

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



Under Graduate
Syllabus in
History

Under Choice Based Credit System
(CBCS)

I SEMESTER

Course	Course Title	Credit	Marks			Total
			Th	IM	AM	
CC1T	Greek and Roman Historians	6	60	10	5	75
CC2T	Early Historic India	6	60	10	5	75
GE1T	History of India From the earliest times to C 300 BCE	6	60	10	5	75
DSC	History of India-I (Ancient India)	6	60	10	5	75

CC-1: Greek and Roman Historians

Credit 06

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

Module I

Greek Historiography

New form of inquiry (historia) in Greece in the sixth century BCE

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

Module II

Herodotus and his Histories

- 2.1 A traveller's romance?
- 2.2 Herodotus' method of history writing – his catholic inclusiveness

2.3 Herodotus' originality as a historian – focus on the struggle between the East and the West

Module III

Thucydides: the founder of scientific history writing

3.1 A historiography on Thucydides

3.2 History of the Peloponnesian War - a product of rigorous inquiry and examination

3.3 Thucydides' interpretive ability – his ideas of morality, Athenian imperialism, culture and democratic institutions

3.4 Description of plague in a symbolic way – assessment of the demagogues

3.5 A comparative study of the two greatest Greek historians

Module IV

Next generation of Greek historians

4.1 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

4.5 Polybius and the “pragmatic” history

4.3 Diodorus Siculus and his *Library of History* – the Stoic doctrine of the brotherhood of man

Unit II

Module I

Roman historiography

Development of Roman historiographical tradition

1.1 Quintus Fabius Pictor of late third century BCE and the “Graeci annals” – Rome's early history in Greek.

1.2 Marcus Porcius Cato (234 – 149 BCE) and the first Roman history in Latin –

influence of Greek historiography

1.3 Marcus Tullius Cicero and the speculation on the theory of history – distinguishing history from poetry – the genre of moral historiography at Rome

Module II

Imperial historians

2.1 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

2.2 Tacitus' history of the Roman empire - the greatest achievement of Roman historiography ? His moral and political judgements on the past -- a “philosophical historian”?

Module III

Historical methods in ancient

Rome

3.1 Research and accuracy

3.2 Literary artistry

3.3 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

C2T: Early Historic India (proto history to 6th century B.C)
06

Credits

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

Module- I

Understanding early India

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

Module-II

Neolithic to Chalcolithic settlements

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

Module-III

The Aryans in India: Vedic Age

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

Module-IV

North India in sixth century BCE

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

Unit II

Module I

Ideas and institutions in early India

- 1.1 Varna and Jati: the issue of upward mobility among the Shudras
- 1.2 Slavery: ancient forms and modern debates
- 1.3 Untouchables
- 1.4 Women
- 1.5 Forms of marriage

Module II

Cults, doctrines and metaphysics

- 2.1 The religion of the Vedas
- 2.2 The unorthodox sects – Buddhism, Jainism and the doctrine of the Ajivikas
- 2.3 Scepticism and materialism

Module III

Aspects of economy in the age of Buddha

- 3.1 Economic changes: use iron, rural economy, trade and crafts, guilds
- 3.2 Taxation
- 3.3 The second urbanization

Module IV

The cultural milieu

- 4.1 Education
- 4.2 Language and literature
- 4.3 Science and technology

Suggested Readings:

A. L. Basham, *The Wonder that was 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*

Brian K. Smith, *Classifying the Universe: The Ancient Indian Varna System and the Origins of Caste*

Sukumari Bhattacharji, *Women and Society in Ancient India*

Patrick Olivelle, ed., *Between the Empires: Society in India 300 BCE to 400 CE*

GE1T: History of India From the earliest times to C 300 BCE

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.

I. Reconstructing Ancient Indian History:

a) Early Indian notions of History b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions)

II. Hunter-gatherers and the advent of food products a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments. b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art. c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern

III. The Harappan civilization: Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

IV. Cultures in transition Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem. a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

Essential Readings

Agarwal D.P, The Archaeology of India, London, 1982. Basham A.L, The Wonder That Was India, London, 1954.

Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.

Chakrabarti Dilip Kumar, India, An Archaeological History, Delhi, 1999 Sharma R.S, Looking for the Aryans, 1995.

Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983.

Thapar Romila, Early India: From the Origins to AD 1300, London, 2002

Suggested Readings

Basham A.L ed. A Cultural History of India, New Delhi, 1975.

Ghosh Amalananda, The City in Early Historic India, Shimla, 1973.

Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.

Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues. New Delhi, 2003.

Sircar D.C, Indian Epigraphy, New Delhi, 1965.

Kosambi D.D, An Introduction to the Study of Indian History, Bombay, 1956

Kosambi D.D, Combined Methods in Indology and Other Writings, Edited and Introduced By B.D Chattopadhyaya Jha

D.N, Ancient India: An Introduction, New Delhi, 1998

Chattopadhyay D.P, Science and Society in Ancient India, Calcutta, 1977.

Erdosy George, Urbanization in Early Historic India, Oxford, 1988.

DSC
Ancient India

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.

Course Contents:

1. Harappan Civilisation: Features & Town Planning, Decline.
2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period.
3. State Formation in Early India: Mahajanapadas.
4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline.
5. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall.
6. India after the Guptas.

Suggested Readings:

1. Allchin, Bridget and Raymond, *The Rise of Civilization in India and Pakistan*.
2. Basham, A.L., *The Wonder that was India*.
3. Bhattacharjee, Sukumari, *Women and Society in Ancient India*.
4. Chakrabarty, Ranabir, *Exploring Early India upto A.D. 1300*.
5. Habib, Irfan (General Editor), *A Peoples*.
 - (a) Vol. I – Pre History.
 - (b) Vol. II – The Indus Civilization.
 - (c) Vol. III – The Vedic Age.
 - (d) Vol. IV – The Mauryas.
6. Jha, D.N., *Ancient India in Historical Outline*
7. Jha, D.N., *Ancient India : An Introduction*.
8. Kochar, R., *The Vedic People*.
9. Kosambi, D.D., *An Introduction to the Study of Indian History*.
10. Kulke, H., *The State in India (1000-1700)*.
11. Lahiri, Naianjyot, *The Decline and Fall of the Indus Civilization*.

II SEMESTER

Course	Course Title	Credit	Marks			Total
			Th	IM	AM	
C3T	History of India-II (c.300-750AD)	6	60	10	5	75
C4T	Social Formations and Cultural Patterns of the Medieval World	6	60	10	5	75
GE2T	History of India from. C.300 to 1206	6	60	10	5	75
DSC2	History of India-II (Medieval India)	6	60	10	5	75

CC-3: HISTORY OF INDIA II

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.

I. Economy and Society (circa 300 BCE to circa CE 300):

Expansion of agrarian economy: production relations.

Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage.

Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

II. Changing political formations (circa 300 BCE to circa CE 300):

The Mauryan Empire

Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

III. Towards early medieval India [circa CE fourth century to CE750]:

Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

The problem of urban decline: patterns of trade, currency, and urban Settlements.

Varna, proliferation of jatis: changing norms of marriage and property.
The nature of polities: the Gupta empire and its contemporaries: post- Gupta
polities -Pallavas, Chalukyas, and Vardhanas

IV. Religion, philosophy and society (circa 300 BCE- CE 750):

Consolidation of the brahmanical tradition:
dharma, Varnashram, Purusharthas, samskaras.
Theistic cults (from circa second century BC): Mahayana; the Puranic
tradition.
The beginnings of Tantricism

V. Cultural developments (circa 300 BCE û CE 750):

A brief survey of Sanskrit, Pali, Prakrit and Tamil
literature. Scientific and technical treatises
Art and architecture & forms and patronage; Mauryan, post- Mauryan,
Gupta, post-Gupta

ESSENTIAL READINGS

D. Chattopadhyaya, *The Making of Early Medieval India*, 1994
D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*,
1986.
D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.
B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.
K. A. N. Sastri, *A History of South India*.
R. S. Sharma, *Indian Feudalism*, 1980.
R.S.Sharma, *Urban Decay in India, c.300-
C1000*, Delhi, Munshiram Manohar
Lal, 1987
Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*,
New York, 1985.

SUGGESTED READINGS

N.N. Bhattacharya, *Ancient Indian Rituals and Their Social
Contents*, 2nd ed., 1996.
J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.
P. L. Gupta, *Coins*, 4th ed., 1996.

CC-4: 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.

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

II. Crises of the Roman Empire.

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:

IV. Societies in Central Islamic Lands:

The tribal background, ummah, Caliphate; rise of Sultanates Religious developments: the origins of sharia, Mihna, Sufism Urbanization and trade

ESSENTIAL 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.

GE- 2: History of India from. C.300 to1206

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.

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

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

III. South India: Polity, Society, Economy & Culture

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

V. Evolution of Political structures of Rashtakutas, Pala & Pratiharas.

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

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

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

References

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 .1982

DSC: MEDIEVAL INDIA (1206-1526)

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.

I. Arab Conquest of Sindh: Nature and Impact

Causes and Consequences of Early Turkish invasion

II. Mahmud of Ghazni and Shihab-ud-din of Ghur

III. Establishment and consolidation of the Sultanate: Qutb-ud-din Aibak to Firuz Shah Tughluqs, polity, economy, culture

IV. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, HussainShahi and IlliyasShahi Dynasties.

V. Mughal Imperialism: Establishment and consolidation - Greater Mughals; Polity, economy, culture

VI. Socio-cultural syncretism, Bhakti & Sufi movements.

Suggested Readings:

Ahmed, Bashir, *Akbar, The Mughal Emperor.*

Chandra, S., *History of Medieval India.*

Habib, Irfan, *Medieval India: The Study of a Civilization.*

Habib, Irfan, *Economic History of Medieval India: A Survey.*

Habib, Irfan, *The Agrarian System of Mughal India.*

Habibullah, A.B.M., *The Foundation Of Muslim Rule in India.*

Hasan A. Mahdi, *The Tughlaq Dynasty.*

Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India.*

Jackson, Peter, *The Delhi Sultanate: A Political and Military History.*

Kulke, H. (ed.), *The State in India(1000-1700).*

Kumar, Sunil, *The Emergence of the Sultanate of Delhi.*

Raychaudhuri, T.K and Habib, I. (ed.), *The Cambridge Economic History of India.*

Stein, Burton, *Vijayanagara.*

Alam, Muzaffar and Subhramanyan, Sanjoy (eds.), *The Mughal State.*

Ali, M. Athar, *Mughal India, Studies in Polity, Ideas, Society and Culture.*

Ali, M. Athar, *The Mughal Nobility under Aurangzeb.*

Chandra, Satish, *A History of Medieval India.*

Richards, J.F., *The Mughal Empire.*

Tripathi, R.P., *The Rise and fall of Mughal India.*

Tripathi, R.P., *Some Aspects of Muslim Administration*

III SEMESTER

Course	Course Title	Credit	Marks			Total
			TH	IM	AM	
C5T	History of India –III (c.750-1206).	6	60	10	5	75
C6T	The Feudal Society.	6	60	10	5	75
C7T	History of India IV (C.1206-1550).	6	60	10	5	75
SEC-1	Art Appreciation an introduction to Indian art	2	40	5	5	50
GE3T	History of India From the earliest times to C 300 BCE	6	60	10	5	75
DSC3	History of India III (Modern India 1707-1857).	6	60	10	5	75

CC-5: History of India –III (c.750-1206).

Course Objectives: The course present a survey of new political scenario of ambitious regional powers with specific focus on dynastics like Rashtrakutas, Pratiharas, Palas, Chandellas and Cholas. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the polity of the time.

Course Outcome: The course is expected to familiarize the student to theories of state, feudalism, political structure and periodization in history, based on Indian examples from early medieval period.

I. Studying Early Medieval India:

Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state

II. Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

III. Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

IV. Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Forms of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

V. Religious and Cultural Developments:

- (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Regional languages and literature
- (d) Art and architecture: Evolution of regional styles

ESSENTIAL READINGS

R.S. Sharma, Indian Feudalism (circa 300 - 1200).
B.D. Chattopadhyaya, The Making of Early Medieval India.
R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A & B).
Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate
Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).
N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 -1800
Derryl N. Maclean, Religion and Society in Arab Sindh.
Irfan Habib, Medieval India: The Study of a Civilization.

SUGGESTED READINGS

Richard Davis Lives of Indian Images.
Romila Thapar, Somanatha: The Many Voices of a History.
John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India.
Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
Burton Stein, Peasant State and Society in Medieval South India.
R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.
Al. Beruni's India, NBT edition.
Ali Hujwiri, Kashful Mahjoob, tr. R.Nicholson.
S C Mishra, Rise of Muslim Communities in Gujarat.
Schwartzberg, Historical Atlas of South Asia.

CC-6 : 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.

C6T: The Feudal Society

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.

II. Europe besieged: invasions of Norsemen, Magyars, Arabs and Saracens.

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

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

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 Kalpana Parakashani, 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.

Collins, R. *Charlemagne*, Toronto: University of Toronto Press, 1998. Davis, R. H.C. *A History of Medieval Europe: from Constantine to Saint Louis*. London; New York: Longman, 1988.

Dutta, N. *Madhyayug theke Europeer Adhunikatay Uttaran*, Mitram, 2007.

Dutta, N.C. *Madhyayuger Europe, Vols. 1,2* , Pashchimbanga PustakParshad, 1972,

Hall, -A.R. *The Scientific Revolution 1500-1800* (2nd edn.), London, 1962.

Havighurst, A.F. (ed.), *The Pirenne Thesis: Analysis, Criticism, and Revision*. Lexington, MA: Heath, 1976.

CC:7 HISTORY OF INDIA IV (c.1206 - 1550)

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.

I. Interpreting the Delhi Sultanate:

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

II. Sultanate Political Structures:

- (a) 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
- (b) Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage
- (c) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- (d) Consolidation of regional identities; regional art, architecture and literature

III. Society and Economy:

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

IV. Religion, Society and Culture:

- (a) Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- (C) Sufi literature: malfuzat; premakhayans

ESSENTIAL 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*.

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SUGGESTED READINGS

Cynthia Talbot, *Pre-colonial India in Practice*.

Simon Digby, *War Horses and Elephants in the Delhi Sultanate*.

I.H. Siddiqui, *Afghan Despotism*. Burton Stein, *New Cambridge History of India: Vijayanagara*.

Richard M. Eaton, ed., *India's Islamic Traditions*.

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India*.

Sheldon Pollock, *Languages of the Gods in the World of Men*.

Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate*.

Andre Wink, *Al-Hind*, Vols. I-III.

Luscombe, David & Riley-Smith, Jonathan (eds.), *The New Cambridge Medieval History, IV, c.1024—c.1198, Part 2*, CUP, 2004.

Mallik, S. *Yugasandhikshane Europe (1400-1700)*, Sobha, Kolkata, 2012.

McEvedy, C. *The New Penguin Atlas of Medieval History*. New York: Penguin Books, 1992.

Norwich, J.J. *Byzantium: the Decline and Fall*, London: Viking, 1995. Rice, E.F., Grafton, A. *The Foundations of Early Modern Europe, 1460- 1559*, W.W. Norton & Company, 2004.

Roy, M. *Europen Roopantar (1500-1700)*, Progressive Book Forum, 2004.

Roy, P. *Madhyayuger Europe (Rahstra, Samaj, Samskriti)*, Progressive Publishers, 1995.

Roy, P., Das, S. *Uttoroner Pathe Europe*, Progressive Publishers, 2004. Thompson, J.W. Jonson, E.N. *An Introduction to Medieval Europe, 300—1500*, New York, 1937.

Tierney, B. *Western Europe in the Middle Ages, 300-1475*. 6th edn., Boston: McGraw-Hill College, 1999.

Treadgold, W., T. *A History of the Byzantine State and Society*. Stanford, Calif.: Stanford University Press, 1997.

SEC- 1: Art Appreciation an introduction to Indian 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. Prehistoric and protohistoric art: _Rock art; Harappan arts and crafts

II. Indian art (c. 600 BCE – 600 CE):

World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org]. Notions of art and craft_Canons of Indian paintings_Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography_Numismatic art

III. Indian Art (c. 600 CE – 1200 CE) :

Temple forms and their architectural features_Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography_Indian bronzes or metal icons

IV. Indian art and architecture (c. 1200 CE – 1800 CE) :

Sultanate and Mughal architecture_Minature painting traditions: ughal, Rajasthani,Pahari Introduction to fort, palace and haveli architecture

V. Modern and Contemporary Indian art and Architecture:

The Colonial Period_Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks_Popular art forms (folk art traditions)

Suggested Readings:

Neumayer, Erwin, Lines of Stone: The pre-historic rock-art of India, SouthAsia Books, 1993

Goswamy, B.N., Essence of Indian Art, Asian Art Museum of SanFrancisco, 1986

Huntington, Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weatherhill, 1985

Guha-Thakurta, Tapati, The making of a new modern Indian art: Aestheticsand nationalism in Bengal, 1850-1920, Cambridge University Press, 1992

Mitter, Partha, Indian Art, Oxford History of Art series, Oxford

University Press, 2001 Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi: D.K. Printworld and National Museum Institute (Introduction).

Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992.

Ray, Niharranjan, An Approach to Indian Art, Calcutta, 1970

IV SEMESTER

Course	Course Title	Credit	Marks			Total
			TH	IM	AM	
C8T	Renaissance and Reformation	6	60	10	5	75
C9T	History of India-V (c.1550-1605)	6	60	10	5	75
C10T	History of India-VII (c.1605-1750)	6	60	10	5	75
SEC2	The Making of Indian Foreign Policy	2	40	5	5	50
GE4T	History of India from. C.300 to1206	6	60	10	5	75
DSC4	History of India (1857-1947)	6	60	10	5	75

CC-8: Renaissance and Reformation

Course Objectives: Transformation of Europe is very important subject. This subject has been designed to gain a basic knowledge of the period of Europe. The discussion phase teaches how Europe passed through various stages towards modern stage. The students can relate how Martin Luther protested against the Roman Catholic Church. The establishment of the nation states of England and France was one aspect of transformation Europe.

Course Outcome: So it is the only feature of the syllabus that students could learn about topic in Europe's past that would enrich their knowledge.

1. Political and social background – political system in early modern Europe – collapse of feudalism – and the changing economic life in the 15th and 16th century – commerce and navigation – monarchies and city states – features of the early modern state – the printing revolution.
2. Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism – rediscovery of the classes – the impact of humanism on art, education and political thought – Machiavelli and the idea of a modern state.
3. The background to the reformation – intellectual and popular anti-clericalism – Martin Luther and the reformation – reformation in the national context: France, Switzerland and England – the distinctiveness of the English reformation – Radical reformation – the Anabaptists, etc. - counter reformation.
4. Renaissance science and the emergence of a secular culture

Suggested Readings

William Roscoe Estep, *Renaissance and Reformation*

Bard Thompson, *Humanists and Reformers: A History of the Renaissance and Reformation*

Jo Eldridge Carmey, *Renaissance and Reformation, 1500-1620: A Biographical Dictionary*

David L. Morse and William M. Thompson eds., *History of Political Ideas, Vol V (Renaissance and Reformation)*

James A. Patrick ed. , *Renaissance and Reformation, Vol. 1*

Steven E. Ozment, *Religion and Culture in the Renaissance and Reformation*

Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe*

Dorothy Mills, *Renaissance and Reformation Times*

Tom Monaghan, *Renaissance, Reformation and the Age of Discovery, 1450-1700*

William Gilbert, *The Renaissance and the Reformation*

Charles G. Nauert, *Humanism and the Culture of Renaissance Europe* Norman F. Cantor and Michael S. Werthman, *Renaissance, Reformation and Absolutism: 1450-1650*

Lisa Mullins, *Science in the Renaissance*

Marie Boas Hall, *The Scientific Renaissance 1450-1630*

Vickey Herold, *Science during the Renaissance*

Aldo Altamore and Giobvanni Antonini, *Galileo and the Renaissance Scientific Discourse*

Stephen Pumfrey, Paolo L. Rossi, *Science, Culture and Popular Belief in Renaissance Europe*

CC-9: HISTORY OF INDIA V (c. 1550 - 1605)

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.

I. Sources and Historiography:

- (a) Persian literary culture; translations; Vernacular literary traditions
- (c) Modern Interpretations

II. Establishment of Mughal rule:

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

III. Consolidation of Mughal rule under Akbar:

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

IV. Expansion and Integration:

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

V. Rural Society and Economy:

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

VI. Political and religious ideals:

- (a) Inclusive political ideas: theory and practice
- (b) Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions
- (c) 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. Faruqui, *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*, Part-II

-----, *Historiography, Religion, and State in Medieval India*

-----, *Parties and Politics at the Mughal Court, 1707-1740*

-----, *Essays on Medieval Indian History*

-----, *Mughal Religious Policies, the Rajputs and the Deccan*

-----, *Social Change and Development in Medieval Indian History* Annemarie

Schimmel, *The Empire of the Great Mughals: History, Art and Culture* Catherine B. Asher, *Architecture of Mughal India (The New Cambridge History of India)*

Michael Fisher, *A Short History of the Mughal Empire*

Harbans Mukhia, *The Mughals of India*

CC-10: HISTORY OF INDIA VII (c. 1605 - 1750s)

Course Objectives:

After studying the Mughal Indian History, students will be able to :

- explain the growth of the Mughal Empire.
- list the Mughal rulers and compare their achievements.
- illustrate the development in the field of literature, art and architecture, cultural advancement, justice, the prosperity of the empire, and conquests.
- explain the absence of the law of succession and degeneration of the Mughal nobility.

Course Outcome:

Students will be able to:

- trace the political history of the 16th and 17th centuries.
- relate with the impact of an imperial administration at the local and regional levels.
- know how the Mughal literature is used to reconstruct history.
- understand the engineering and construction skills, artisanal organization and resources required for building works.

I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

II. Political Culture under Jahangir and Shah Jahan:

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

III. Mughal Empire under Aurangzeb:

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

IV. Visual Culture: Paintings and Architecture

V. Patterns of Regional Politics:

- (a) Rajput political culture and state formation
- (b) Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas
- (c) Mughal decline; emergence of successor states
- (d) Interpreting eighteenth century India: recent debates

VI. Trade and Commerce:

- (a) Crafts and technologies; Monetary system
- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network

ESSENTIAL READINGS

- M. Athar Ali, *The Mughal Nobility under Aurangzeb*.
Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.
J.F. Richards, *The Mughal Empire*.
Satish Chandra, *Essays on Medieval Indian History*.
Irfan Habib, *Agrarian System of Mughal India, 1526 - 1707*.
Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 - 1750*.
Stewart Gordon, *The Marathas 1600 - 1818*.
Ebba Koch, *Mughal Art and Imperial Ideology*.
S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.
K. R. Qanungo, *Dara Shikoh*.

SUGGESTED READINGS

- S. Nurul Hasan, *Religion, State, and Society in Medieval India*.
S. Arshatnam, *Maritime India in the Seventeenth Century*.
Muzaffar Alam, *The Crisis of Empire in Mughal North India*.
Catherine Asher, *Architecture of Mughal India*.
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Milo Beach, *Mughal and Rajput Paintings*.
Satish Chandra, *Parties and Politics at the Mughal Court*.
Andre Wink, *Land and Sovereignty in India*.
Harbans Mukhia, *The Mughals of India*.
J.F. Richards, *Mughal Administration in Golconda*.
Z.U. Malik, *The Reign of Muhammad Shah*.
Iqbal Husain, *Ruhela Chieftancies in 18th Century India*

SEC- 2 : 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.

1. Historical Factors in India's foreign policy priorities – pan Asianism
2. The State India and the Third World – Non-alignment – Regional Cooperation
3. India and South Asia: Relationship with the Neighbours
4. India and the Great Powers – (a) United States (b) Soviet Union (c) China
5. India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union
6. India's Nuclear Policy

Suggested Reading

A. Appadorai, *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*

Practical application and Problems, Remedial Measures

V SEMESTER

Course	Course Title	Credit	Marks			Total
			TH	IM	AM	
C11T	History of Europe, 1789-1914	6	60	10	5	75
C12T	History of India-VI (C.1750-1857)	6	60	10	5	75
DSC-1	History of East Asia	6	60	10	5	75
DSC-2	Women and Social Change in Nineteenth Century	6	60	10	5	75

CC11T: History of Europe, 1789-1914

Course Objectives: This course will cover such themes as industrialization, state- and nation- building, social upheavals and transformation, and the emergence of liberalism, conservatism, and socialism as the predominant political ideologies. Through taking this course, students will have an understanding of the basic chronology and themes of nineteenth-century European history.

Course Outcome: They will demonstrate the ability to understand and analyze difficult primary sources within their historical context. This Course will prepare the students for UPSC and other Competitive Examinations

UNIT I: France on the Road to Revolution: Crisis of the Ancien Regime, social, political, and economic – the intellectual current behind the Revolution and the role of the philosophers – the Revolution in the making; the Aristocratic Revolt and the consolidation of the Third Estate.

UNIT II: French Revolution and Napoleon: the Constituent Assembly and its achievements – overthrow of the Monarchy and the establishment of the Republic – the Jacobin Republic, radicalization of the Revolution, and the Thermidorian reaction – social base of the Revolution: Sans Culottes, Peasants and Women – the Directory and the rise of Bonaparte – Napoleonic Empire and Europe – fall of Bonaparte – assessing Napoleon – character of the French Revolution.

UNIT III: Restoration and reaction in Europe: the Vienna Congress, the Concert of Europe, and the challenges before them – Metternich and the Conservative Order – signs of change; the Greek War of Independence – the Revolutions of

1830 and the challenging of the status quo – the Revolutions of 1848; a possible turning point.

UNIT IV: The age of Nationalism: unification of Italy and Germany – the Second Empire in France and Louis Napoleon; the Third Republic and the Paris Commune – Russia: Tsarist autocracy and reforms; the emergence of the Revolutionary Movement – the Eastern Question; the Crimean War, the Treaty of Paris, Balkan Nationalism.

UNIT V: Society and economy in 19th century Europe: industrial transformation in Britain; difference in the industrialization process between England and the continental powers like France, Germany, and Russia – the emergence of working class movements; early Utopian Socialist thought and Marxism – social transformation and economic change – art, literature, and science with special reference to Romanticism and its cultural and political aspects.

UNIT VI: Imperial expansion: Bismarck's diplomacy and a new balance of power; Kaiser Wilhelm II and Weltpolitik; new course in the German foreign policy – imperial expansion in Africa, the Pacific, and Asia and the Near East and colonial rivalries; colonial conflicts as a background to the outbreak of World War I – the Eastern Question in late 19th century with reference to the Treaty of San Stefano & the Treaty of Berlin; the Balkan Wars (1912-13).

Suggested Readings:

Owen Connolly, *The Wars of the French Revolution and Napoleon, 1792-1815*

Charles D. Hazen, *The French Revolution and Napoleon*

Martyn Lyons, *Napoleonic Bonaparte and the Legacy of the French Revolution*

Jeremy Klar, *The French Revolution, Napoleon and the Republic* John

C. Davenport, *The French Revolution and the Rise of Napoleon* David

Andress, *The Oxford Handbook of the French Revolution*

J. Holland Rose, *The Revolutionary and Napoleonic Era, 1789-1815*

William Doyel, *The Oxford History of the French Revolution*

Alexis de Tocqueville, *The Old Regime and the Revolution* Eric

Hobsbawm, *Age of Revolution: 1789-1848*

Francois Furet, *Interpreting the French Revolution*

Gary Kates, *The French Revolution: Recent Debates and New Controversies*

Pieter Geyl, *Napoleon: For and Against*

Kahan, *Liberalism in Nineteenth Century Europe*

Jonathan Sperber, *The European Revolutions, 1848-1851*

Stefan Berger, *A Companion to Nineteenth Century Europe: 1789-1914*

Michael Rapport, *Nineteenth Century Europe*

Linda L. Clark, *Women and Achievement in Nineteenth Century Europe*

Harry Hearder, *Europe in the Nineteenth Century*

Tom Kemp, *Industrialization in Nineteenth Century Europe*

T.C.W. Blanning, *The Nineteenth Century: Europe 1789-1914*

Hannu Salmi, *19th Century Europe: A Cultural History*

CC-12HISTORY OF INDIA VI (c. 1750 - 1857)

Course Objectives: This course details the advent of the English East-India Company in India as a trading merchant Company and their transformation from merchant to a Political entity. This course also discusses the struggle between the English East-India Company and Indian peasants, Zamindar and Adibasi people. This course has been designed with special focus on the 19th century Indian renaissance and nature of the colonial exploitation.

Course Outcome: After the completion of this CC students would – Acquire necessary knowledge and tools to understand the nature of the British imperialism. Be able to understand the process of the evolution of the modern Indian culture and economy. Develop and interpretive approach to explain the critical issues related to the history of India under the colonial rule.

I. India in the mid 18th Century; Society, Economy, Polity

II. Expansion and Consolidation of colonial Power:

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

III. Colonial State and Ideology:

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and modern.

IV. Rural Economy and Society:

- [a] Land revenue systems and forest policy.
- [b] Commercialization and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.

V. Trade and Industry

- [a] De industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

VI. Popular Resistance:

- [a] Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875).
- [b] Uprising of 1857

ESSENTIAL READINGS

C. A. Bayly, Indian Society and the Making of the British Empire,

New Cambridge History of India.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.

J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India

Ranajit Guha, ed., A Subaltern Studies Reader.

Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.

P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.

R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.

Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.

Eric Stokes, English Utilitarians and India.

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Ram Lakhan Shukla, ed., Adhunik Bharat ka Itihas.

SUGGESTED READINGS

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.

Amiya Bagchi, Private Investment in India.

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

A.R. Desai, Peasant Struggles in India.

R.P. Dutt, India today.

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

Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (1983).

P.C. Joshi, Rebellion 1857: A Symposium.

J.Krishnamurti, Women in Colonial India.

Dadabhai Naroji, Poverty and Un-British Rule in India

DSE-1:HISTORY OF East Asia- I (c. 1840-1919)

Course Objectives:

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions.. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

Course outcome:

Upon completion of this course the student shall be able to:

Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.

- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.

I. Imperialism and China during the 19th century

(a) Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system.

(b) The transformation of China into an informal colony; the Opium Wars; the

Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.

(c) Agrarian and Popular Movements: Taiping and Yi Ho Tuan.

(d) Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.

ii. The Emergence of Nationalism in China

(a) 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.

(b) May Fourth Movement of 1919: Nature and significance

II. History of China {Cc199-1949}

(i) Nationalism & Communism in China (1921-1937)

(a) Formation of CCP; and the Guomintang (National Party of KMT)

(b) The First United Front

(ii) The Communist Movement (1938-1949)

(i) The Jiangxi Period and the rise of Mao Tse Tung

ESSENTIAL READINGS

George Allen, A Short Economic History of Japan.

Jean Chesneaux, et al, China from Opium War to 1911 Revolution.

Jean Chesneaux, et al, China from the 1911 Revolution to Liberation.

Tan Chung, Triton and Dragon: Studies on the Nineteenth Century China and Imperialisms.

John K. Fairbank, et al., and East Asia: Modern Transformation

Y. Immanuel Hsu, The Rise of Modern China.

Chalmers A Johnson, Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 - 1945.

Nathaniel Peffer, The Far East: A Modern History.

Victor Purcell, The Boxer Uprising: A Background Study.

Kenneth B. Pyle, The Making of Modern Japan.

Franz Schuramann and Orville Schell (eds.), China Readings, 2 Volumes (Imperial China, and Republican China).

Benjamin I. Schwartz, Mao and the Rise of Chinese Communism.

Hu Sheng, Imperialism and Chinese Politics.

Chow Tse tung, The May Fourth Movement: Intellectual Revolution in Modern, China.

Mao Tse tung's Selected Writings, National Book Agency, Calcutta.

Mary C. Wright, China in Revolution: The First Phase, 1900 -1913.

SUGGESTED READINGS

George M. Beckmann, Modernization of China and Japan.

George M. Beckmann, The Making of the Meiji Constitution.

Lucien Bianco, Origins of the Chinese Revolution, 1915 -1949.

Jean Chesneaux, Peasant Revolts in China, 1840 û 1949.

Tan Chung, China and the Brave New World: A Study of the Origins of the Opium War, 1840 û 42.

Wolfgang Franke, A Century of Chinese Revolution.

John W. Hall, Japan From Prehistory to Modern Times.

History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898).

M.B. Jansen, Japan and China: From War to Peace, 1894 û 1972.

Franz Michael, The Taiping Rebellion.

Harold Z. Schiffrin, Sun Yat-Sen and the Origin of the Chinese Revolution.

Ssu Yu-teng and John K. Fairbank, China's Response to the West.

The Yi Ho Tuan Movement, The Revolution of 1911 (all published by Foreign Language Press, Beijing).

DSE-2 : 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.

DSE2T: Women and Social Change in Nineteenth Century

1. 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.
2. 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.
3. 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.
4. Female education – Traditional and Western – Debates over curriculum – Government's role – Spread of female education: Bethune School, Mahakali Pathsala.
5. Emergence of Women's organizations- associations founded by men and those founded and managed by women- Swarna Kumari Debi's Sakhi Samity and Sarala Debi's Bharat Stree Mahamandal, emergence of All India Women's Conference.
6. Debate over marriage – Native Marriage Act of 1872; Age of Consent Bill,

1891, The Rukhmabai Case, Child Marriage Restraint Act of 1927.

7. Professional women: Chandramukhi Bose, Kadambini Ganguly and Anandibai Joshi. Suggested Readings: Geraldine Forbes, Women in Modern India, New Cambridge History of India, Vol.IV.2 KumkumSangari and SudeshVaid ed. Recasting Women, Essays in Colonial

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 □ GhulamMurshid, Adhuniktar Abhimukhe Bangaramani Ghulam Murshid, RassundarithekeRokeyaNariPragatirEkshoBachhar

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

VI SEMESTER

Course	Course Title	Credit	Marks			Total
			TH	IM	AM	
C13T	History of India-VIII (c.1857-1950)	6	60	10	5	75
C14T	International Relations after the First World War.	6	60	10	5	75
DSE-3	History of East Asia (Japan)	6	60	10	5	75
DSE-4	History of South East Asia	6	60	10	5	75

CC-13: HISTORY OF INDIA VIII (c. 1857 - 1950)

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.

I. Cultures changes and Social and Religious Reform Movements:

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahminical trends

II. Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swedish movement
- [d] Revolutionaries

III. Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlett Satyagraha and Jallianwala Bagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

IV. Nationalism and Social Groups: Interfaces:

- [a] Landlords, Professionals and Middle Classes
- [b] Peasants
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

V. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

VI. Independence and Partition

- [a] Negotiations for independence, and partition
- [b] Popular movements
- [c] Partition riots

VII. Emergence of a New State:

- [a] Making of the Constitution
- [b] Integration of princely states
- [c] Land reform and beginnings of planning

ESSENTIAL READINGS

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.

Ranajit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
D.A. Low, ed., Congress and the Raj.
John R. McLane, Indian Nationalism and the Early Congress.
Jawaharlal Nehru, An Autobiography.
Gyanendra Pandey, The Construction of Communalism in colonial north India.
Sumit Sarkar, Modern India, 1885-1947.
Anil Seal, Emergence of Indian Nationalism.
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.

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.

CC-14: International Relations after the First World War

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

Module 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

Module 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

Module 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 II

Module I

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

Module II

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

Module III

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, Hary 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*
John Richard Thackrah, *The Routledge Companion to Military Conflict since 1945*
Chris Cook and John Stevenson, *The Routledge Companion to World History since*

DSE 3

HISTORY OF Modern East Asia II (c. 1868-1945)

Course Objectives:

To help students understand the contemporary concerns of a country that has its problems rooted in the representation of history itself. The course is premised within the larger context of understanding the dominant political and cultural ideology of Japan that determined its historical journey. Japanese concept of modernity, the notion of 'self' and the 'other', the emergence of a national perspective on social and cultural minorities, the 'nihonjinron' discourse or 'Japaneseness' that is related to the idea of 'homogeneity' – one nation, one culture, are some of the dominant ideologies that made Japan what it is today. In the process the course also reflects on the representation of Japan in the writings of scholars from outside, particularly the western literature and how this representation influenced the understanding of Japan by the world. While the course reflects on important historical milestones during the 19th and early 20th century (Japanese imperialism/colonialism), the contemporary social and cultural concerns, for instance, traditional understanding of family etc.

Course outcome:

Upon successful completion of the course, the student will be able to:

1. Demonstrate understanding of the history of Japan and its relevance in regional and global context
2. Draw comparative analysis in historical study
3. Engage critically with literary and historical traditions of Japan
4. Demonstrate skills to present thoughts and ideas coherently orally and in written form

I. Japan (c.1868-1945)

- (i) Transition from feudalism to capitalism:
 - (a) Crisis of Tokugawa Bakuhan system
 - (b) Meiji Restoration :Its nature and Significance
 - (c) Political Reorganization
 - (d) Military Reforms
 - (e) Social, cultural and educational reforms (bunmeikaika)
 - (f) Financial reforms and educational development in the 'Meiji'era
 - (G) Meiji Constitution
- (ii) Japanese Imperialism
 - (a) China
 - (b)Manchuria
 - (c) Korea
- (iii) Democracy and Militarism/Fascism
 - (a) Popular/People' s Rights Movement
 - (b) Nature of political parties
 - (c) Rise of Militarism-Nature and significance
 - (d) Second World War; American occupation

(e) Post-War Changes

II Emergence of Modern Korea

(a) The old order and Institutional Decay: Joseon Korea

(b) Korea's interactions with the western powers and Korea's unequal treaties with Japan

(c) Attempts at social, political and economic reforms in Korea

(d) Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945

(a) Post-War Changes

ESSENTIAL READINGS

- George Allen, A Short Economic History of Japan.
G. Beasley, The Modern History of Japan.
John K. Fairbank, et al., East Asia: Modern Transformation
Mikiso Hane, Modern Japan: A Historical Survey.
Y. Immanuel Hsu, The Rise of Modern China.
Jon Livingstone, et. al., The Japan Reader (Imperial Japan : 1800 û
1945), Vol. I
E.H. Norman, Japan's Emergence as a Modern State.
Nathaniel Peffer, The Far East: A Modern History.
Kenneth B. Pyle, The Making of Modern Japan.
46
Chow Tse Tung, The May Fourth Movement: Intellectual
Revolution in Modern, China. 1913.
Michael J. Seth, A concise history of Modern Korea, Rowman and
Littlefield, 2009

SUGGESTED READINGS

- Nathaniel Peffer, The Far East: A Modern History. Ann
Arbor: University of Michigan Press, 1958.
Bruce Cummings, Korea's place in the Sun: Modern History,
W.W. Norton and Co., 1992
Ramon H. Mayers and Mark R. Peattie (ed), The Japanese
Colonial Empire, 1895-1945, Princeton: Princeton University
Press, 1984

DSE 4

HISTORY OF SOUTH EAST ASIA - THE 20th CENTURY

Course Objectives:

This course details the geographical location of South-East Asia i.e. Burma, Indonesia, Vietnam, Laos, Java, the migration process and the process of state formation. This course also offers the appearance of the peasant rebellion and struggle for Nationalism against colonial rule.

Course Outcome: After completing this course the students are benefited to acquire knowledge of South-East Asia which enlighten their worldwide knowledge.

I. Migration: Indian and Chinese Labour and Capital

II. Movements of Resistance and the making of new identities

[a] Peasant resistance.

[b] Radicalism and the Origins of the Vietnamese Revolution, 1920-1946.

[c] Indonesian Revolution, 1945-1949.

III. Emergence of Modern Nations and States

[a] The Union of Burma (Myanmar), 1948-1962.

[b] Indonesia, the Sukarno Era, 1949-1965.

[c] Cambodia under Norodom Sihanouk, 1955-1970.

SUGGESTED READINGS

B. Anderson, Mythology and the Tolerance of the Javanese.

C. Van Dijk, Trousers, Sarongs and Jubbahs.

C. Dobbin, Islamic Revivalism in a Changing Peasant Economy, 1784-1847.

Charles F. Keys: The Golden Peninsula.

Daniel S. Lev and Ruth T. McVey eds., Making Indonesia: Essays on Modern Indonesia.

Victor Purcell, The Chinese in Southeast Asia.

Tongchai Winichakul; Siam Mapped.