R.S. Sharma, Material Culture and Social Formations in Ancient India

□□---, Aspects of Political Ideas and Institutions in Ancient India

□□---, Sudras in Ancient India: A Social History of the Lower Order Down to c. AD 600

□□Dev Raj Chanana, Slavery in Ancient India

□□G.S. Ghurye, Caste, Class and Occupation

□□T.W. Rhys Davids, Buddhist India

II SEMESTER

MJ102T:

History of India from. C.300 to1206

CREDIT-05

Course Objectives: The main objective of this paper is to understand the historical processes between 300 B.C. to middle of 7th century CE. Though the chronology of the paper starts at 300 BCE, an initial background is given starting from 200 BCE starting with the Sungas and ending with post Gupta scenario.

Course Outcome: The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

Unit-I: The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

Unit-II: Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & Nalanda

Unit-III: South India: Polity, Society, Economy & Culture

Unit-IV: Towards the Early Medieval: Changes in Society, Polity, Economy and Culture with reference to the Pallavas, Chalukyas, Chola and Vardhanas.

Unit-V: Evolution of Political structures of Rashtakutas, Pala & Pratiharas.

Unit-VI Emergence of Rajput States in Northern India: Polity, Economy & Society.

Unit-VII: Arabs in Sindh: Polity, Religion & Society.

Unit-VIII: Struggle for power in Northern India & establishment of Sultanate.

Suggested Reding:

R. S. Sharma: Indian Feudalism 1980.

R. S. Sharma -India's Ancient Past, New Delhi, 2005.

B. D. Chattopadhyay: Making of Early Medieval India , 1994.

Derryl N. Maclean: Religion and Society in Arab Sindh Leiden ; New York :

E.J. Brill, 1989. K. M. Ashraf: Life and Conditions of the People of Hindustan, New Delhi, 1967.

M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V, Delhi, 1993.

Tapan Ray Chaudhary and Irfan Habib (ed.) : The Cambridge Economic History of India, Vol.I, Cambridge University Press .

III SEMESTER

MJ1O3T:

HISTORY OF INDIA IV (AD 1206 - 1526)

Credit-05

Course Objectives: The study of the Sultanate period has been designed to make the students familiar with the drastic political change in Northern India during the late Medieval period. The Turko Afghan period introduced Turkish, Persian and Arab Social and artistic Influences to the area. The Delhi Sultanate was significant in how drastically it reshaped Northern India during the late medieval period.

Course Outcome: Be able to understand the growth of Composite Culture in the Turko-Afghan Period.

Unit-I: Interpreting the Delhi Sultanate:

- Survey of sources: Persian tarikh tradition; vernacular histories; Epigraphy

Unit-II: Sultanate Political Structures:

- Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat.
- Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage.
- Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal.
- Consolidation of regional identities; regional art, architecture and literature.

Unit-III: Society and Economy:

- Iqta and the revenue-free grants
- Agricultural production; technology
- Changes in rural society; revenue systems
- Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

Unit-IV: Religion, Society and Culture:

- Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

- Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas;
- Nathpanthis; Kabir, Nanak and the Sant tradition.
- Sufi literature: malfuzat; premakhayans

Suggested Readings:

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.

Satish Chandra, Medieval India I. Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.

K.A. Nizami, Religion and Politics in the Thirteenth Century.

W.H. McLeod, Karine Schomer, et al, Eds, The Sants.

S.A.A. Rizvi, A History of Sufism in India, Vol. I. Mohibul Hasan, Historians of Medieval India.

MJ104T:

Credit-05

HISTORY OF INDIA V (AD. 1526 - 1707)

Course Objectives: The course has been designed to make the students familiar with the fundamental questions of identity and diversity, changing patterns in Indian Society, policy and economic structure under the early Mughals.

Outcome: To make them acquainted with the fundamental questions of identity and diversity.

Unit-I: Sources and Historiography:

- Persian literary culture; translations; Vernacular literary traditions
- Modern Interpretations

Unit-II: Establishment of Mughal rule:

- India on the eve of Babur's invasion
- Fire arms, military technology and warfare
- Humayun's struggle for empire
- Sher Shah and his administrative and revenue reforms

Unit-III: Consolidation of Mughal rule under Akbar:

- Campaigns and conquests: tactics and technology
- Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash
- Revolts and resistance

Unit-IV: Political Culture under Jahangir and Shah Jahan:

- Extension of Mughal rule; changes in mansab and jagir systems; imperial culture
- Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

Unit-V: Mughal Empire under Aurangzeb:

- State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and institutions
- Conquests and limits of expansion
- Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

Unit-VI: Expansion and Integration:

- Incorporation of Rajputs and other indigenous groups in Mughal nobility
- North-West frontier, Gujarat and the Deccan
- Conquest of Bengal

Unit-VII: Rural Society and Economy:

- Land rights and revenue system; Zamindars and peasants; rural tensions
- Extension of agriculture; agricultural production; crop patterns
- Trade routes and patterns of internal commerce; overseas trade; rise of Surat

Unit-VIII: Political and religious ideals:

- Inclusive political ideas: theory and practice
- Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions
- Pressure from the ulama

Suggested Readings:

Vincent A. Smith, *Akbar, the Great Mogul: 1542-1605*

George Bruce Malleson, *Akbar and the Rise of the Mughal Empire*

Andre Wink, *Akbar*

John F. Richards, *The Mughal Empire (The New Cambridge History of India)*

Munis D. Faruqi, *The Princes of the Mughal Empire, 1504-1719*

Andrew de la Garza, *The Mughal Empire at War: Babur, Akbar and the Indian Military Revolution, 1500-1605*

Ishwari Prasad, *The Mughal Empire*

Shireen Moosvi, *The Economy of the Mughal Empire*

Jadunath Sarkar, *Fall of the Mughal Empire, 3 Vols.*

Satish Chandra, *Medieval India: From Sultanat to the Mughals,*

Harbans Mukhia, *The Mughals of India*

IV SEMESTER

MJ105T:

Credit-05

HISTORY OF INDIA V (AD. 1707-1885)

Course Objectives: This course would engage with the process of transformation of India during the eighteenth century into a colonial power. It would highlight British imperialist expansion in India, together with the setting up of an apparatus of governance of the British Raj, and its impact on the indigenous society and culture. The changes introduced in the rural economy and society, together with trade and industry would also be studied. Finally, the reactions and revolts against the colonial impositions would be addressed as well in this course.

Unit-I: India in the mid 18th Century; Society, Economy, Polity

Unit-II: Expansion and Consolidation of Colonial Power:

- Mercantilism, foreign trade and early forms of exactions from Bengal
- Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh.

Unit-III: Colonial State and Ideology:

- Arms of the colonial state : army, police, law
- Ideologies of the Raj and racial attitudes.
- Education : indigenous and western

Unit-IV: Rural Economy and Society:

- Land revenue systems and forest policy
- Commercialization and indebtedness
- Rural society : change and continuity.
- Famines
- Pastoral economy and shifting cultivation.

Unit-V: Trade and Industry:

- De industrialization
- Trade and fiscal policy
- Drain of Wealth
- Growth of modern industry

Unit-VI: Popular Resistance:

- Santhal uprising (1855);
- Uprising of 1857

Unit-VII: Cultural changes and Social and Religious Reform Movements:

- Growth of a new intelligentsia – the Press and Public Opinion

- Reform and Revival: Brahmo Samaj, Prarthana Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- Debates around gender
- Making of religious and linguistic identities
- Caste : Sanskritising and anti Brahmanical trends

Suggested Readings:

Arnold David and Guha Ramchandra , eds., Nature, Culture and Imperialism Bagchi, Amiya, Private Investment in India

Chandra Bipan, Panikkar, K.K, Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya, India's Struggles for Independence.

Dadabhai Naroji, Poverty and Un-British Rule in India.

Desai, A.R, Peasant Struggles in India

Dutt, R.P, India today Fisher,

M.J, ed., Politics of Annexation (Oxford in India Readings)

CC-6T:

Credit-05

HISTORY OF INDIA V (AD. 1885-1947)

Course Objectives: The study gives an insight to the series of historic events with the ultimate aim of ending British rule in India. The aim of the course is to introduce to the students the Indian National Movement as an important building bloc in the making of Modern India. Through a survey of the course the students will be sensitized to the complex process through which modern politics was introduced in India.

Course Outcome: On successful completion of the course it will (1) help the students to get acquainted on latest readings on the national movement through the perspectives of gender, caste and community. (2) Help to improve their reading and writing abilities through both oral and written assignments.

Unit-I: Nationalism: Trends up to 1919:

- Political ideology and organizations, formation of INC
- Moderates and extremists.
- Swedish movement
- Revolutionaries

Unit-II: Gandhian nationalism after 1919: Ideas and Movements:

- Mahatma Gandhi: his Perspectives and Methods
- Impact of the First World War
- Rowlett Satyagraha and Jallianwala Bagh
- Non- Cooperative and Civil Disobedience
- Provincial Autonomy, Quit India and INA
- Left wing movements
- Princely India: States people movements
- Nationalism and Culture: literature and art

Unit-III: Nationalism and Social Groups: Interfaces:

- Landlords, Professionals and Middle Classes
- Peasants
- Tribal

- Labour
- Dalits
- Women
- Business groups

Unit-IV: Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

Unit-V: Independence and Partition

- Negotiations for independence, and partition
- Popular movements
- Partition riots

Unit-VI: Emergence of a New State:

- Making of the Constitution
- Integration of princely states
- Land reform and beginnings of planning

SUGGESTED READINGS

Judith Brown, Gandhi: (et al) A Prisoner of Hope.

Bipan Chandra, Communalism in Modern India, 2nd ed., 1987. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.

A.R. Desai, Social Background of Indian Nationalism.

A.R. Desai, Peasant Struggles in India.

Francine Frankel, India's Political Economy, 1947-77. Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.

Charles Heimsath, Indian Nationalism and Hindu Social Reform.

F. Hutchins, Illusion of Permanence.

F. Hutchins, Spontaneous Revolution.

V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.

J. Krishnamurti, Women in Colonial India.

MJ107T:

Credit-05

HISTORY OF EUROPE (AD.1453-1650)

Course Objectives: This paper explains the transition of Europe from feudalism to capitalism, illustrating the various forces that saw the culmination of this process. It thus includes geographical discoveries, Renaissance, Reformation, economic developments and finally the emergence of the national monarchies.

Unit- I: Transition Debate: transition from feudalism to capitalism, problems and theories.

Unit-II: The exploration of the new world: motives

- Portugese and Spanish voyages.

Unit-III: Renaissance : its social roots

- Renaissance humanism
- Rediscovery of classics
- Italian renaissance and its impact on art, culture, education and political thought.
- Its spread in Europe

Unit-IV: Reformation movements: Origins & courses

- Martin Luther & Lutheranism
- John Calvin & Calvinism
- Radical reformation: Anabaptists and Huguenots
- English reformation and the role of the state
- Counter Reformation

Unit- V: Economic developments

- Shift of economic balance from the Mediterranean to the Atlantic
- Commercial Revolution
- Price Revolution
- Agricultural Revolution and the Enclosure Movement

Unit-VI: Development of national monarchy

- Emergence of European state system

Suggested Readings:

- Anderson M.S, Europe in the Eighteenth Century Holt, Rinehart and Winston, 1961
- Anderson, Perry, The lineages of the Absolutist States. Verso, 1979
- Arvind Sinha, Europe in transition: From Feudalism to industrialization. Manohar, 2019.
- Aston, T.H and Philipin C.H.E (eds.), The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe, Cambridge University Press, 2005.
- Bernal J.D, Science in History Cambridge: The MIT Press, 1954
- Burke, Peter, The Renaissance . Humanities Press International, 1987
- Camerson, Euan (ed.), Early Modern Europe: An Oxford History, Oxford University Press 2001.

V SEMESTER

MJ108T:

Credit-05

Women and Social Change in Nineteenth Century

Course Objectives: The course includes the study of the history of the growth of woman's rights throughout recorded history, personal achievement over a period of time, the examination of individual and groups of women of historical significances and the effect that historical events have had on women.

Course Outcome : Studying Women's history can help students to build strong analytical and advocacy skills. They can also strengthen their critical thinking, writing and Communication abilities. Fostering Women's access to leadership and participation in social changes, promoting Gender Equality and Women's Empowerment.

Women and Social Change in Nineteenth Century:

Unit-I: Introduction

- Socio-economic changes and women in contemporary Europe
- Women's role as wife and mother
- 'Angel in the House' in mid-nineteenth century
- Emergence of 'New Women'
- Contagious Diseases Act, 1860 ,its criticism
- Suffragists' movements.

Unit-II: Women Question and social reform in nineteenth century India

- Tension between tradition and modernity
- Efforts to modernize women's role: Rammohun Roy, Ishwarchandra Vidyasagar, Keshub Chandra Sen, Dayananda Saraswati, Virasalingm, M G Ranade.

Unit-III: Printing and emergence of public space

- Reformed culture
- Women's writing
- Emergence of "new woman" in late nineteenth century : Pandita Ramabai, Sarala Devi, Begum Rokeya
- Nationalism, Becoming the mothers' of the nation.

Unit-IV: Female education:

- Traditional and Western
- Debates over curriculum
- Government's role
- Spread of female education: Bethune School, Mahakali Pathsala.

Unit-V: Emergence of Women's organizations:

- Associations founded by men and those founded and managed by women- Swarna Kumari Debi's Sakhi Samity and Sarala Devi's Bharat Stree Mahamandal, emergence of All India Women's Conference.

Unit-VI: Debate over marriage

- Native Marriage Act of 1872;
- Age of Consent Bill, 1891,
- The Rukhmabai Case,
- Child Marriage Restraint Act of 1927.

Unit-VII: Professional women: Chandramukhi Bose, Kadambini Ganguly and Anandibai Joshi.

Suggested Readings:

The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990 Meredith Borthwick,

The Changing Role of Women in Bengal Meera Kosambi, Crossing the Threshold Sumit Sarkar and Tanika Sarkar ed. Women and Social Reform, Vol. 1 & 2

Tanika Sarkar, Hindu Wife Hindu Nation Rachel Fuchs, Women in Nineteenth Century Europe □ Ghulam Murshid, Adhuniktar Abhimukhe Bangaramani Ghulam Murshid, Rassundaritheke Rokeya Nari Pragatir Eksho Bachhar

Bharati Ray, Feminists of Early India: Saraladevi and Begum Rokeya

MJ109T :

Credit-05

The Making of Indian Foreign Policy

Course Objectives: The purpose of this course is to generate knowledge among the students about continuity and changes in India's foreign policy since independence. This course studies India's foreign policy within the context of history and tries to understand and analyze its behavior.

Course Outcome: Through taking this course, students will gain an understanding of the history and India's policy with regard to our relations with important world powers as well as regional powers.

Unit-I: Historical Factors in India's foreign policy priorities – pan Asianism

Unit-II: The State India and the Third World, Non-alignment, Regional Cooperation

Unit-III: India and South Asia: Relationship with the Neighbours

Unit-IV: India and the Great Powers :United States, Soviet Union, China

Unit-V: India and Globalisation, Economic Diplomacy, The Look East Policy and the European Union

Unit-VI: India's Nuclear Policy

Suggested Reading:

A. Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*

U. S. Bajpai (ed.), *Indian Foreign Policy: The Indira Gandhi Years* Jayantanuja Bandyopadhyay, *The Making of Indian Foreign Policy* Verinder Grover (ed.), *International Relations and Foreign Policy of India* Linda Racioppi, *Soviet Policy Towards South Asia since 1970*

MJ110T:

Credit-05

The Feudal Society:

Course Objectives:

The course aims to make the student acquainted with the historical phenomena which ultimately prepare the ground for journey of mankind on the path of modernity- a) scientific exploration and discoveries and their applications, b) Renaissance and Reformation

Course Outcome: By studying this course the students will be able to understand the most important events of historical importance that prepare the ground for the transition of Europe, formation of the modern states and emergence of new economy.

Unit-I: Muhammad and Charlemagne: Islam and the Holy Roman Empire— coronation of Charlemagne—Frankish institutions—the Carolingian Renaissance—treaty of Verdun— dissolution of the Carolingian Empire—the Saxon Empire.

Unit-II: Europe besieged: Invasions of Norsemen, Magyars, Arabs and Saracens.

Unit-III: Feudal Society and Economy (c.800—c.1100): Feudalism—origin and features; manorialism—chivalry and romanticism—emergence of towns—trade and commerce—guilds.

Unit-IV: Emergence of National Kingship: Germany and Hohenstaufens— France under Valois.

Unit-V: Religion and Culture: Cluniac Reforms—Investiture Contest— Monasticism—popular religion and heresy—Crusades—the order of ‘Warrior Monks’: the Knights Templar, the Knights Hospitallers and the Teutonic Knights—Schoolmen—Universities—Twelfth-century Renaissance.

Suggested Readings:

Ashton, T.H. and Philipin, C.H.E. (eds.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, CUP, 2005.

Baidya J. □□ *Madhyayugiya Europe* (800-1250), New KalpanaParakashani, 2009.

Bloch, M.L.B. □ *Feudal Society*. Chicago: University of Chicago Press, 1961.

Cameron, E. □ (ed.), *Early Modern Europe: An Oxford History*, OUP, 2004 (NE)

Chakravorty, B., Chakraborty S., Chattopadhyay, K. *Europe-e Yugantar*, Nababharati, 2007.

Charles, A. N. □ *Humanism and the Culture of the Renaissance*, OUP,

1996.

Collins, R., *Early Medieval Europe, 300-1000*. New York: St. Martin's Press, 1991

VI SEMESTER

MJ111T:

Credit-05

Ancient Greek

UNIT I: The Greek Polis: origins and characteristics; citizenship in the Polis; forms of constitution – structure of the Polis, the Assembly of Citizens, the Council, and the Magistrates – causes of the decline of the Polis.

UNIT II: Social and economic organization of the Polis: citizens, Metics, Periocci, and slaves, Helots, and other servile classes – role of slavery and serfdom in the economy – economic life of citizens and Metics.

UNIT III: The Spartan Oligarchy: social basis of the Spartan polity, land tenure, Spartan discipline and education, Spartan women, and army organization – Spartan constitution in its fully developed form – the Peloponnesian League and its structure.

UNIT IV: Athenian democracy: social basis and nature in its fully developed form – evolution of the Athenian constitution – constitutional reforms under Ephialtes and Pericles.

UNIT V: The Athenian Empire: growth of Athenian sea-power during and after the Persian War – transformation of the Confederacy of Delos into the Athenian Empire – attainment of commercial hegemony of Athens

UNIT VI: Domestic and Foreign Affairs: War and Peace: Expansion of Greek economy in the Hellenic Age; features of Athenian foreign policy of expansion; the Delian League; Thirty years' peace.

UNIT VII: The Peloponnesian War: growth of Athenian Alliance System; Sparta joining the Peloponnesian League; Periclean Strategy – end of the War of Attrition with the outbreak of Plague(430 BCE); Periclean funeral oration and moral conviction.

Suggested Reading: 1. G. Grote: History of Greece

2. Herodotus : The Histories (translated by A.de Selincourt)

3. Thucydides: The Peloponnesian War (translated by R. Warner)

4. S. Hornblower: The Greek World

5. J. Boardman (ed.): Oxford History of the Classical World

6. A. Powell (ed.): The Greek World 7. J. B. Bury and R. Meiggs: A History of Greece

8. Lahiri, R. M.: Prachin Greecer Itihas

9. Kitto, H. D. F.: The Greeks

10. Hammond, N. G. L.: A History of Greece

11. Stobert, J. C.: The Glory that was Greece

12. Finley, M. I.: The Ancient Greeks

13. Chattopadhyay, S.: Prachin Greecer Itihas

14. Bhadra, S. & Chattopadhyay, K.: Prachin Greecer Samaj o Samskrti

History of Modern East Asia China&Japan(20 Century)

Unit-I:Imperialism and China during the 19th century

- Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system.
- The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.
- Agrarian and Popular Movements: Taiping and Yi Ho Tuan.
- Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.
- The Emergence of Nationalism in China
- The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism.
- May Fourth Movement of 1919: Nature and significance

Unit-II: History of China (1919-1949)

- Nationalism & Communism in China (1921-1937)
- Formation of CCP; and the Guomintang (National Party of KMT)
- The First United Front
- The Communist Movement (1938-1949)
- The Jiangxi Period and the rise of Mao Tse Tung

Unit-III: Japan (1868-1945)

- Transition from feudalism to capitalism:
- Crisis of Tokugawa Bakufu system
- Meiji Restoration :Its nature and Significance
- Political Reorganization
- Military Reforms
- Social, cultural and educational reforms (bunmeikaika)
- Financial reforms and educational development in the 'Meiji' era
- Meiji Constitution
- Japanese Imperialism
- China ,Manchurian
- Korea
- Democracy and Militarism/Fascism
- Popular/People' s Rights Movement
- Nature of political parties
- Rise of Militarism-Nature and significance
- Second World War; American occupation
- Post-War Changes

MJ113T:

Credit-05

History of Modern Europe-III(1919-1945)

Course Objectives: This course introduces key themes in the history of modern world and also critically analyzes the nature of the changing political relations among the different nations since the pre World War I period. The emphasis is laid on the study of rise of totalitarian ideologies such as Nazism, Fascism and Militarism and also the transformation of West Asia and Southeast Asia.

Course Outcome: Through this course, students will examine the political, diplomatic, intellectual, social and economic themes within world history.

Unit-I: Through war to peace 1914 - 1920

- The condition of Europe in 1914
- The First World War: issues and stakes - appraisals and reappraisals
- The dynamics of the war: Wilson's Fourteen Points
- The Versailles Settlement of 1919: context, provisions and evaluation
- Other treaties
- Aftermath of the war

Unit-II: Revolution and transformation in Russia

- War- time politics in Russia
- The provisional government under Kerensky
- The Bolshevik Revolution: Lenin and Trotsky
- The new Soviet Order
- From Lenin to Stalin
- Soviet foreign policy 1917-1939

Unit-III: The inter-war period

- The new balance of power
- League of Nations
- Draft Treaty of Mutual Assistance, 1923
- Geneva Protocol, 1924
- Locarno Treaties, 1925
- Pact of Paris, 1928

Unit-IV: Road to another Global War

- Economic depression, 1929-32: prelude to the Second World War
- Rise of dictatorship in Germany and Italy - a study in tyranny
- Spain on fire: the Civil War, 1936-39
- Diplomatic moves: the Nazi-Soviet Nonaggression Pact and the Rome-Berlin-Tokyo Axis

Unit-V: The gathering storm

- A historiography of the Second World War
- Hitler's foreign policy and origins of the war
- With the Old Breed: from the Pacific Theatre to the Eastern and Western fronts
- Reappraisal of the concept of appeasement

Unit-VI: Wartime politics in Europe

- Coming of the Grand Alliance and conferences at Tehran, Yalta and Potsdam
- The Lend-Lease policy of the United States
- The allied victory and the collapse of wartime alliance

Suggested Readings:

John W. Young and John Kent, International Relations since 1945
 International Relations since 1945: A Global History
 Ngaire Woods, Explaining International Relations since 1945
 Wayne C. McWilliams, Harry Piotrowski, The World Since 1945: A History of International Relations
 Tony Judt, Postwar: A History of Europe since 1945
 Peter Calvocoressi, World Politics since 1945
 World Politics, 1945-2000
 Geir Lundestad, East, West, North, South: International Relations since 1945
 M. Nicholson, International Relations: A Concise Introduction
 Edward A. Kolodziej, Security and International Relations
 William R. Keylor, A World of Nations: The International Order since 1945
 The Twentieth Century World and Beyond: An International History since 1900

MJ114T:

Credit-05

Social Formations and Cultural Patterns of the Medieval World:

Course Objectives: The course has been designed to gain a basic knowledge of the broad period of Roman history. Develop a basic understanding of key topics within Roman history. Develop an appreciation of the different sources modern historians can use to study the ancient Roman World.

Course Outcome: The ancient Romans left a treasure trove of ideas to the modern world. This legacy included many concepts that are still very important even today. Systems of laws and government, architecture literature and language are just a few key concepts brought to us by none other than the Ancient Romans. The outcome of this course is to make the students aware of this legacy which will heavily influence their ideas, philosophies and concepts that still rule the world today.

Unit-I: Roman Republic, Participate and Empire & slave society in ancient Rome:
Agrarian economy, urbanization, trade. Religion and culture in ancient Rome.

Unit-II: Crises of the Roman Empire.

Unit-III: Economic developments in Europe from the 7th to the 14th centuries:
Organization of production, towns and trade, technological developments. Crisis of feudalism. Religion and culture in medieval Europe:

Unit-IV: Societies in Central Islamic Lands:

The tribal background, ummah, Caliphal state; rise of Sultanates Religious developments: the origins of shariah, Mihna, Sufism Urbanization and trade

Suggested Readings:

- Perry Anderson, Passages from Antiquity to Feudalism. Marc Bloch, Feudal Society, 2 Vols. Cambridge History of Islam, 2 Vols.
- Georges Duby, The Early Growth of the European Economy. Fontana, Economic History of Europe, Vol. I (relevant chapters).
- P. K. Hitti, History of the Arabs.
- P. Garnsey and Saller, The Roman Empire. SUGGESTED READINGS
- S. Ameer Ali, The Spirit of Islam.
- J. Barrowclough, The Medieval Papacy. Encyclopedia of Islam, 1st ed., 4 vols.
- M.G. S. Hodgson, The Venture of Islam.

MJ115T:

Credit-05

Contemporary World: Select Themes

Course Objectives: This course is designed to introduce students with an understanding of contemporary world scenario. It provides focus on multi-dimensional approach that integrates political, social, economic, sociological, technological and cultural perspectives and thus promotes an increasing awareness of the interconnectedness of the world.

Course Outcome: The course provides various phenomena and analysis of development, sustainability as well as tensions in contemporary world. It enables students to identify, define and consider world issues academically.

UNIT I: The Cold War and bilateralism in world politics: historiography, ideological and political basis of Cold War – condition in Eastern Europe and Western Europe – formation of the European Union–NATO and its changing role–UNO and the concept of World Peace.

UNIT II: Internationalization of regional tensions: Korea, Vietnam, Cuba, and Kashmir – the Middle East in World politics: birth of Israel; the Palestine Question and Arab-Israel conflict – Suez crisis and oil diplomacy–the Iranian Revolution 1979–Iraq-Kuwait conflict and Gulf War–the changing face of Afghanistan: Soviet intervention; Taliban is mandafter.

UNIT III: Historical context of the emergence of the Third World – Developmental issues of the Third World – changing face of Africa and Latin America; politics, economy, culture–the impact of the rise of Communist China in world politics – changing contours of Sino-Soviet(Russian)and Sino-US relations– East Asian economic development.

UNIT IV: Disintegration of the Soviet Union and its impact on international politics – changes in the political order – from bipolar to unipolar World System – international terrorism and its impact on world politics – Globalization: its economic and political impact – economic and technological development in contemporary World – women in contemporary world – society, economy, culture

Suggested Reading:

McWilliams, W.C. & Piotrowski, H.: The World since 1945–

A History of International Relations.

Calvocoressi, P.: World Politics 1945–2000

Lundestad, G.: East, West, North, South

Urwin, D.: Western Europe since 1945

Reynolds, D.: The origin of the Cold War

Briggs, A. and Clavin, P.: Modern Europe, 1789–Present

Chakraborty, B. (ed.): Exploring Regional Security South and Central Asia

Haynes, J.: Third World Politics

Hogal, M.J.: America in the World Politics

Lowe, N.: Mastering Twentieth Century Russian History

Baylis, J. and Smith, S. (eds.): The Globalization of World Politics–

An Introduction to International Relations

Stokes, G.: From Stalinism to Pluralism–A Documentary History of Eastern Europe since 1945

Mazrui, A.A. and Tidy, M.: Nationalism and New States in Africa

Burns, B.: Latin America: A Concise Interpretative History

Achar, G.: The Clash of Barbarisms

History and Historiography (Greek&Roman) :

Course Objectives: The course has been designed at educating the students how the artistic creation of the epic influenced historical inquiry in Greek. Hellenic historiography or Greek historiography involves efforts made by Greeks to track and record historical events. By the 5th century B.C. it became an integral part of ancient Greek literature and held a prestigious place in latter Roman historiography and Byzantine literature.

Course Outcome: By studying this course the pupils would aware how the Greco–Roman historiography had inspire the modern history to greater extent in the sense that many techniques including referencing sources, research interviews, multi disciplinary use of sources, local history to universal history and to be able to transfer war from epic into history.

Unit – I: Greek Historiography; New form of inquiry (historia) in Greece in the sixth century BCE

- Logographers in ancient Greece.
- Hecataeus of Miletus, the most important predecessor of Herodotus
- Charon of Lampsacus
- Xanthus of Lydia

Unit-II: Herodotus and his Histories

- A traveller's romance?
- Herodotus' method of history writing – his catholic inclusiveness
- Herodotus' originality as a historian – focus on the struggle between the East and the West

Unit-III: Thucydides: the founder of scientific history writing

- A historiography on Thucydides
- History of the Peloponnesian War - a product of rigorous inquiry and examination
- Thucydides' interpretive ability – his ideas of morality, Athenian imperialism, culture and democratic institutions
- Description of plague in a symbolic way – assessment of the

demagogues

- A comparative study of the two greatest Greek historians.

Unit-IV: Next generation of Greek historians

- Xenophon and his History of Greece (*Hellenica*) – a description of events 410 BCE –362 BCE -- writing in the style of a high-class journalist – lack of analytical skill
- Polybius and the “pragmatic” history
- Diodorus Siculus and his *Library of History* – the Stoic doctrine of the brotherhood of man

Unit-V: Roman historiography

- Development of Roman historiographical tradition
- Quintus Fabius Pictor of late third century BCE and the “Graeci annals” – Rome’s early history in Greek.
- Marcus Porcius Cato (234 – 149 BCE) and the first Roman history in Latin –influence of Greek historiography
- Marcus Tullius Cicero and the speculation on the theory of history – distinguishing history from poetry – the genre of moral historiography at Rome

Unit-VI: Imperial Historian

- Livy and the History of Rome – a work on enormous scale - Livy’s style of writing:honest but uncritical - Livy’s comprehensive treatment: details of Roman religion and Roman Law
- Tacitus’ history of the Roman empire - the greatest achievement of Roman historiography ? His moral and political judgements on the past -- a “philosophical historian”?

Unit-VII: Historical methods in ancient Rome

- Research and accuracy
- Literary artistry
- The use of dramatic elements

Suggested Readings:

The Oxford History of the Classical World, eds., John Boardman et al, Oxford: 1986

Cambridge Ancient History, 2nd ed., Vol. 4, eds., John Boardman et al, Cambridge:1992

Anton Powell, ed., *The Greek World*, London:1995

F.M. Cornford, *Thucydides Mythistoricus*, London:1907

F.E. Adcock, *Thucydides and His History*, Cambridge:1963
A. Momigliano, *Studies in Historiography*, New York: 1966
---, *Essays in Ancient and Modern Historiography*, Chicago:1977
H.D. Westlake, *Individuals in Thucydides*, Cambridge:1968
T.J.Luce, *The Greek Historians*, London and New York:1997
Stephen Usher, *The Historians of Greece and Rome*, London:1969
Michael Grant, *The Ancient Historians*, New York:1970
---, *Greek and Roman Historians*, London and New York: 1995
T.A. Dorey, ed., *Latin Historians*, London:1966
---, ed., *Tacitus*, London:1968
D.C. Earl, *The Political Thought of Sallust*, Cambridge:1961
Civilization of the Ancient Mediterranean: Greece and Rome, Vol. 3, eds.,
Michael Grant and
Rachel Kitzinger, New York: 1988

VIII SEMESTER

MJ117T:

Credit-12

Research Methodology in History:

Project /Dissertation

HISHEC01T :

CREDIT-03

Art Appreciation: An Introduction to Ancient Art:

Course Objectives: This course detail aspects relating to prehistoric, protohistoric ancient Indian art from different regions and covers the period upto modern Indian Art. The religious structures, icons and methods of their making are dealt to understand the ancient knowledge pertaining to the art of building and aesthetics.

Course Outcome: the student will be able to appreciate the ancient wisdom of building and art and understand the continuity of the same a heritage.

I: Defination of Art-- Classification of Art & Sources of Art

II: Prehistoric and Protohistoric Art--Cave art, Rock art

III: Harappan Arts And Crafts

IV: Pre Mauryan and Mauryan Art

HISHEC02T : : Art in Indian History : From Post Mauryan Era to Modern Era

I: Post Mauryan Art

II: Gupta Art & Architecture

III : Early Medieval Art & Architecture

III: Art Description of Medieval Period - Sultani & Mughal Era

IV : Introduction of Modern Art

HISHEC03T :: মেদিনীপুরের শিল্প ও স্থাপত্য

ইউনিট-১: লোকশিল্প-লোকশিল্প ও লোকায়ত শিল্প, মেদিনীপুর জেলার লোকশিল্প ও লোকশিল্পী, লোকশিল্প ও কুটীর শিল্প, পট শিল্প, মশলন্দ ও মাদুর শিল্প, তাঁত শিল্প, মৃৎশিল্প, পিতল-কাঁসাশিল্প, শিংজাত দ্রব্য, বাঁশের তৈরি জিনিসপত্র, শোলাশিল্প, শঙ্খশিল্প, কাঠের পুতুল, কাঁথাশিল্প, গয়নাবড়ি, পুতুলনাচের কাঠের পুতুল।

ইউনিট-২: মন্দির স্থাপত্য-মেদিনীপুর জেলায় মন্দিরস্থাপত্যচর্চার প্রেক্ষাপট, স্থাপত্যচর্চার বৈশিষ্ট্য, অঞ্চলভেদে মন্দির শৈলীর ভিন্নতা ও সন্নিবেশ, 'বাংলা' -শৈলীর রূপভেদ, অন্তমধ্যযুগীয় মন্দির, সুলতানী আমলে মন্দির চর্চার প্রকৃতি, ঘাটাল কোন্নগরে প্রাচীনতম চালা মন্দির, মন্দির-স্থাপত্যের স্থানীয় পরিভাষা, দাসপুরের মন্দির-সূত্রধর, পাতরার মন্দির।

ইউনিট-৩: মসজিদ ও গীর্জা-সুলতানী আমলে বাংলায় মসজিদ-স্থাপত্যের উদ্ভব, জেলা, 'মসজিদ নগরী' শহর মেদিনীপুর, মসজিদ-মাজার, প্রসিদ্ধ মসজিদ ও মাজার, অমরসির মখদুম শাহের মসজিদ, কসবা পটাশপুর, কসবা নারায়ণগড়, তাঁজ খা 'মসনদ-ই-আলা' র মসজিদ, তিনগম্বুজ মসজিদ (আলমগঞ্জ, ঘাটাল), গীর্জা ও সমাধিস্থান, গীর্জা স্থাপত্যের তিন শ্রেণী, মেদিনীপুরের বিভিন্ন গীর্জা, গীর্জা সংলগ্ন কবরস্থান, খ্রিস্টোৎসব (মীরপুরের)।

ইউনিট-৪: গড় ও দুর্গ-মেদিনীপুরের গড় ও দুর্গের শ্রেণী, আবাসগড়গড়, আরঢ়াগড়, কুরুমবেড়া বা করমবেড়া দুর্গ, কর্ণগড়, খেলারগড়, গড়বেতা, চন্দ্ররেখাগড়, নারায়ণগড়, নাড়াজোল রাজগড়, বরদাগড়, বলরামপুরগড়, ময়নাগড়, মেদিনীপুরের গোপগিরি, রঘুনাথগড়, রামগড় ও লালগড়, বারইদুয়ারী গড়, ফিরিঙ্গি রাজার গড়।

HISM101T-History of India from the Earliest Times upto 300 CE

- I. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.**
- II. Harappan Civilization ;Origin, Extent, dominant features &decline, Chalcolithic age.**
- III. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW &Megaliths.**
- IV. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success**
- V. Iranian and Macedonian Invasions, Alexander's Invasion and impact**
- VI. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions**
- VII. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion**
- VIII. Emergence and Growth of Mauryan Empire; State ,Administration,Econoy,Ashoka's Dhamma,Art &Architecture**
- IX. The Satvahana Phase: Aspects of Political History,Material Culture, and Administration & Religion.**

HISM102T -History of India from AD. 1206 to 1707

- I. Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system.**
- II. Military, administrative & economic reforms under the Khiljis & the Tughlaqs.**
- III. Bhakti & Sufi Movements.**
- IV. Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamanis.**
- V. Second Afghan State.**
- VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century.**
- VII. Akbar to Aurangzeb: administrative structure- Mansab & Jagirs, State & Religion, Socio-Religious Movements.**
- VIII. Economy, Society & Culture under the Mughals. Emergence of Maratha Power**

Course Objectives: This course would engage with the process of transformation of India during the eighteenth century into a colonial power. It would highlight British imperialist expansion in India, together with the setting up of an apparatus of governance of the British Raj, and its impact on the indigenous society and culture. The changes introduced in the rural economy and society, together with trade and industry would also be studied. Finally, the reactions and revolts against the colonial impositions would be addressed as well in this course.

- I. **India in the mid 18th Century;** Society, Economy, Polity
- II. **Expansion and Consolidation of Colonial Power:**
 - Mercantilism, foreign trade and early forms of exactions from
 - Bengal Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh.
- III. **Colonial State and Ideology:**
 - Arms of the colonial state : army, police, law
 - Ideologies of the Raj and racial attitudes.
 - Education : indigenous and western
- IV. **Rural Economy and Society:**
 - Land revenue systems and forest policy
 - Commercialization and indebtedness
 - Rural society : change and continuity.
 - Famines
 - Pastoral economy and shifting cultivation.
- V. **Trade and Industry:**
 - De industrialization
 - Trade and fiscal policy
 - Drain of Wealth
 - Growth of modern industry
- VI. **Popular Resistance:**

- Santhal uprising (1855);
- Uprising of 1857

VII. Cultural changes and Social and Religious Reform Movements:

- Growth of a new intelligentsia – the Press and Public Opinion
- Reform and Revival: Brahmo Samaj, Prarthana Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- Debates around gender
- Making of religious and linguistic identities
- Caste : Sanskritising and anti Brahmanical trends

Course Objectives: The study gives an insight to the series of historic events with the ultimate aim of ending British rule in India. The aim of the course is to introduce to the students the Indian National Movement as an important building bloc in the making of Modern India. Through a survey of the course the students will be sensitized to the complex process through which modern politics was introduced in India.

Unit-I: Nationalism: Trends up to 1919:

- Political ideology and organizations, formation of INC
- Moderates and extremists.
- Swedish movement
- Revolutionaries

Unit-II: Gandhian nationalism after 1919: Ideas and Movements:

- Mahatma Gandhi: his Perspectives and Methods
- Impact of the First World War
- Rowlett Satyagraha and Jallianwala Bagh
- Non- Cooperative and Civil Disobedience
- Provincial Autonomy, Quit India and INA
- Left wing movements
- Princely India: States people movements
- Nationalism and Culture: literature and art

Unit-III: Nationalism and Social Groups: Interfaces:

- Landlords, Professionals and Middle Classes
- Peasants, Tribal, Labour, Dalits, Women, Business groups

Unit-IV: Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

Unit-V: Independence and Partition

- Negotiations for independence, and partition
- Popular movements
- Partition riots

Unit-VI: Emergence of a New State:

- Making of the Constitution
- Integration of princely states
- Land reform and beginnings of planning