



Curriculum and Syllabus

(Applicable to students admitted during Batch: 2020-23)

BA History (Honours)

School of Liberal Arts and Social Sciences

Department of History

SRM University-AP

Andhra Pradesh

**CURRICULUM
BA – HISTORY**

SEMESTER I						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	ENV 100	Introduction to Environmental Science	4	0	0	4
2	ENG 100	Introduction to Communicative English	4	0	0	4
3	PSY 111	Psychology For Everyday Living	4	0	0	4
4	HIS 101A	Historian's Craft	4	0	0	4
5	HIS 102A	Human Civilizations	4	0	0	4
						20

SEMESTER II						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EGL 125	Critical Thinking	4	0	0	4
2	HIS 100	Idea of India	4	0	0	4
3	HIS 201A	History of India –Part I	4	0	0	4
4	HIS 202	The Middle Ages in Europe	4	0	0	4
						16

SEMESTER III						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	HIS 301	European Social Formations	4	0	0	4
2	HIS 302	Early and Early Medieval India	4	0	0	4
3	ECO 324	Indian Economy	4	0	0	4
4	JOU 002	Media, Law, and Society	4	0	0	4
5	MAT 305	Introduction to Science and Technology	4	0	0	4
						20

SEMESTER IV						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	HIS 200	The Indian Constitution	4	0	0	4
2	HIS 400	Introduction to Colonial Latin America and the Caribbean	4	0	0	4
3	HIS 402	Age of Revolution and National Liberation	4	0	0	4
4	ECO 370	Research Methodologies and Data Analysis	4	0	0	4
5	JOU 403	Media and Nationalism	4	0	0	4
6	HIS 403/ HIS 404	Perspectives on Eastern Himalayas/ A Brief Outline of South Indian History	3	0	0	3
7	OE	Open Elective	3/4	0	0	3/4
						26/27

SEMESTER V						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	HIS 500	Entangled Histories	3	1	0	4
2	HIS 502	Medieval India - Polity and Economy	3	1	0	4
3	HIS 503	Medieval India - Society and Culture	3	1	0	4
4	HIS 504	Seminar Course	2	4	0	6
5	HIS 509/ HIS 005	Understanding Social Inequalities/ Introduction to Gender	3	0	0	3
6	OE	Open Elective	3/4	0	0	3/4
7	OE	Open Elective	3/4	0	0	3/4
						27/28

SEMESTER VI						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	HIS 600	Introduction to Colonial Africa	3	1	0	4
2	HIS 601	Modern Indian History (1750-1947)	3	1	0	4
3	HIS 602	Agrarian Struggles and Movements in India	3	1	0	4
4	HIS 603	Society, Politics and Economy: India after Independence	3	1	0	4
5	HIS 604	Economic History of Modern India (1757-1947)	3	1	0	4
6	HIS 605	Dissertation	2	6	0	8
7	OE	Open Elective	3/4	0	0	3/4
						31/32

SEMESTER VII						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	HIS 701	Historical Methods	3	1	0	4
2	HIS 702	Writing a Research Proposal	3	1	0	4
3	HIS 801	Thesis Writing-I	0	0	24	12
						20
SEMESTER VIII						
No.	COURSE CODE	COURSE TITLE	L	T	P	C
1	HIS 801	Thesis Writing-I	0	0	40	20
						20

SEMESTER-I

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 101A	Historian's Craft	DC	4	0	0	4

OBJECTIVE

The course has a two pronged purpose: To dispel the perception that History is a subject merely involving dates, names and events that are meant to be memorized, remembered and reproduced; and thereafter to discuss History as a discipline, the methods of History and the Historian's craft wherein the importance of facts are not merely stressed in isolation but in context.

OUTCOMES

1. Understand the purview and scope of the discipline of history.
2. Identify the various schools of historiography.
3. To acquire a basic knowledge of historical methods and methodology while being also made aware of the origins and development of historiography.
4. To comprehend the nature of historical sources and to address the issues of utilization of multiple types of sources.

UNIT I: HISTORY OF HISTORY

PreHistory and ProtoHistory and the Definition of History – Concepts of Time – Defining the region (physical, imagined, global, national and regional history): Written History: The Greco-Roman tradition (Herodotus, Thucydides, Levy and Tacitus); the Indian tradition (Itihasa, Purana, Buddhist & Jaina, Kalhana): Medieval European Historiography (St. Augustin) – Medieval West Asian Historiography (Al Beruni and Ibn Khaldun) – Medieval Indian Historiography (Amir Khusro, Barani, Ibn Batuta, Isami, Ferishta, Abdul Razak, Babar, Abul Fazal, Badauni).

UNIT II: HISTORY AND HISTORIOGRAPHY

Enlightenment historiography – Romanticist historiography – Positivist school – Critical method of Neibhur and Ranke - Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier) - Marxist School (Frankfurt School, British Marxist Historians) Indian Historiography: Imperialist Historiography (James Mill, V.A.Smith, Elphinstone, W.H.Moreland)- Nationalist Historiography (Naoroji, Ranade, Dutt, R.G. Bhandarkar, H.C. Raychaudhury, RC Majumdar, K.P. Jayaswal, J.N. Sarkar, K.A. Neelakantha Sastri) - Marxist Historiography (D.D. Kosambi,

Mahammad Habib, R.S. Sharma, Romila Thapar, Bipan Chandra, Irfan Habib) and Subaltern Historiography (Ranajit Guha).

UNIT III: THE THEORY IN HISTORY - ITS NATURE AND MEANING

Facts in History Writing (What is a Historical Fact): Objectivity, Causation and Generalization in History; Is History a Science: Sources for the Historian; Analysis of Evidence Models in History Writing – Cyclical (Arnold Toynbee) and Linear (Marxist), History and Postmodernism (The Cultural turn).

UNIT IV: HISTORIANS' CRAFT- SOURCES OF HISTORY

Archaeology, Epigraphy, Numismatics, Inscriptions, Official Chronicles, Archives, and Literary Sources. Historian and the Computer: Quantitative history and computers, coming to terms with the mass of historical information, towards 'total' history. History in the Digital Age: Studying digital historical atlas in India

UNIT V: HISTORY AND OTHER SOCIAL SCIENCES

History and Sociology, History and Archaeology, History and Anthropology, History and Political Science, History and Linguistics, History and Economics, History, and Literature.

TEXTBOOKS

1. E.H. Carr, What is History? Penguin, (Reprint), 2008.
2. Marc Bloch, The Historian's Craft, Vintage, 1964.
3. Bernard Lewis, History: Remembered, Recovered, Invented, Simon & Schuster, 1987.
4. Emmanuel Le Roy Ladurie, The Territory of the Historian, University of Chicago Press, 1982.
5. Bhupendra Yadav, Framing History: Context and Perspectives, New Delhi, 2012.
6. Aloka Parasher Sen, 'The Making of Digital Historical Atlas', The International Journal of Technology, Knowledge and Society, Vol. 2, No. 4, 2006.
7. Shashi Bhushan Upadhyaya, Historiography in the Modern World: Western and Indian Perspectives, Oxford University Press, 2016.

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 102A	Human Civilisations	DC	4	0	0	4

COURSE PURPOSE

This course will engage students with the story of Human evolution, origin, and development of civilisation in a broad archaeological and historical context. We will analyse the geographical, political, economic, religious and social structures of ancient civilisation with focused attention on Mesopotamia, India, Egypt, China, and Europe. The course is designed to create an understanding about the earliest cities, states, kingdoms, and empires that developed in different parts of the world.

OUTCOMES

1. Identify the key concepts and terminologies in Ancient History.
2. Understand the origins of Homo Sapiens and associated theories.
3. To understand the development of civilizations and the significance of human migration.
4. To explore the evolution of key phenomena in human history such as state, gender and religion.

UNIT I

What is Civilisation? Stages of Human evolution; African Origins of Humanity; overview of Hominin evolution: Sexual dimorphism, Development of Language: Patterns of lithic technological development, and stone tool technology, gathering and hunting in human evolution- social and economic structure.

UNIT II

Climate change and end of the Ice- Age, towards the Mesolithic period and extension of settlement in new ecological zones, changes in subsistence strategies based on the case studies from West Asia, Europe and Meso America; changes in tool manufacture and social organisation. Neolithic Period: Origin of food production; Gender Division of Labour; early farming settlements at Catal Hyuk, Abu Hureya, Jericho, Syria and Jordan; early farming societies in Europe, Asia, and the Nile Valley; Neolithic sites, art and architecture; Domestication of animals; burial customs and belief.

UNIT III

Discovery of metals, science of forging metals, development of writing system; Tigris and Euphrates river valley: Emergence of Cities. Urban Revolution: Ancient Egyptian Civilisation, Private life in ancient Egypt; Minoan Civilisation of Crete, Eastern Mediterranean World, Gender in the Mediterranean, Harappan Civilisation, Origin of Chinese Civilisation.

UNIT IV

Nomadic Pastoralism; pastoral people of the middle east; pastoralism in central Asia: Horse, wheel, cart and chariot; impacts on the environment; socio-political interaction with the urban centres. The advent of Iron- its origin and implications.

UNIT V

Ancient Greece; emergence of polis, Athens and Sparta, myth of arcadia. Slave Mode of Production: Emergence of Slavery in ancient Greece, organization of production, nature of classical urbanism, population and forms of slavery; Private life and ancient Greece. Hellenistic

Phase: Characteristic features of Hellenism, cities and rural world, art, and culture.

TEXTBOOKS

1. Amar Farooqui. Early Social Formations. Delhi: Manak Publications, 2001.
2. Bogucki, P. The Origins of Human Society. Massachusetts and Oxford: Wiley Blackwell Publishers, 1999
3. Fernand Braudel, The Mediterranean in the Ancient World, Penguin, 2007
4. R.J Wenke Pattern in Prehistory: Humankind's First Three Million Years, Oxford University Press, 2006.
5. Redman, C.L. The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East. San Francisco: W.H. Freeman 1978
6. V. Gordon Childe, What Happened in History, 1942.

SEMESTER – II

SEMESTER –II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 100	Idea of India	FC	4	0	0	4

UNIT I: THE NATION AND ITS MANY ROOTS

What is a Nation? –Theories of Nationalism, The many names of India: India, Hindia, Aryavarta Or Bharat, Mother India: Iconising a Nation.

UNIT II: UNEARTHING THE PAST

The Evolutionary Past: Interbreeding Vs Replacement Theory, Out of Africa Theory, What is a civilization? Theories of Civilization, Indus Valley Civilization.

UNIT III: STORIES OF GODS AND PEOPLE

The Emergence of Myths, Myth Vs Reality, Vedic Age in India, Tribes, Caste and Battles.

UNIT IV: POLITY AND GOVERNANCE

Religion, Economy and the State –Asoka, Chankya and the Buddha, Land the Economy: Exploring the Arthasastra, Social Order and the State: Through the Epics, Two millennia of pluralism: Jews, Christians and other religions in India.

UNIT V: TOWARDS UNDERSTANDING THE NATION

The Mughals in India, Multiple Identities – the same heritage, The Past as a Signifier.

TEXTBOOKS/REFERENCES

1. Y. N.Harari, A Brief History of Humankind, Harper, 2015.
2. Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009.
3. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004.

SEMESTER - II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 201A	History of India –Part I	DC	0	0	4	2

COURSE PROPOSE

This course will deal with the history of the Indian subcontinent from the very early times till c.500 C.E. We begin this course by discussing the evolution of Stone Age culture and early Indian notions of history. We will examine the Indus valley Civilisation, early social formations of the Indian Subcontinent, Iron Age Civilisation, Indo-Aryan Culture, and the emergence of Mauryan empire in the Gangetic valley. The course also traces major political, economic, social and cultural development during this period.

COURSE OUTCOMES

At the end of this course, students will be able to,

1. To understand the key aspects of the early history of the Indian sub-continent
2. To comprehend the historiographical debates concerning early Indian history
3. To identify the issues within utilizing early literature and archaeological sources as a source of history
4. To address and analyse some of the issues of the present using fact based history from Early Indian history

UNIT I: FROM THE PALEOLITHIC TO THE CHALCOLITHIC

Geographical setting of the Indian subcontinent; sources (literary, non-literary and archaeological) and tools used to reconstruct Indian history. Paleolithic to Neolithic Age in India-., distribution of sites and settlement, pre- historic art. Pre- historic social organisation, environment, Mobility and Migration in the early times. Origin and evidence of food production, chalcolithic cultures.

UNIT II: EXPLORING SOCIAL FORMATIONS IN EARLY INDIA

Origin, development and settlement patterns of Indus Valley Civilisation- Debates on state situation in Harappa, Trade, Technology, town planning, industries and craft in the Harrapan civilization. Theories on Decline of IVC and the late/post Harrapan traditions

Early Vedic Era-Locating the Indo Aryan Speakers- Aryan migration(s); The Aryan Debate-Spread of settlements –Political Structures-Subsistence Patterns and Material Culture- Social and Cultural Life in the Mid-Gangetic Valley

Later Vedic Period- Polity -; Material Culture and Social stratification, Gender and Kinship patterns Religion and Culture – Life beyond the Vedic Milieu; .

UNIT III: FROM THE JANAPADAS TO THE MAHAJANAPADAS

Questions about Impact of Iron Technology; expansion of Agriculture, Economic Growth, Trade, and towards Mahajanpadas. Evolution of Heterodox/Sramanic Religions- ‘Second Urbanization’. Social Structure and issue related to social stratification; Varna, jati, gender, marriage and property relations.

UNIT IV: FROM HUNTER –GATHERERS TO CHIEFDOMS

Paleolithic and Neolithic Age in the South ,Megalithic Culture-,Tamilakam and beyond and Sangam and Post Sangam literature, Early Tamil Polities-Early Historic Polities ,Social Organisation and Economy – Tinais and development of a chiefly society –Trade-Roman trade and trade with Southeast Asia.

UNIT V: KINGDOMS AND EMPIRES

The Emergence of Empire - theMauryan Empire; Asoka’s Dhamma, Economy and Society, Indo-Greeks, Śakas, Pahlavass, Kushanas, Political Administration -and the Rise of Mercantile Communities.

TEXTBOOKS

1. Ratnagar, Shereen. Understanding Harappa: Civilization in the Greater Indus Valley. Tulika, 2001
2. Thapar, R. Early India: From the Origins to AD 1300. New Delhi: Penguin, 2003.
3. Chakrabarthy, Ranbir, Exploring Early India, Upto 1300 AD, Primus Books, 3rd Edition, 2017.
4. Karashima, N, A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014.
5. Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Longman, 2009.
6. S.N. Dube, Cross Currents in Early Buddhism, Manohar, 1980
7. Kenoyer, J.M. Ancient Cities of the Indus Valley Civilisation. Karachi: Oxford University Press and American Institute of Pakistan Studies, 1998.
8. Allchin, B., and R. Allchin. Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking, 1997.

SEMESTER – II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 202	The Middle Ages in Europe	DC	4	0	0	4

COURSE PURPOSE

The one thousand years between the collapse of antiquity and the emergence of modernity was certainly not the dark ages as historians had called it until some years ago. This, indeed, was the ground on which the Renaissance blossomed and the Catholic Church was challenged and was eventually re-invented. The economy was characterized by men who controlled large manors and lorded over serfs; roads and other communication means had broken down. This was the status of Europe at a time when the East had reached high levels of culture and developed long distance trade in goods. Feudalism, as we understand in History was the socio-economic system that marked Europe in the Middle ages. This course will survey the middle ages.

COURSE OUTCOMES

1. Analyse the transition of Europe from Antiquity to the Middle Ages.
2. comprehend and critique the process of feudalism.
3. explore the complexities in the role played by the Catholic church and its influence on European History.
4. comprehend the key debates on the decline of the Roman Empire.

UNIT I: TRANSITION FROM LATE ANTIQUITY TO EARLY MEDIEVAL

Structural weakness of Roman Empire, Slave and Peasant Rebellion, origin of Medieval Christianity, Crisis of 3rd. century and reforms. The Christianization of the Roman Empire, the Founding of Constantinople. The Invasion by the Germanic tribes and migrations, the emergence of new agrarian relations, the collapse of the central authority and the economy. Survival in the East, debate on the decline of roman Empire- Cataclysmic or Transformative?

UNIT II: POST- ROMAN POLITIES

Rule of Justinian, Continuity and Change, Kingdoms of Mediterranean West; Frankish Society. England and Ireland. Charlemagne and the Carolingian Empire; Carolingian Renaissance. Emergence of the Vikings.

UNIT III: THE STRUCTURE OF MEDIEVAL SOCIETY

Nobility and Monarchy, Social Stratification: Serfdom, Feudal Lords and Peasants, Roles and Obligations of Feudal Lords and Peasants, Manorialism, Feudal Law, Monasticism and Medieval Churches. Experiences of Medieval Women

UNIT IV: THE GROWTH OF MATERIAL CULTURE

Agricultural Revolution, Technological Changes, Growth of Commercial Economy, Origin of Towns in Low Countries, Trading World of North Sea, Rise of Population, Urbanization of High Middle Ages.

UNIT V: THE SPREAD OF ISLAM AND EUROPE

The coming of Islam, Transformation of polity and the spread of Islam, Internal Division Collapse of Abbasid Caliphate, Revisiting Pirenne Thesis, Crusades, Mediterranean: Syncretism or Synthesis.

TEXTBOOKS

1. Braudel, Fernand, *Civilization and Capitalism: 15th-18th Century: The Structures of Everyday Life: The Limits of the Possible*. Vol. I. London: William Collins Sons & Co Ltd, 1985.
2. Bloch, March, *Feudal Society I*. Vol. I-II, London: Routledge, 2004.
3. Duby, Georges, *The Three Orders: Feudal Society Imagined*. Chicago: The University of Chicago Press, 1980.
4. Bernard Lewis, *Islam: From the Prophet Muhammad to the Capture of Constantinople, Volume 1: Politics and War*, Oxford University Press, 1987.
5. Le Goff, Jacques, *Medieval Civilization 400-1500*, Oxford: Blackwell Publishers, 1992.
6. Pirenne, Henri, *Economic and Social History of Medieval Europe*, New York: Harcourt, Brace and Company, 1937.
7. Chris Wickham, *The Inheritance of Rome: Illuminating the Dark Ages 400-1000*, Penguin Books, 2010.
8. Richards, Julian, *The Vikings: A Very Short History*. Oxford University Press, 2005
9. Pirenne, Henri, *Medieval Cities: Their Origins and the Revival of Trade*, Princeton University, 2014.
10. Michael McCormick, *Origins of the European Economy: Communications and Commerce, A.D. 300-900*, Cambridge University Press, 2003.
11. Berkey Jonathan, *The Formation of Islam: Religion and Society in the Near East, 600–1800*, Cambridge University Press, 2002.
12. Brown, Peter, *The World of Late Antiquity: AD 150-750*. Harcourt Brace Jovanovich, 1971.

SEMESTER – III

SEMESTER - III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 301	Early and Early Medieval India	DC	4	0	0	4

COURSE PURPOSE

This course will examine the main themes that shaped the history of Indian subcontinent from 500 to 1300 C.E. The focus here will be on the various features of the early medieval society; formation of regional and local states, shaping of regional identities in different regions of the subcontinent. We will identify and describe the institutions which were crucial in bringing the transformation from Ancient to early medieval society and the multiplicity of power in the subcontinent region.

COURSE OUTCOMES

1. To understand the key debates of the early history of the Indian sub- continent.
2. To comprehend the historiographical debates concerning early and early medieval Indian history.
3. To address and analyse some of the significant issues of the present using fact based history from Early Indian history.

UNIT I: POWER, LEGITIMACY AND EMPIRE

Satavahanas –Administration and Land grant systems Satavahanas - political organization and economy The Gupta empire: nature of polity Administration and Social Organization Art and architecture Religion and Culture: spread of Agamaic traditions, Literature and the Sanskrit cosmopolis

UNIT II: DEBATES ON EARLY MEDIEVAL INDIA-MAJOR HISTORIOGRAPHICAL SHIFTS

Sources -texts, epigraphs and numismatic data Changes in Society, Polity, Economy and Culture; decline of trade Debates on Indian feudalism Changing production relations; graded land rights and peasantry Acculturation And Amalgamation into Puranic fold Expansion of varna-jati order and Brahmanization, Bhakti: Alvars and Nayanars. Puranic Hinduism; Tantr, Sanskrit and regional languages: interactions

UNIT III: EMERGENCE OF NEW STATES

Statecraft and agrarian expansion, Regional state formation: Pallavas, Colas, Chalukyas and Pandyas, Palas, Pratiharas and Rashtrakutas, Gangas, Kadambas and Hoysalas, Temple centered growth, Trade and commerce, Maritime contacts, Changes in political divisions and state administration, society and culture, Early Medieval Economy and technology. The Ghaznavid incursions-extent and impact- historiographical debates.

UNIT IV: TOWARDS A CENTRALIZED STATE

The Colas Debates on nature of polity (Segmentary, Centralized or Feudal?). Changes in statecraft and land ownership Symbols of political power: courtly cultures, Cholas and Maritime Activities in South and Southeast Asia, Chola Art.

UNIT V: RELIGION AND SOCIETY IN EARLY MEDIEVAL INDIA

Buddhism, Jainism, Virasaivism, Tantricism, Saivasiddhanta and the network of Viharas, Mathas etc. Development of art and architecture, Bhakti in South India, Women in Early Medieval

Society. The transition to Medieval.

TEXTBOOKS

1. B.D. Chattopadhyaya, *The Making of Early Medieval India*, Oxford University Press, 2012.
2. Noboru Karashima, (ed.), *A Concise History of South India; Issues and Interpretations*, Oxford University Press, 2014
3. Harbans Mukhia, (ed), *The Feudalism Debate*, Manohar, 1999.
4. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, 2009.
5. Upinder Singh, (ed.), *Rethinking Early Medieval India*, Oxford University Press, 2012.
6. Thapar, R. *Early India: From the Origins to AD 1300*. New Delhi: Penguin, 2003
7. Kenneth Hall,(ed.) *Structure and Society of Early South India: Essays in Honor of Noboru Karashima*, Oxford University Press,2001
8. Veluthat, K.*The Political Structure of Early Medieval South India*. New Delhi: Orient Longman, 1993.
9. Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, 2017.

SEMESTER-III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 302	European Social Formations	Core	4	0	0	4

PURPOSE

The transition from Feudalism to Capitalism, as it happened in Western Europe was accompanied by such thinking and led to discoveries as well as inventions that turned the world upside down. Rather, as Christopher Hill presented it, the world began to be seen upside down by the people and that is what the changes in Western Europe induced into civilizations across the world. This course, which is compulsory to those opting for a Major in History will also be offered as an Elective to those in other Liberal Arts Majors and seek to expose them to the historical roots of the contemporary globalized world.

LEARNING OBJECTIVES

At the end of the course, student will be able to,

1. To explore the complex phenomena which shaped the European modernity.
2. To analyse and understand the theories of the decline of feudalism.
3. To address the issue of religious reformation and its impact in Europe.
4. To identify the causes for the emergence of capitalism as a world system.

UNIT I: TRANSITION FROM FEUDALISM TO CAPITALISM

Empires in the East; The Ottomans, and The Mings, Political Economy - Revenue Administration and Governance, Geographical expansion of the world through voyages and discoveries, Networks of trade. Mercantilism and its impact on Europe; The Dobb-Sweezy debate on Transition. Death, Disease, and Life during the Bubonic Plague.

UNIT II: THE CHURNING OF THE CATHOLIC CHURCH

Renaissance and Reformation in Europe, Martin Luther and Reformation, Spread of Lutheranism; John Calvin and the doctrine of predestination, Spread of Calvinist thought. The advent of the Printing Press; the coming of the book in history, the emergence of the Public Sphere in Europe

UNIT III: THE SCIENTIFIC REVOLUTION

Reshaping Cosmology; Copernicus, Tycho Brahe, Johannes Kepler, Galileo, Newton. Expansion of Europe and Colonisation ; Columbus, Vasco da Gama et.al. Technological Inventions and their Impact - the Spinning jenny, the Flying Shuttle et.al., Steam engine and the railroad 'revolution'.

UNIT IV: THE RISE OF ENGLAND AS AN INDUSTRIAL ECONOMY

Primitive Accumulation of Capital, the Enclosure Movement, the Putting Out System to the Factories, the Triangular Trade and the Empire of Cotton.

UNIT V: INDUSTRIAL CAPITALISM TO FINANCE CAPITALISM

Capitalism and Colonialism: Economic Divergence, European and Asian economies before divergence, the divergence of Britain, causes for the great economic divergence, Emergence of France and Germany as colonial powers

TEXTBOOKS

1. Fernand Braudel, *Afterthoughts on Material Civilization and Capitalism*, The John Hopkins University Press, 1977
2. Fernand Braudel, *Civilization and Capitalism, 15th to 18th Century*, 3 Volumes, Harper & Row, New York, 1982-84.
3. Immanuel Wallerstein, *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*, Volume 1, 1974.
4. Prasanna Parthasarathi, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850*, 2011.
5. Quentin Skinner, *The Foundations of Modern Political Thought: The Age of Reformation*, Volume II, 1978.
6. Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative*, Rowman & Littlefield Publishers, 2002.
7. Thomas Kuhn, *The Copernican Revolution: Planetary Astronomy in the Development of Western Thought*, 1957.
8. Sanjay Subrahmanyam, *Explorations in Connected History: Mughals and Franks*, Oxford University Press, 2005
9. Brotton, Jerry, *The Renaissance: A Very Short Introduction*, Oxford University Press, 2006.
10. Hilton, Rodney, *The Transition from Feudalism to Capitalism*, Aakar Books, 2006

SEMESTER-IV

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 200	The Indian Constitution	FC	4	0	0	4

COURSE PURPOSE:

This course is designed to provide insight into the making of the Indian constitution and its interaction with democracy in post-independent India. It will explore the political philosophy of the Indian constitution through the debates and deliberation in the constituent assembly and locate the plurality of consciousness with different aims and objectives. The course will also provide an overview of pertinent questions concerning the character of the Indian Constitution and how constitutional governance is carried out in India. The course will further engage the students about the larger role of the judiciary and the citizens in preserving and extending the constitution as a dialogue on the principles of justice, equality, liberty, and fraternity.

OUTCOMES:

1. To develop an understanding of the Indian constitution
2. To locate the plurality of ideas in the Indian constitution
3. To appreciate the importance of dialogue in the making and extension of the constitution
4. To develop a multidisciplinary approach to the understanding of constitutional history

UNIT I: HISTORICAL BACKGROUND

Why do we need a constitution? Beginning of constitutionalism in India: Colonial and Anti-colonial legacies. Karachi Resolution and Poona Pact, Locating constituent Assembly debate: Consensus and Discontent. Reading the preamble of the Indian constitution.

UNIT II: FUNDAMENTAL RIGHTS- IDEA OF LIBERTY, EQUALITY, AND NON- DISCRIMINATION

The centrality of Fundamental Rights in the Indian Constitution, Liberty, Equality and non-discrimination and the contesting claims, Directive Principles of State Policies and the agenda of social and economic democracy, Religious Freedom, and Minority Rights.

UNIT III: FEDERALISM, GOVERNANCE, AND BEYOND

What is federalism? Relationship between state and center, deliberative ambiguities of Indian Federalism, Division of Power, Special Provisions for Jammu and Kashmir, Himachal Pradesh, North-eastern states and tribal areas, AFSPA, and suspension of Indian democracy.

UNIT IV: CONCEPTUALISING JUSTICE

Justice and Constitutional Discourse. Counter-hegemonic imagination of justice: Caste, Gender, Tribe, Religion and Beyond. Caste-based discrimination and reservation, Caste-based violence and laws, why do we need the SC/ST Atrocity Act? Law, Gender Based violence and discrimination.

UNIT V: CONSTITUTION AS A LIVING DOCUMENT

Revisiting The Idea of a Constitution, Constitution as a Dialogue, Constitutional Amendments and the basic structure of the Indian constitution, Role of Supreme Court and Judicial Activism in India.

TEXTBOOKS/REFERENCES

1. Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.
2. Jodkha. S. Surinder, *Caste*, Oxford University Press, 2012.
3. Kalpana Kannabiran, *Tools of Justice: Non- discrimination and the Indian Constitution*, Routledge, 2012.
4. Menon, Nivedita, *Seeing Like a Feminist*, Penguin India, 2012
5. Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
6. Zoya Hassan, E. Sridharan, and R. Sudarshan (eds), *India's Living Constitution: Ideas Practices, Controversies*, Permanent Black, New Delhi, 2002.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 400	Introduction to Colonial Latin America and the Caribbean	DC	4	0	0	4

COURSE PURPOSE

This course intends to familiarize the students with the process of conquest and colonization of Latin America and the Caribbean. The course will examine the colonial dialogue between the cultures of Native America, Europe, and Africa in Latin America and the Caribbean; the implications on gender, race, and class. The student will further study the emergence of local and national identities in colonial Latin America and the Caribbean. The course concludes with an overview of anti-imperial struggles and liberation movements in Latin America and the Caribbean.

COURSE OUTCOMES

1. To introduce students to non-Eurocentric strands of history writing.
2. To assess the foundation and functioning of the colonial economy in Latin America and the Caribbean.
3. To identify everyday patterns and practices of resistance in colonial Latin America and the Caribbean.
4. To explore the complexities of regional and national identities in colonial Latin America.

UNIT I: NATIVES BEFORE COLUMBUS

Defining the Idea of Americas? Americas, Iberia, and Caribbean Before the Conquest, European Overseas Expansion and the World, Conquest of Caribbean, Mexico, and Peru. Disease and Demographic Collapse.

UNIT II: FOUNDATION OF THE COLONIAL EMPIRE IN LATIN AMERICA AND THE CARIBBEAN

The Spanish Conquistador, Black Participation in the Conquest, The Catholic Church and Missionisation of Americas, Rise of Plantation Economy and the Slave Trade, Slaves, slave-ships, piracy and slave rebellions, Early Resistance and Rebellion.

UNIT III: COLONIAL LATIN AMERICA

Organising the Colonial State Agrarian transformation- Mining and Sugar industries, City and the Countryside, Shaping of Faith, Transculturation and Society, Reflection of Gender, Race and Class, Women and Family in colonial Latin America.

UNIT IV: COLONIAL REFORMS AND REBELLION

Pueblo Revolt, Bourbon and Pombaline Reforms, Church, State and Enlightenment, Population Growth and Social Change, Rebellion of Tupac Amaru.

UNIT V: PATH TO INDEPENDENCE

Haitian Revolution, Revolution in Mexico and Brazil, Creole Nationalism -- resistance,

collaboration, survival; new and old hierarchies, The breakdown of the colonial order and the movements for independence, The social base of anti-imperial movements.

TEXTBOOKS/REFERENCES

1. Burkhart Louise, *The Slippery Earth: Nahua-Christian Moral Dialogue in Sixteenth-century Mexico*, University of Arizona Press, 1989.
2. Eric Williams, *Capitalism and Slavery*, Facsimile Publisher, 2013.
3. Gonzalez. E Ondina & Gonzalez L. Justo, *Christianity in Latin America: A History*, Cambridge University Press, 2008.
4. Henry Kamen, *Empire: How Spain Became a World Power*, HarperCollins, 2002.
5. John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, University of North Carolina, 2016.
6. Loewen. W. James, *Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong*, The New Press, 2014.
7. Marcus Rediker, *Slave Ship: A Human History*, Penguin, 2008.
8. Mingolo. D. Walter, *The Idea of Latin America*, Blackwell Publishing, 2005.
9. Restall Mathew and Lane Kris, *Latin America in Colonial Times*, Cambridge University Press, 2011.
10. Restall Mathew, *Seven Myths of the Spanish Conquest*, OUP, 2003
11. Socolow M Susan, *The Women of Colonial Latin America*, Cambridge University Press, 2000.
12. Trouillot Michel-Rolph, *Silencing the Past: Power and the Production of History*, Tantor Media, 2015.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 402	Age of Revolutions and National Liberation	Core	4	0	0	4

COURSE PURPOSE

Late 18th century saw revolution as a powerful dynamic to transform society in parts of Europe, USA, and Russia, resulting in both progress and conflict. The course will examine the tremendous era of change which had worldwide implications. In this course students will cover the American War of Independence, French Revolution, and Russian Revolution and examine the factors which caused the outbreak of revolution and rebellion, followed by interwar Europe, important political and ideological development in Europe. The course will also explore the political violence in interwar Europe, the rise of Fascism, Nazism and the power dynamics that grew at global level. The course terminates with a discussion on some of the important 20th-century national liberation movements.

COURSE OUTCOMES

1. To understand the idea of social change.
2. To understand the causalities and impact of revolutions.
3. To utilize literature as a source of history.
4. To gain knowledge of resistance and issues of systemic inequalities.

UNIT I: AMERICAN WAR OF INDEPENDENCE

The Industrial Revolution in England and the civil conflict with British. Social causes of American Revolution, the role of Women and African-American in the War of Independence, the Philadelphia Convention and the Constitution.

UNIT II: FRENCH REVOLUTION

Social and Political origins, Cultural and Intellectual origin. The state of France on the eve of the revolution, the crisis of old regime, radicalization of the revolution, fall of the monarchy, the struggle in national convention, the role of the sans-culottes, emergence of counter-revolution, collapse of the Jacobian dictatorship. Age of Romanticism; Enlightenment, revolutionary, writers, art, and poetry.

UNIT III: RUSSIAN REVOLUTION

Russia in the 19th-century, peasants and workers, Russian intelligentsia and birth of revolutionary movement, Revolution of 1905, the Duma period, fall of Romanov dynasty, Lenin and Bolshevik Party, 1917 Bolshevik Revolution.

UNIT IV: INTERWAR EUROPE

Structure of Power and Pattern of Opposition in Europe 1900-1914, Rise of Totalitarianism, Causes and Character of World War I, Democracy and Dictatorship in Interwar Europe, Depression and Rise of Fascism, Nazi Germany, Ideology, War and propaganda, Second World War.

UNIT V: LIBERATION MOVEMENTS AND DECOLONISATION IN 20TH CENTURY

Post-War liberation of nations in Asia; India, China, Indonesia, Bipolar World, NATO and Warsaw Pact, Brettonwoods Institutions. The Bandung Conference; NAM.

TEXTBOOKS

1. Alexis de Tocqueville, *The Old Regime and the French Revolution*, New York: Anchor Books, 1983.
2. Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Boston: Beacon Press, 2000
3. Allan Todd, Sally Waller, *European States in the Interwar Years (1918-1939)*, Cambridge University Press, 2016.
4. Eric Hobsbawm, *Nations and Nationalism Since 1780: programme, myth, reality*, Cambridge University Press, 1991
5. Eric Hobsbawm, *The Age of Empire: 1875-1914*, Little Brown Book Group, 1989
6. Eric Hobsbawm, *The Age of Extremes: 1914-1991*, Little Brown Book Group, 1995
7. Eric Hobsbawm, *The Age of Revolution: 1789-1848*, Little Brown Book Group, 1998
8. Fred Anderson, *The War that Made America: A Short History of the French and Indian War*, New York: Penguin, 2006
9. George Lefebvre, *Coming of The French Revolution*, Princeton University Press, 1992
10. Jermey Popkin, *A Short History of the French Revolution*, Boston: Prentice Hall, 2010.
11. Sheila Fitzpatrick, *The Russian Revolution*, Oxford University Press, 2017
12. Vasily Grossman, Antony Beevor, *A Writer at War: Vasily Grossman with Red Army 1941-45*, Pimlico, 2006.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 403	Perspective on Eastern Himalayas	Core	3	0	0	3

COURSE PURPOSE

The Eastern Himalayas represents a distinctive space both in geographical and historical terms in eastern South Asia, existing as a complex socio-political space with porous or fluid borders, which has posed a challenge to the assertion by the pre-modern states, kingdoms, and modern nation-states. This, however, sets in an illusion that the Eastern Himalayas have remained insulated from the process of state formation. Wrongly representing these societies as an uninterrupted continuation of a shared language, culture, and political structures. It is, therefore, imperative to reframe our perspectives on the Eastern Himalayas. This course will introduce the Eastern Himalayas region to students, from the early-modern period to late 20th century. The course surveys the history of the Eastern Himalayas through Sikkim, Bhutan, Nepal, and Darjeeling.

COURSE OUTCOMES

1. To understand the social-cultural and political processes crucial to the Eastern Himalayan region.
2. assess various approaches to the eastern Himalayas.
3. utilise oral traditions as a source of history.

UNIT I: INTRODUCTION

Delineation of Eastern Himalayas as a region, Regional Structure, and Physical Division; space relation, Imagined geographies of Eastern Himalayas.

UNIT II: APPROACHES TO THE EASTERN HIMALAYAS

Historicizing Eastern Himalayas, Migration narratives and environment. History, Narrative, and Myth, the Mongoloid Myth.

UNIT III: STATE FORMATION AND BEYOND

Historical Process of State Formation in Bhutan, Nepal, and Sikkim, Kingdom of Gorkha, Chogyal Dynasty in Sikkim, Dalai Lamas in Tibet, Time of Shabdrung and Penlop, Non-state or multiple state spaces across the Eastern Himalayas. Political structures and religious formations, Social and political stratification. Process of assimilation and integration – traditions and cultural syncretism, Networks of Trade.

UNIT IV COLONIAL INTERVENTION IN EASTERN HIMALAYAS

Colonial State- Political and Spatial Alignments, Emergence of new political and social formation. Nationalism, Citizenship and Belonging, Homogenising nationalism: Anxieties and dissent
Locating Nepali in the Eastern Himalayas, Nationality, Gender, and Statelessness.

TEXTBOOKS

1. Chetri Mona, 2017, *Ethnicity and Democracy in the Eastern Himalayan Borderland: Constructing Democracy*, Amsterdam University Press.
2. Goldstein. C. Melvyn, 1991. *A History of Modern Tibet, 1931- 1951: The Demise of Lamaist State*, University of California Press.
3. Hangen Susan, 2011, *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, Routledge.
4. Hutt Micheal, 2005, *Unbecoming Citizens: Culture Nationhood and the Flight of Refugees from Bhutan*, Oxford University Press.
5. Hutt, M., 1998. *Going to Mugalan: Nepali Literary Representations of Migration to India and Bhutan*. South Asia Research
6. Mullard Saul, 2011, *Opening the Hidden Land: State Formation and the Construction of Sikkimese History*, Brill Academic Pub.
7. Parenti, Michael, 2003. *Friendly Feudalism: The Tibet Myth*. New Political Science.
8. Pfaff-Czarnecka, 1991. *State and Community: Changing Relations of Production after the Unification of Nepal*. In H. J. Claessen & P. van de Velde, (eds.), *Early State Economies*. Transaction Publishers
9. Pradhan, K., 1991. *The Gorkha Conquests: The Process and Consequences of the Unification of Nepal with Particular Reference to Eastern Nepal*. Oxford University Press.
10. Schaik Sam, 2013, *Tibet: A History*, Yale University Press.
11. Slusser. S. Mary, 1982, *Nepal Mandala: A Cultural Study of the Kathmandu Valley*, Princeton University Press.
12. Vandenhelsken, M., 2011. *The Enactment of Tribal Unity at the Periphery of India: The Political Role of a New Form of the Panglhapsol Buddhist Ritual in Sikkim*. *European Bulletin of Himalayan Research*
13. Whelpton, John, 2005, *A History of Nepal*, Cambridge University Press.
14. Scott James, 1999. *Seeing Like a State: How Certain Schemes to Improve Human Conditions Have Failed*. Yale University Press.
15. Pradhan Queeny, 2017. *Empire in the Hills: Simla, Darjeeling, Oatacamund and Mount Abu, 1820-1920*. Oxford University Press.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 404	A Brief Outline of South Indian History	OE	3	0	0	3

UNIT I: FROM THE BEGINNINGS

The Geographical Settings, From the Paleolithic to the Neolithic, Archaeology and the South.

UNIT II: THE EARLY HISTORIC PERIOD IN SOUTH INDIA

Satavahanas to Andhras, Sangam Literature, Post Sangam period and Tamil polities, Post Satavahana period in Andhra, Religion and society in South India, Kingship and Power in the early period, Gender and Kinship.

UNIT III: EMERGENCE OF THE STATE AND THE BHAKTI MOVEMENT

Statecraft and Governance in pre-modern South India, Expansion of Agriculture and Trade, Temples and Capitals, Synthesis of Northern and Southern Traditions, The Bhakti Movement : Religion and the State, Women in Pre-modern South India, Gender, marriage and property relations

UNIT IV: FROM THE EARLY MEDIEVAL TO THE MEDIEVAL

Cholas: Centralised State or Segmentary State? The Development of Telugu and Kannada Literature, States in the Deccan and Kerala, Art, Architecture and Temples, Emergence of new social groups, Mahas, Saivasiddhantism and Virasaivism.

UNIT V: KINGDOMS AND EMPIRES

Vijayanagara and the sultanates, The Nayaka system, Development of Trade and Industry, Vijayanagara and Nayaka Architecture, Bahmani and European architecture, Successor states – Hyderabad, Mysore, Tanjavur and TravanDC

TEXTBOOKS/REFERENCES

1. Karashima, N, A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014.
2. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Longman, 2009.
3. Veluthat, Kesavan, The Early Medieval in South India, Oxford University Press, 2009.
4. Champakalakshmi,R., Religion, Tradition, and Ideology: Pre-colonial South India. Oxford University Press, 2011.

SEMESTER-V

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 500	Entangled Histories	Core	4	0	0	4

COURSE PURPOSE

The course intends to introduce the learners to new trends in history and would attempt to enable them to identify linkages, patterns and shifts across regions and chronological periods.

COURSE OUTCOMES

By the end of this course, a student will be able to

1. Address issues of utilization of sources of the late medieval and early modern period
2. To comprehend the process of proto globalization and early modern knowledge networks
3. To explore the complexities of the development of early imperialism and proto-colonialism
4. To identify the cosmopolitan structure of the early modern period

UNIT I: PERCEPTIONS OF THE PAST

The frames of the past – Time as a narrator, Defining the region (physical, imagined and other geographies) Stories from the sea, land and elsewhere (sources and methods) From global histories to connected histories. Entangled histories and integrative histories

UNIT II: TOWARDS A HISTORY OF EXPLORATION AND TRAVEL

Migrations and human movements in history, Early Explorers and settlers, Travel, Religion and Knowledge, Travellers and travel accounts(Marco Polo, Ibn Batuta, Linschoten), Maps, globes and Telescopes (Renaissance), Enlightenment and the broadening of reason. Re-visiting the Empire(The Mings and the Mughals), The Indian Ocean and its many histories

UNIT III: EARLY MODERNITIES

Ports, traders and trade routes(Mercantilism) States, Courts and markets, The possibilities of maritime trade Imagining the 'Other' Bioprospecting'-Medicine, Botany and empire, Scientific Revolution and its impact, Asia and the making of Early modern Europe

UNIT IV: EARLY MODERN NETWORKS

Shaping the Empire, The Portuguese, the Dutch, the French and the British Trade and Early Empire building enterprises, Memoirs, reports and Administrative Accounts, Census and Survey, Life in the early settlements, Addressing the 'native' question- Issues of religion and caste, Gender and the Empirepropaganda, Second World War.

UNIT V: ADDRESSING THE MARGINS

Representing the marginalized, A case of 'thugs' and 'anti-socials', Morality and the Empire 'Proselytising'(and) the world Biomedicine and colonial world, Nature and the empire, Colonial Forestry and Green Imperialism

TEXTBOOKS

1. Andre Gunder Frank, *Re Orient; Global Economy in the Asian Age*, University of California Press, 1998.
2. Bernard S Cohen, *Colonialism and Its Forms of Knowledge: The British in India*, Princeton University Press, 1996.
3. Donald F Lach, *Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1*, University of Chicago Press, 2008.
4. Edward Said, *Orientalism; Western Conceptions of the Orient*, Penguin, 2006.
5. Harold J Cook, *Matters of Exchange, Commerce, Medicine and Science in the Dutch Golden Age*, Yale University Press, 2007.
6. Jorge Cañizares-Esguerra, *Nature, Empire, and Nation: Explorations of the History of Science in the Iberian World*, Stanford University Press, 2006
7. Sanjay Subrahmanyam, *Explorations in Connected History; From the Tagus to the Ganges*, Oxford University Press, 2005

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 502	Medieval India - Polity and Economy	Core	4	0	0	4

COURSE PURPOSE

This course shall familiarise students with the state, and society of late medieval India starting with the establishment and expansion of Delhi sultanate to the coming of Mughals and the consolidation of various local identities. We will engage with debate among the historians over nature of polity under the Sultanate and later under the Mughals. It will also probe causalities of the decline of Mughal state. The course also provides a critique of social, religious, and economic condition of the people of medieval India.

COURSE OUTCOMES

By the end of this course, a student will be able to

1. To discuss at depth, the nature of political administration under the Sultanate.
2. To address the key debates on the emergence of regional identities.
3. To analyse the emergence and later decline of the Mughal state.
4. To address and analyse some of the significant issues of the present using fact based history from Early Indian history.

UNIT I: RECONFIGURING THE STATE

Foundation and consolidation of Delhi Sultanate, Slave dynasty to Tuqhlaks, Sayyid and the Lodis, Statecraft; Elites, factions and new ideas of kingship, Military reforms; Agricultural Production and the Revenue System; Iqta System, Monetary system and price, Crafts and Technology in the Sultanate, Trade, Commerce and Science under the Sultanate, Women, Customs and Social Life in the Sultanate, Consolidation of identities; Rajput states.

UNIT II: VIJAYANAGARA

The Vijayanagara Empire; its origin and growth, Questions on the nature of state – Feudal, Segmentary and Centralized? Agrarian relations, Revenue Administration and Political divisions, Maritime and Inland Trade Decline of Vijayanagara Empire, Bahmani Kingdom; its growth and disintegration.

UNIT III: MUGHAL, POLITY AND STATE

Foundation and expansion of the Mughal Empire, Babar, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb, Growth of composite ruling elite groups, Nature of Mughal State, Domestic life in Mughal Empire, Science and technology under the Mughal, Development of cities and urbanization.

UNIT IV: ECONOMY UNDER THE MUGHALS AND DECLINE

Evolution of administrative institutions: zabt, mansab, zagir; zamindars and peasants. Means of cultivation and Irrigation, Agricultural and Non- agricultural production- Karkhana and Dadni system, Trade and Commerce, Decline of Mughal Empire; historiographical debates, Potentialities of Capitalist Development

UNIT V: TOWARDS NEW FORMATIONS

The Nayaks in the South The Rise of Marathas, Sikhs, and Jats Maratha State under Shivaji and Peshwas Maritime Trade State and religion-contradictions and legitimisation, Towards Pluralism?

TEXTBOOKS/REFERENCES

1. Irfan Habib, *Medieval India: The Study of a Civilization*, NBT, 2007
2. J.S.Deyell, 1987. *Living Without Silver: The Monetary History of Early Medieval North India*. Delhi. Oxford University Press
3. Kulke, H. and B.P. Sahu., eds. *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*. New Delhi: Manohar, 2015.
4. Burton Stein, *Peasant State and Society in Medieval South India*, OUP, New Delhi, 1980
5. Satish Chandra, *Essays on Medieval Indian History*, Oxford India Collection, Oxford University Press, 2006
6. Asher, C. & Tablot, C. 2006. *India before Europe*. Cambridge University Press.
7. Stein, Burton, 1989. *New Cambridge History of India: Vijayanagara*. Cambridge University Press
8. Raychaudhuri, T., & Habib, I. (Eds.), *The Cambridge Economic History of India (The Cambridge Economic History of India)*. Cambridge University Press, 1982
9. Habib, Irfan, *Formation of the Sultnate Ruling Class of the Thirteenth Century*. In Irfan Habib, ed., *Medieval India 1: Researches in the History, 1200-1750*. Oxford University Press, 1992.
10. Mukhia, Harbans, *The Mughals of India*, Wiley- Blackwell, 2004.
11. Ali, Daud. "The idea of the medieval in the writing of South Asian history: contexts, methods and politics." *Social History* 39(3), 2014: 382-407.
12. Habib, Irfan, *Potentialities of the Capitalistic Development in the Economy of Mughal India*, 'Enquiry' New Series, 111, 3, 1971
13. Morrison, Kathleen D., and Mark T. Lycett. "The "Fall" of Vijayanagara Reconsidered: Political Destruction and Historical Construction in South Indian History." *Journal of the Economic and Social History of the Orient* 56, no. 3 (2013): 433-470.
14. Chekuri, Christopher. "A 'Share' in the 'World Empire': Nayamkara as Sovereignty in Practice at Vijayanagara, 1480–1580." *Social Scientist*, vol. 40, no. 1/2, 2012, pp. 41–67.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 503	Medieval India - Society and Culture	Core	4	0	0	4

COURSE PURPOSE

This course shall familiarise students with the society and culture of late medieval India starting with the establishment and expansion of Delhi sultanate to the coming of Mughals and the consolidation of various local identities. It will explore the literary, artistic, aesthetic and cultural traditions of medieval India.

COURSE OUTCOMES

By the end of this course, a student will be able to

1. To discuss in depth, the society of medieval India
2. To address the key debates on the emergence of regional medieval traditions
3. To analyse the emergence of regional powers in the Deccan and the South
4. To address and analyse some of the significant issues of the present using fact based history from Medieval Indian history

UNIT I: LIFE AND SOCIETY UNDER THE SULTANATE

The Cultural Traditions of the Delhi Sultanate – New Ways of the Court, Monuments, Rituals and Social formations during the Sultanate, Capital cities: Mahrauli, Siri fort, Tughalaqabad, Firoz Shah Kotla and Jahanpanah, Sufi Philosophy and the development of Silsilas.

UNIT II: REGIONAL POWERS: SOCIETY AND CULTURE

Art and Architecture under Vijayanagara Hampi Revisited Rajputs – Emergence and Consolidation of regional identities Rajputs – Gender roles and customs Bahmani Kingdom – A new aesthetic in the Deccan?

UNIT III: AESTHETICS OF THE LATE MEDIEVAL AND THE EARLY MODERN

Mughal Art and Architecture – Early Phase, Mughal Art and Architecture – Later Phase, Music and Performative Arts in the Mughal Period, The Universe of Miniature Art, Changed Gender Roles and Patterns, Capital Cities: Agra, Fatehpur Sikri and Shahjahanabad

UNIT IV: FORGING NEW SHAPES

Sant Traditions - Guru Nanak and Kabir, Bhakti – Jaganath and Warkaris, Tulsidas and Meera, Religious Pluralism in Medieval India, Persian literary traditions: Tawarikh; Insha and translations, Revivalist trends in 'Indian Islam': Shaikh Ahmad Sirhindi

UNIT V: TEMPLES, MOSQUES AND COURTLY CULTURE IN THE SOUTH

Temple Architecture in the South, Architecture and Art of the Deccan Sultanates, Courtly Culture in Nayaka Tamil Nadu, Literature and Texts in the South; Telugu and Tamil Texts

TEXTBOOKS

1. Irfan Habib, *Medieval India: The Study of a Civilization*, UBT, Delhi, 2007.
2. Alam M. and S. Subrahmanyam, *The Mughal State 1526-1750s*. New Delhi: OUP, 1998
3. Ali, Athar. *Mughal India, Studies in Polity, Ideas, Society & Culture*. New Delhi, Oxford University Press, 2006.
4. Bhargava, M., ed. *Exploring Medieval India*, vol. I and II. New Delhi: Orient Blackswan, 2010.
5. Satish Candra, *Essays on Medieval Indian History*, Oxford India Collection, Oxford University Press, 2006
6. Koch, Ebba. *Mughal Art and Imperial Ideology: Collected Essays*. New Delhi: Oxford University Press, 2001
7. Michell, G. and M. Zebrowski. *Architecture and Art of the Deccan Sultanates*. Part 1, vol. 7, Cambridge: Cambridge University Press, 1999.
8. Michell, G and J.M.Fritz. *New Light on Hampi: Recent Research at Vijayanagar*. Mumabi: Marg, 2001.
9. (i) Rao, V.N., D. Shulman and S. Subrahmanyam, eds. *Symbols of substance: court and state in Nāyaka Period Tamilnadu*. Indian edition, Delhi: Oxford University Press, 1992.
10. (ii) Rao, V.N., D. Shulman and S. Subrahmanyam. *Textures of Time: Writing History in South India 1600–1800*. Delhi: Permanent Black, 2001.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 504	Seminar on Cultural – Economics – Political History	DC	2	4	0	6

COURSE PURPOSE

Each student will arrive at a topic/research project in consultation with her/his faculty advisor in the department and work on an extended seminar paper during the semester on any one of the aspects listed here or a combination of those. The course will involve regular presentations before the class and submission of a long term-paper by the end of the semester. The evaluation will be on the basis of presentations, participation in the discussions while others present and also on the long term-paper.

COURSE OUTCOMES

1. To identify a core area of research and arrive at a meaningful research problem
2. Identify resources to enable in depth research about a topic of interest to the student
3. To effectively utilize sources and to generate valid research questions
4. To critically use historical tools and methodology to analyse historical research questions/themes.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 509	Understanding Social Inequalities	Elective	3	0	0	3

COURSE PURPOSE

The course is designed to introduce the students to the concept of caste and its evolution in a historical setting in the Indian subcontinent. The attempt of this course is to provide a thematic understanding of caste and how the institution of caste has changed over time. We will also examine the intersectionality of caste- class, and gender. The course will also provide an overview of anti-caste movements, reflecting on the ideas of some of the key thinkers and crusaders of the anti-caste movement in India. We will end the course with a discussion on the contemporary manifestation of caste.

COURSE OUTCOMES

1. To understand and theorize the institution of caste
2. To examine the relationship between caste, class and gender
3. To acknowledge the caste inequalities in India
4. To understand importance of resistance against the caste based inequalities and the necessity for redressing the caste discrimination and inequality in India

UNIT I: DEBATE ON THE ORIGINS OF CASTE

Defining the institution of Caste, Organising principle of caste structures and hierarchy. Caste as a category of historical analysis, Origins of Varna and Jati – Multiple Theories, Varna – Jati; Interplay, Contestations and Overlaps, Consolidation of Caste structures, Caste as a site of patriarchy and violence, Resistance to caste: Buddhism, bhakti movement in South India and further developments.

UNIT II: TRANSFORMATIONS AND CONTINUITIES IN MEDIEVAL INDIA

Structural developments in Medieval India: Case study of Medieval Andhra Pradesh, Bhakti as a site of Caste resistance: Kabir, Tukaram, Ramabai, Tarabai, The medieval state and caste- An overview, Intersectional reading of caste: Class, Gender and Religion, The Praxis of Caste: The Lived Experience of Caste

UNIT III: CONTESTING CASTE IN MODERN INDIA

Social Reform Movements and the issues of Caste, class and Gender. Modern conception of Law and the Caste structure, Contestation and Resistance: Phule, Iyotha Thass, Periyar and Ambedkar, Caste and its regional trajectories: Non- Brahmin Movement in the South and Maharashtra. From Untouchable to Dalits; Ambedkar and Gandhi's views and debate on Caste, Dalit critique of modernity and caste. The politics of caste, gender and sexuality.

UNIT IV: CASTE IN CONTEMPORARY INDIA

Caste as cultural capital, Caste, Constitution and Judiciary, Reservation: Special Provisions and Cultural Rights; the issue of Schedule Tribes, Assertion of caste identities against inequality and exclusion, Politics of plurality, regional political structures and caste, Caste, Race and Beyond, Does Caste Matter?

TEXTBOOKS

1. Anandhi,S and Karin Kapadia, 2017, Dalit Women: Vanguard of an Alternative Politics in India, Taylor and Francis, 2017.
2. Ambedkar, B. R., Annihilation of Caste, Samyak Publication, 2013.
3. Chakravarti, Uma, 2003, Gendering Caste: Through a Feminist Lens, STREE.
4. Champaklakshmi, R., "Caste and Community: Oscillating Identities in Pre Modern South India" in Religion, Tradition and Ideology: Pre Colonial South India, (ed.) R. Champaklakshmi, Oxford University Press, New Delhi, 2011.
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10. Jaiswal Suvira, Caste: Origin, Functions and Dimensions of Change, Manohar, 2019.
11. Jodkha. S. Surinder, Caste: Oxford India Short Introductions, OUP, 2012.
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13. Omvedt Gail, Understanding Caste: From Buddha to Ambedkar and Beyond, Orient BlackSwan, 2011.
14. Sharma, Ram Sharan, Sudras in Ancient India: A Social History of the Lower Order Down to Circa A D 600, Motilal Banarsidass, Third Revised Edition, Delhi, 1990; Reprint, Delhi, 2002
15. Sharma, Ram Sharan, Rethinking India's Past, Oxford University Press, 2009,
16. Talbot, Cynthia, A revised view of 'traditional' India: Caste, status, and social mobility in medieval Andhra, South Asia: Journal of South Asian Studies , Volume 15, 1992 - Issue 1.
17. Jha, D N, The Myth of the Holy Cow, Verso, 2002.
18. Jha, Vivekananda, Caste, Untouchability and Social Justice: Early North Indian Perspective, Social Scientist, Nov. - Dec., 1997, Vol. 25, No. 11/12 (Nov. - Dec., 1997).
19. Roy, Kumkum, D. D., Kosambi, Questions of Caste, Economic and Political Weekly, Jul. 26 - Aug. 1, 2008, Vol. 43, No. 30 (Jul. 26 -Aug. 1, 2008), pp. 78-84.
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21. Rege, Sharmila, Against the Madness of Manu, Navayana, 2013.
22. Chakravarti, Uma, 1993, Conceptualising Brahmanical Patriarchy in Early India, Economic & Political Weekly.
23. Hassan, Zoya. 2011, Politics of Inclusion; Castes, Minorities and Affirmative Action, Oxford University Press, 2011.
24. Guru, Gopal and Sundar Sarukkai, Experience, Caste, and the Everyday Social, Oxford University Press, 2019.
25. The Cracked Mirror: An Indian Debate on Experience and Theory, OUP India, 2018.
26. Guru, Gopal, Humiliation: Claims and Context, Oxford University Press, 2011.
27. Ramakrishna, V., Social Reform in Andhra 1848- 1919, Vikas Publishers, 1983.
28. Moosvi, Shireen. "The Medieval State and Caste." Social Scientist, vol. 39, no. 7/8, 2011
29. Jha, Vivekanand. "Leather Workers in Ancient and Early Medieval India." Proceedings of the Indian History Congress, vol. 40, 1979, pp. 99–108
30. A Parasher Sen (ed.). Subordinate and Marginal Groups in Early India, Oxford University Press, 2004.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 005	An Introduction to Gender	DE	3	0	0	3

UNIT I: GENDER; THE BASICS

Biology and History, Introduction to Gender Theory, Gendered Practices.

UNIT II: GENDER AND PRE-HISTORY

From Apes to Women: Sexual Dimorphism, Were there no cavewomen? From Hunter, Gatherers to Cultivators

UNIT III: GENDER AND CIVILIZATION

Wives, Daughters and Daughters in laws, (Also, Husbands, Fathers, Sons and Warriors), Women as the Other and Woman as Mother, Eunuchs, Effeminate men and Masculine Women, The Politics of the Private, Women in Pre-modern India, Gender and Work in early societies.

UNIT IV: MYTHOLOGIES OF GENDER

Gendering religion, Devotion and dissent, The Burden of culture: Goddess, Queens and Courtesans, Gender and Art.

UNIT V: INTERSECTIONS, INTERVENTIONS AND INTERSTICES

The Power of Gender and the Gender of Power, Gendering Caste, Gender ,Class and Race Sisterhoods ,Subversion and Rebellion.

TEXTBOOKS/REFERENCES

1. V Geetha, Gender, Stree, 2002.
2. Uma Chakraborty, Gendering Caste Through a Feminist Lens, Stree , 2003.
3. Scott, Joan Wallach, Gender and the Politics of History , Columbia University Press, New York, 1999.
4. Betty Friedan, 'The Problem that has No Name', in Betty Friedan , The Feminine Mystique, W.W.Norton &Company, 2013.
5. Joan M Gero and Margret W Conkey, eds., Engendering Archaeology; Women and Prehistory, Blackwell, Oxford , 1991.
6. Yuval-Davis, Nira, Gender and Nation, Sage, London, 1997.
7. Roy, Kumkum, ed., Women in Early Indian Societies, Manohar, 1999.
8. Nanda, Serena, 'Neither man nor women: the hijras of India.' Gender in Cross-Cultural Perspective, 3rd ed. by Caroline B Brettell (ed). Carolyn F Sargent (ed)., Prentice Hall. New Jersey, 2001.
9. Fausto-Sterling, Anne, "The Five Sexes: Why Male and Female Are Not Enough", The Sciences 33, no. 2 1993.
10. Fausto-Sterling, Anne, "The Bare Bones of Sex: Part I : Sex and Gender, Signs, 30(2), 2005.

11. Hildebeitel, Alf and Erndl, Kathleen, eds., *Is the goddess a feminist?: the politics of South Asian goddesses*, Sheffield Academic Press, 2000.

SEMESTER-VI

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 600	Introduction to Colonial Africa	DE	4	0	0	4

COURSE PURPOSE

The focus of this course is on the process of colonization and its consequences on the colonized societies in Africa. The course will examine the motives for European exploration, the process of conquest and colonialism; understand how colonization played a key role in the Atlantic slave trade; the impact of slave trading on societies in Africa. The course ends with an overview of anti-colonial struggles in Algeria and South Africa.

COURSE OUTCOMES

1. To comprehend the relevance of non-archival sources in the reconstruction of history.
2. To examine the representation of Africa in the colonial writings.
3. To assess socio-economic and political changes in the colonial Africa.
4. To identify and analyze the process of colonial resistance in Algeria and South Africa.

UNIT I: APPROACHES TO COLONIAL AFRICA

Invention of Africa. Theories of colonial expansion and discourses on African primitiveness Environment and History, Many Africas, Idea of Africa-ness, Islam and Christianity in Africa.

UNIT II: EARLY ENCOUNTER AND BIRTH OF COLONIAL AFRICA

Pre- Colonial European Expansion, Trans-Atlantic Slave Trade and Rebellion, Cotton Economy and Slavery, Settler Colonies and Berlin Conference, Patterns of Colonisation, Africa's contribution to the development of European capitalism, Christianity and Colonisation, Islam in West Africa, African Resistance.

UNIT III: THE WORKING OF COLONIALISM AND RESISTANCE

Functioning of early Colonial States, Colonial Merchants and Mining Companies, Forced Labour Taxation and resistance, Emergence of Colonial Cities, Colonial genocide and Congo. Gender relations and stories of resistance, West African Nationalism.

UNIT IV: SETTLER COLONIALISM AND LIBERATION: A CASE STUDY OF ALGERIA

French invasion of 1830 and the early colonial period, Algeria in French Imagination, The colonial experience of Algeria under the French, Interwar Period and Algerian National Identity, The National Liberation Movement of Algeria.

UNIT V: COLONIALISM AND SEGREGATION IN SOUTH AFRICA

Colonial Conquest and making of slave society in Cape, Zulu State and Mefcane, The Mineral Revolution, The White Conquest of Zimbabwe, Apartheid: The historical roots and meaning and South Africa's struggle against Apartheid, The Political Economy of Apartheid.

TEXTBOOKS/REFERENCES

1. Eric Williams, *Capitalism and Slavery*, Facsimile Publisher, 2013.
2. Joshep. E. Inikori, *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*, Cambridge University Press, 2002.
3. Marcus Rediker, *Slave Ship: A Human History*, Penguin, 2008.
4. Robin Blackburn, *The Making of New World Slavery: from the Baroque to the Modern, 1492-1800*, Verso, 1997.
5. Parker, John, *African History: A Very Short Introduction*. Oxford University Press, 2007.
6. Mudimbe, V.Y, *The Invention of Africa: Gnosis, Philosophy and the Order of Knowledge*, 1988.
7. Mazrui, A. "The Re-invention of Africa: Edward Said, V. Y. Mudimbe, and Beyond. *Research in African Literatures* 36 (2005): 68-82."
8. Gopal, Priyamvada, *Insurgent Empire: Anti-colonial Resistance and British Dissent*, Verso, 2019.
9. Reddy, Thiven, *South Africa, Settler Colonialism and the Failures of Liberal Democracy (Africa Now)*, 2015.
10. Wainain, Binyavanga, *How to Write About Africa*, *Granta* 92, 2005.
11. Vidrovitch. C. Catherine, *Africa and the Africans in the Nineteenth Century: A Turbulent History* 2009, M.E. Sharpe.
12. Shillington, Kevin. *History of Africa*. 3rd ed. Palgrave Macmillan, 2012
13. William H. Worger & et.al *Africa and the West: Documentary History vol. 2: From Colonialism to Independence 1875 to the Present* 2010 OUP.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 601	Modern Indian History (1750- 1947)	Core	4	0	0	4

COURSE PURPOSE

This course will focus on 'modern Indian history' that stretches from the British conquest of India to Indian independence. The course will deal with colonialism, capitalism, imperialism and nationalism in the context of the period covered in the course. The course will further survey the long, complex journey of the Indian national movement that played a crucial role in forming the idea of a nation. At the end of this course, students will be able to appreciate the complex nature of transformation

COURSE OUTCOMES

1. To understand and analyse the formation of all India community of English educated intellectuals and the educational policies of the British
2. To assess the 19th century socio- religious reform movements
3. To comprehend the various historiographical perspectives on the emergence of Indian nationalism.
4. To comprehend the shaping of India as a nation.

UNIT I: BRITISH EMPIRE IN INDIA- RESISTANCE AND REFORM

Advent of Europeans and Rivalries-Portuguese, Dutch, French, and English, Conquest and Consolidation, British Revenue Policies and impact, Ideology of British imperialism, Socio-religious reform movements of 19th century, Early Response and Resistance to Colonialism-Peasant and Tribal Resistance, Civil Rebellions (pre-1857 uprisings), Revolt of 1857 - Nature and character of Revolt.

UNIT II: EARLY INDIAN NATIONALISM AND DISCONTENT

Provincial Organizations and articulation of local grievances, Formation of the Indian National Congress, The Politics of Moderate Nationalism, Hindu Revivalism and Politics, Individual armed resistance, Partition of Bengal and Swadeshi movement (1905-1911), Rise of Extremism and Revolutionaries, Foundation of Muslim League, Surat split to Lucknow congress, Annie Besant and Home Rule Movement, Emergence of Non- Brahmin Movement

UNIT III: CHANGES IN THE TRAJECTORY OF INDIAN NATIONAL MOVEMENT

Arrival of Gandhi and Experiments in politics, Khilafat Movement and Non Cooperation Movement, 1919-1922, Simon Commission and responses, INC- From Lahore to Karachi, Civil Disobedience Movement, Negotiation at the Round Table Conference- Gandhi, Ambedkar and Jinnah, The Gandhi- Irwin Pact, INC and ministry experiments; Individual Satyagraha Gandhian politics and constructive programs, Formation of Communist Party of India and engagement with nationalist struggle, Revolutionaries and the Congress (1928-31), National movement and minority question.

UNIT IV: MAKING OF INDIA

Faizpur session of INC , Organization of left politics – Congress Socialist Party, Peasants and

Workers Movements Cripp's Mission, 1942, Quit India Movement, 1942, Cabinet Mission proposals; Interim Cabinet, 1946, Meerut Session of INC.

UNIT V: PARTITION AND INDEPENDENCE

Negotiations for independence and Partition, Popular Movements and Pressure from below, Partition riots, The Making of the Partition System, Migration, Rehabilitation and Refugee, Gender, Women, and Partition.

TEXTBOOKS

1. Bandyopadhyay, Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Blackswan, New Delhi, 2015.
2. Chand, Tara. History of freedom Movement in India, Volumes 2,3,4, Publication Division, Government of India, Delhi, 1967.
3. Chandra, Bipan, India's Struggle for Independence, Penguin Books, New Delhi, 1989.
4. Chandra, Bipan, Nationalism and Communalism in Modern India, Vikas Publishing House, New Delhi, 1979.
5. Hasan, Mushirul. Nationalism and Communal Politics in India, 1885-1930, New Delhi, 1991.
6. Mahajan, Sucheta. Independence and Partition: Erosion of Colonial Power in India, Sage Publications, New Delhi, 2000.
7. Sarkar, Sumit, Modern India, 1885-1947, Laxmi Publication , 2008.
8. K.N. Panikkar. Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India, Tulika Books, 1998
9. Chatterjee, Partha. The Nation and Its Fragments: Colonial and Postcolonial Histories, Oxford University Press, 1993.
10. Bhattacharya, Sabyasachi. The Colonial State: Theory and Practice, Primus Books, 2016.
11. Bandyopadhyay Sekhar. Nationalist Movement in India: A Reader, Oxford University Press, 2008.
12. Amal, Tripathi. Indian National Congress and the Struggle for Freedom, Oxford University Press, 2014.
13. Gopal, Priyamvada, Insurgent Empire: Anti-colonial Resistance and British Dissent, Verso, 2019
14. Maclean Kama, A Revolutionary History of Interwar India: Violence, Image, Voice and Text, Penguin Books, 2015.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 602	Agrarian Struggles and Movements in India	Core	4	0	0	4

COURSE PURPOSE

The British economic policies in the nineteenth century India were characterized by the colonization forced on the Indian market, whose nature and structure were determined by the needs of Britain resulting in massive debt, dismal poverty, recurring famines, and impoverishment of peasantry. The changing economic relations and the colonial agrarian economy contributed to the peasant grievances, which found their expression in various rebellion and other movements. This course will examine the nature and methods of peasant struggle in colonial India and the colonial policies which contributed to various movements.

COURSE OUTCOMES

1. understand and analyse peasant issues and grievances in colonial India
2. assess the impact of British rule on rural impoverishment
3. understand the social relation of production with the agrarian structures
4. examine the nature and methods of peasant struggle in colonial India

UNIT I: DEFINING THE PEASANT AND THE HISTORIOGRAPHY OF PEASANT MOVEMENTS

Who are Peasants? The peasant in History; definitions ,A Historiographical Survey- Nationalist, Marxist and Subaltern Approach, Approach to Colonial Peasantry.

UNIT II: AGRARIAN POLICIES LAND REVENUE REGIMES

Zamindari, Ryotwari and the various regimes in British India, Commercialization of agriculture,, Money lending and rural indebtedness, Formation of the Indian National Congress, Changing agrarian relations – Emergence of rich peasantry, Growth of wage labor and agriculture and depeasantization.

UNIT III: PEASANT STRUGGLES IN NINETEENTH CENTURY INDIA

Farazi- Wahabi Movements, Indigo Uprising , Kol Uprising, Santhal Revolt, Agrarian Unrest of 1875- Deccan Riots

UNIT III: PEASANTS, TRIBES AND THE NATIONAL MOVEMENT EARLY STIRRINGS

Champaran Satyagraha and the Moplah Revolt, Rampa Rebellion , Bardoli and No-Tax Campaign in Andhra, Emergence of Organized Peasant Movements – All India Kisan Sabha, Baba Ramchandra and Swami Sahajanand Saraswati in UP, Left and Peasant Movements: Anti-Zamindari Struggle, Telengana and Tebhaga Movements, Punnappa Vayalar Revolt.

UNIT V: AGRARIAN REFORMS AND THE FARM QUESTION

Zamindari Abolition Laws in the post-independence India, The Green Revolution and the transition of the Peasant into the Farmers, Introduction to the Farmers Movements in independent India, The Bharathiya Kisan Union, The Shetkari Sangatana, The Ryotu Sangha, etc.

TEXTBOOKS/REFERENCES

1. Alam, Javeed, "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism", *Social Scientist* 117. (February, 1983): 43–54.
2. Bose, Sugata, *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*. Cambridge University Press, Cambridge, 1986.
3. Chatterjee, Partha, *Bengal, 1920-1947: The Land Question*, K.P.Bagchi and Co., Calcutta, 1984.
4. Desai, A.R., *Agrarian Unrest under British Rule in India*. Oxford University Press, Delhi, 1986.
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6. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, Delhi, 1983
7. Mukherjee, Mridula, *Peasants in India's Non-Violent Revolution: Practice and Theory*, Sage Publication, New Delhi, 2004
8. Pannikar, K.N., *Against Lord and State: Religion and Peasant Uprising in Malabar, 1836-1921*, Oxford University Press, Delhi, 1992.
9. Siddiqui, Majjid, *Agrarian Unrest in North India*, Vikas Publishing House, Delhi, 1978.
10. Chatterjee, Partha. "For an Indian History of Peasant Struggle." *Social Scientist*, vol. 16, no. 11, 1988, pp. 3–17
11. Chaturvedi, Vinayak. *Peasant Pasts: History and Memory in Western India*. 1st ed., University of California Press, 2007
12. Habib, Irfan. "The Peasant in Indian History." *Social Scientist*, vol. 11, no. 3, 1983, pp. 21–64
13. Stokes, Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980.
14. Bernstein, Henry, *Is There Agrarian Question in the 21st Century?* *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 27:4, 449-460, 2006.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 603	Society, Politics and Economy: India after Independence	Core	4	0	0	4

COURSE PURPOSE

This course will focus on 'Contemporary India' since country's independence from the British colonial rule in 1947. It will deal with the features of Indian nationalism, ideology of the Indian nationalists and their imaginary of independent India, features of Nehruvian politics and ideology, socialism, the emergence of Indira Gandhi, emergency, Janata Party, Rajiv Gandhi Era and VP Singh Era. The course will also deal with the language, ethnic, caste and communal questions of contemporary India. The economic history of independent India will be briefly discussed in the course.

COURSE OUTCOMES

1. To explore the making of Indian nationalism
2. To address and analyse the issues of language, caste, and communalism in contemporary India
3. To comprehend the impact of globalization on the Indian economy
4. To understand and theorise on various regional and national socio-economic issues using the historical methodology.

UNIT I: THE NEHRU ERA

The political mosaic in the decade following Independence, The era of "Nehruvian" socialism (The Nehru-Mahalanobis Plan Model), The Shastri interlude, The agrarian crisis (1963-64) and the making of the Green Revolution, The 1967 elections and the emerging consolidation against the Congress

UNIT II: THE INDRA GANDHI YEARS

The Congress split in 1969, The socialist phase again (Bank Nationalisation and Abolition of Privy Purses) The "liberation" of Bangladesh and Indian politics Indira under siege; the student movement in Gujarat and Bihar, The Railway general strike; the arrival of Jayaprakash Narayan on the scene. Growth of wage labor and agriculture and depeasantization.

UNIT III: THE EMERGENCY AND AFTER

The Allahabad High Court verdict, The Emergency: June 26, 1975-March 21, 1977, The Janata experiment: March 1977-July 1979, Indira's return to power.

UNIT IV: ERA OF COALITIONS

Assam, Punjab, and Kashmir, The States against the Centre; the Dravida Munnetra Kazhagam, the Telugu Desam Party – The National Front, Mandal and Masjid - The ascendancy of the BJP

UNIT V: FROM PLANNING TO MARKET

The Uruguay Rounds and India's Response, The BoP crisis (1991), and the Structural Adjustments Programme, The Economic Policy Resolution of July 1991

TEXTBOOKS/REFERENCES

1. Brass, Paul R. The Politics of India Since Independence, Cambridge University Press, 1994.
2. Chandra, Bipan. Et al. India after Independence, Penguin Books, New Delhi, 1999.
3. Gopal, S. Ed. Anatomy of a Confrontation: The Babri Masjid-Ramjanmabhoomilssue. Viking, Delhi, 1991
4. Guha, Ramachandra. India after Gandhi. Penguin, New Delhi, 2009.
5. Gyanesh Kudaisya, A Republic in The Making: India in the 1950s, Oxford University Press, 2017.
6. Hasan, Mushirul. Nationalism and Communal Politics in India, 1885-1930, New Delhi, 1991.
7. Hasan, Zoya. Ed. Parties and Party Politics in India. Oxford University Press, Delhi, 2002.
8. Kanungo, Pralay. RSS'S Tryst with Politics: From Hedgewar to Sudarshan. Manohar, Delhi, 2002.
9. Krishna Ananth, V. India since Independence: Making Sense of Politics. Pearson Longman, New Delhi, 2009.
10. Ludden, David. Ed. Making India Hindu: Religion, Community and the Politics of
11. Democracy in India. Oxford University Press, New Delhi, 1996.
12. P.N. Dhar, Indira Gandhi, the 'Emergency' and Indian Democracy. Oxford University Press, Delhi, 2000
13. Selbourne, David. An Eye to India: The Unmasking of the Tyranny, Penguin, Harmondsworth, 1977.
14. Menon, Nivedita and Nigam, Aditya, Power and Contestation: India Since 1989, Zed Books, 2007.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 604	Economic History of Modern India (1757-1947)	Core	4	0	0	4

COURSE PURPOSE

This course intends to introduce major themes and debates in the study of the economic history of modern India. We will study the evolution of the Indian economy under colonial rule with a focus on land, labour, agriculture, industry, trade, and finance.

COURSE OUTCOMES

1. To understand the key concepts like colonialism, imperialism, and capitalism
2. understand the three stages of colonialism
3. describe the process of de-industrialisation and the emergence of modern industries.
4. To comprehend the long-term impact of colonialism and imperialism on India.

UNIT I: INTRODUCTION

Approaches to economic history of modern India, Great divergence Debate and India in the Global economy, The 18th Century Debate, Nature of Indian economy on the eve of colonization, Private English Trader, Tribute from Conquest

UNIT II: AGRICULTURE AND REVENUE SYSTEMS

Introduction of new Property Rights in land and its impact (Bengal, Madras, and Bombay Presidencies); Commercialization of Agriculture, Plantation economy, Usury and Indebtedness; Growth of Wage Labourers and Rise of Rich Peasantry, Irrigation Systems; Famines and Famine Policies; Impoverishment of Peasantry

UNIT III: INDUSTRY

Urbanization and Migration Pattern; Industry Towns and Manufactures during Colonial India, De-industrialization and Its Impact, Debate on de-industrialization, Rise and Growth of Agro and Manufacturing Industries Formation of Industrial Working Class and Trade Unions, Emergence of Capitalist Class.

UNIT IV: TRADE AND COMMERCE

Disruption of Trade, New Transport, and Communication Systems - Roads, Railways, Canals, Ports, Posts and Telegraph, Articulation of Internal and External Trade, Banking System, Debate on Three stages of Colonialism, The Nature of Finance Capitalist Stage.

UNIT V: DEBATES ON COLONIAL ECONOMY

Indian Nationalists' Discourse on Colonialism, Drain Theory Debate on Re-interpretation of Nineteenth Century Indian Economic History (Morris D. Morris and Bipan Chandra- Dharma Kumar and Tirthankar Roy) Intervention Debates on Colonial Mode of Production (Utsa Patnaik, Ashok Rudra, Paresh Chattopadhyay, etc.) The Development of Underdevelopment (Hamza Alavi, A.G. Frank and Jairus Banerji), Indian economy at Independence.

TEXTBOOKS/REFERENCES

1. Alice Thorner "Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India," *Economic and Political Weekly*, Vol. 17, No. 49, 50, & 51, Dec. 1982, pp. 1961-68, 1993-99, 2061-66.
2. Bagchi, Amiya Kumar, *Private Investment in India: 1900-1939*, Routledge, London, 2000.
3. Bhattacharya, Sabayasachi. *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Orient Blackswan, New Delhi, 2005.
4. Chandra, Bipan, *Essays on Colonialism*, Orient Blackswan, New Delhi, 2010.
5. Gadgil, D.R., *The Industrial Evolution in India in the Recent Times*, Oxford University Press, Delhi, 1972
6. Guha, Ranajit, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, Orient Longman, New Delhi, 1982.
7. Morris D. Morris, "Towards a Reinterpretation of Nineteenth Century Indian Economic History," *IESHR*, 5 (1) March 1968.
8. Roy, Tirthankar, *The Economic History of India, 1857-1947*, Oxford University Press, Delhi, 2000.
9. Raychaudhari, Tapan and Irfan Habib, *The Cambridge Economic History of India, Vol.I, c.1200-1750*, Cambridge University Press, Cambridge, 1982.
10. Habib, Irfan. "Colonialization of the Indian Economy, 1757 - 1900." *Social Scientist*, vol. 3, no. 8, 1975, pp. 23-53.
11. Parthasarathi, Parsannan, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850*, Cambridge University Press, 2011.
12. Habib, Irfan, *Indian Economy Under Early British Rule, 1757-1857, A Peoples History of India 25*, Tulika, 2013
13. B.R. Tomlinson, "The Historical Roots of Indian Poverty: Issues in the Economic and Social History of Modern South Asia 1880-1960", *Modern Asian Studies*, 22(1), 123-40, 1988.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 605	Dissertation Course	DC	0	2	4	6

COURSE PURPOSE

Each student will arrive at a topic/research project in consultation with her/his faculty advisor in the department and work on a minor dissertation of about 50 pages during the semester on any one of the aspects listed here or a combination of those. The course will involve regular presentations before the class and submission of a BA dissertation by the end of the semester. The evaluation will be on the basis of presentations, participation in the discussions while others present and also on the dissertation.

COURSE OUTCOMES

1. To identify a core area of research and arrive at a meaningful research problem
Identify resources to enable in depth research about a topic of interest to the student
2. To effectively utilize sources and to generate valid research questions
3. To critically use historical tools and methodology to analyse historical research questions/themes.

SEMESTER-VII

SEMESTER-VII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 701	Historical Methods	Core	3	1	0	4

OBJECTIVE

This course will train the students in historical methods and the historian's craft. The course will examine important historiographical interventions and issues related with history writing. Through this course students will examine the fundamentals of historical thinking, and the craft of utilising and evaluating sources.

OUTCOMES

1. Understand the purview and scope of the discipline of history.
2. Identify the various schools of historiography.
3. To acquire a basic knowledge of historical methods
4. To comprehend the nature of historical sources and to address the issues of utilization of multiple types of sources.

UNIT I: HISTORY OF HISTORY

Definitions, Periodisation, and Temporal context

Concepts of Time

Defining the region (physical, imagined, global, national and regional history)

UNIT II: HISTORY AND HISTORICISM

Historical Consciousness and Historical Thinking. Facts in History Writing (What is a Historical Fact): Objectivity, Narratives and Perspectives, Causation and Generalization in History, Ideology and/in History

Unit III: SOURCES

Sources for the historian; Archaeology, Epigraphy, Numismatics, Inscriptions, Official Chronicles, Archives and Literary Sources.

Unit IV: APPROACHES TO HISTORY IN MODERN EUROPEAN

Enlightenment historiography – Romanticist historiography – Positivist school – Critical method of Neibhur and Ranke - Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier) - Marxist School (Frankfurt School, British Marxist Historians); Oral History; Environmental History; Feminist Historiography; History and Post- Modernism (the Cultural Turn).

Unit IV: THEMES IN INDIAN HISTORIOGRAPHY

Orientalist, Imperial and Colonial Historiography, Nationalist Historiography, Marxist Historiography, The Revisionist Historiography, Subaltern Historiography, Gender and Caste in Indian History,

UNIT V: HISTORY IN THE DIGITAL AGE

History as Social Science; Historian and the Computer: Quantitative history and computers, coming to terms with the mass of historical information, towards 'Big' history; Studying digital historical atlas in India.

References

8. E.H. Carr, *What is History?* Penguin, (Reprint), 2008.
9. Marc Bloch, *The Historian's Craft*, Vintage, 1964.

10. Bernard Lewis, *History: Remembered, Recovered, Invented*, Simon & Schuster, 1987.
11. Bhupendra Yadav, *Framing History: Context and Perspectives*, New Delhi, 2012.
12. Aloka Parasher Sen, 'The Making of Digital Historical Atlas', *The International Journal of Technology, Knowledge and Society*, Vol. 2, No. 4, 2006.
13. Shashi Bhushan Upadhyaya, *Historiography in the Modern World: Western and Indian Perspectives*, Oxford University Press, 2016.
14. Gerda Lerner, *The Majority Finds Its Past: Placing Women in History*, 1979.
15. Beauvoir, Simon De, *The Second Sex*, 1949.
16. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Duke University Press, 1999.
17. Hobsbawm, Eric, 'Among the Historians' in *Hobsbawm Interesting Times*, Hachette, 2002, pp 282-297.
18. Cornforth, Maurice, *Historical Materialism*, International Publishers, New York, 1975.

SEMESTER-VII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 702	Writing a Research Proposal	Core	3	1	0	4

Course Purpose:

This course will train the students in the use of basic skills needed to begin developing and undertaking research in history drawing from a guided experience of developing a proposal, collecting, and analyzing primary sources. The student will be familiarized with using basic tools and techniques and presenting a research report based on their findings and conclusions. Students will work on the specific area of their proposed research and the course will expose them to contextualize various approaches and methods.

The necessary readings, hence, will be specific to the proposed research area and provided by the concerned faculty member.

Outcomes

- A basic understanding of research in history and social sciences. Students will get a broad overview about the purpose of research, its contribution to day-to-day life and society, research boundaries, and ethical dimensions.
- The student will be taken through the processes involved in conducting historical research, utilizing related and existing research findings in the specific area so that she/he is guided to critically reflect on established research.
- To understand the process of formulating research questions. This in turn will involve movement between broad areas of interest, the conceptual framework which will direct the research and specific research questions.

SEMESTER-VII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 703	Thesis Writing-I	Core	0	0	24	12

COURSE PURPOSE:

Each student will arrive at a topic of their thesis in consultation with her/his faculty advisor in the department. The student will formulate the rationale for their research and research questions. They will further collect and analyze primary sources, and write a detailed historiography on the topic of their thesis. The evaluation will be on the basis of presentations, participation in the discussions while others present and also on the dissertation.

SEMESTER-VIII

SEMESTER-VIII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 801	Thesis Writing- II	Core	0	0	40	20

COURSE PURPOSE:

The student will submit the final thesis of a minimum of 50 pages double-spaced. The evaluation will be on the based on the submission and presentation of the final thesis.