

Syllabus from 2<sup>nd</sup> to 3<sup>rd</sup> Year

BA Liberal Arts

(History)

University School of Liberal Arts

Guru Gobind Singh Indraprastha University

**Approval History:**

1. Second-year to Third year Scheme and Syllabus approved by BOS: 10/06/2024
2. Second-year to Third year Scheme and Syllabus approved by AC: 19/06/2024

## Detailed Curriculum Scheme Framework for History Major under UGC (From 3<sup>rd</sup> to 6<sup>th</sup> Semester)

Third Semester*							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
		<b>Theory</b>					
DSC		BALA HIST201	<b>Introduction to History</b>	UES	3	1	4
DSC		BALA HIST203	<b>The History of India (1500 BCE to 200 BCE)</b>	UES	3	1	4
DSC		BALA HIST205	<b>The History of India (700 CE to 1500 CE)</b>	UES	3	1	4
<b>DSE &amp; MINOR STREAM (MS) (Choose Any One) **</b>		BALA HIST207	Religious Traditions in India (500 CE to 1500 CE)	UES	3	1	4
		BALA HIST217	Voyages and Visions: Travel Narratives as Sources of History				
		BALA HIST211	History of Cricket in India				
<b>IDC (Choose Any One)</b>		BALA 201  BALA 203  BALA 205	Popular Culture <b>OR</b> Human Rights <b>OR</b> Society and Humour <b>OR</b> Choice from other USS	UES	2	1	3
<b>SEC (Choose Any One)</b>		BALA 207  BALA 209  BALA 211	Indian Heritage and Culture <b>OR</b> Ethics and Dilemmas in Politics <b>OR</b> Conceptualizing Everyday Life <b>OR</b> MOOCS*** <b>OR</b> Choice from other USS	UES	2	1	3

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

<b>AEC (Choose Any One)</b>	<b>USLA</b>	NUES****	1	1	2
	BALA 213	Travel Accounts <b>OR</b>			
	BALA 215	Public Opinion and Surveys <b>OR</b>			
	BALA 217	Introduction to Social Work <b>OR</b>			
	<b>USHSS</b>	<b>OR</b>			
	BAENG215	English Language and Grammar III <b>OR</b>			
	BAENG217	Punjabi-III <b>OR</b>			
	BAENG219	French-III <b>OR</b>			
	BAENG221	German-III <b>OR</b>			
	BAENG223	Japanese-III <b>OR</b>			
BAENG225	Spanish-III <b>OR</b> any paper from other USS				
	<b>Total</b>		<b>17</b>	<b>7</b>	<b>24</b>

\* Every student shall be allocated a supervisor at the beginning of the 3rd semester who shall remain unchanged (only the APC of the school shall allow a change of supervisor for reasons recorded in writing) till the completion of the programme of study for all seminar papers, minor project and major project.

\*\*MS is equivalent to DSE

\*\*\* The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform. The open elective can only be opted by the student with the consent of the APC of the USLA and only if the offered paper time schedule is in line with the academic calendar of the University and the programme of study.

\*\*\*\***NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

**Note:**

1. The SEC Courses on Indian Heritage and Culture is offered by the discipline of History; Ethics and Dilemmas in Politics is offered by the discipline of Political Science; Conceptualising Everyday Life is offered by the discipline of Sociology.
2. The AEC Courses on Travel Accounts is offered by the discipline of History; Public Opinion and Surveys is offered by the discipline of Political Science; Introduction to Social Work is offered by the discipline of Sociology.

Fourth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
DSC		BALA HIST202	<b>Historical Method</b>	UES	3	1	4
DSC		BALA HIST204	<b>The History of India (200 BCE to 700 CE)</b>	UES	3	1	4
DSC		BALA HIST206	<b>The History of India (1500 CE to 1800 CE)</b>	UES	3	1	4
<b>DSE &amp; MS (Minor Stream) (Choose Any Two)</b>		BALA HIST208	<b>Devotion and Dissent in Indian Culture (500 CE to 1500 CE)</b>	UES	3	1	4
		BALA HIST209	<b>Religious communities, identities and institutions, (1500 CE to 1800 CE)</b>	UES	3	1	4
		BALA HIST212	<b>Studies in Archival Research</b>				
<b>DSE (Workshop /Seminar)</b>		BALA 202 BALA 204	Archives and Archaeology <b>OR</b> Workshop on Quantitative Data Analysis** <b>OR</b> From any other USS	NUES***		-	2
<b>AEC (Choose Any One)</b>		<b>USLA</b> BALA 206  BALA 208  BALA 210  <b>USHSS</b>  BAENG216  BAENG218  BAENG220  BAENG222  BAENG224  BAENG226	Cityscapes <b>OR</b> Introducing the Art of Diplomacy <b>OR</b> Introducing Census and NSSO <b>OR</b> English Language and Grammar IV <b>OR</b> Punjabi-IV <b>OR</b> French-IV <b>OR</b> German-IV <b>OR</b> Japanese-IV <b>OR</b> Spanish-IV <b>OR</b> Any paper from other USS	NUES	1	1	2

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	<b>Total</b>		<b>16</b>	<b>6</b>	<b>24</b>
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\*Internship during the Summer Vacation

\*\* For the students opting for History Major, the course Workshop on Quantitative Data Analysis will be optional. But for the students opting for Sociology Major and Political Science Major, the course Workshop on Quantitative Data Analysis is compulsory.

\*\*\* NUES: The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

**Note:**

1. The SEC Courses titled Exploring Archives is offered by the discipline of History; Workshop on Quantitative Data Analysis is offered jointly by the disciplines of Political Science and Sociology.
2. The AEC courses Introducing Census and NSSO Data is offered by the discipline of Sociology; Introducing Art of Diplomacy is offered by the discipline of Political Science; Cityscapes is offered by the discipline of History.

Group	Code	Paper	L	P	Credits
		Summer Training/Internship*			2

\* At the end of two semesters, those students who wish to exit will be given the Diploma in History after earning a minimum 80 credits. Such students are required to undertake a 2-week workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

Fifth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
DSC		BALA HIST301	<b>The History of India (1700 CE to 1857 CE)</b>	UES	3	1	4
DSC		BALA HIST303	<b>History of India (1857 CE-1947 CE)</b>	UES	3	1	4
DSC		BALA HIST305	<b>History of Modern Europe (1400 CE to 1750 CE)</b>	UES	3	1	4
DSC		BALA HIST309	<b>Indian Business and Labour History in the Twentieth Century</b>		3	1	4
DSE & MS (Minor Stream) (Choose One)		BALA HIST311	<b>History of Africa in Modern Times</b>		3	1	4
		BALA HIST313	<b>History of Modern Russia</b>				
		BALAHIST315	<b>Imperialism, Colonialism and Nationalism</b>				
DSE (Workshop/ Seminar)		BALA 301	History through Everyday Objects <b>OR</b> Gender, Violence and International Guidelines and Toolkits <b>OR</b> Visual Anthropology <b>OR</b> Any course from other USS	NUES**			2
		BALA 303					
		BALA 305					
<b>Total</b>					<b>15</b>	<b>5</b>	<b>22</b>

**\*\*NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.  
**Note:** The DSC (Seminar/Workshop) course on History through Everyday Objects is offered by the discipline of History; Gender, Violence, and International Guidelines and Toolkits by the discipline of Political Science; Visual Anthropology by the discipline of Sociology.

Sixth Semester							
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
		<b>Theory</b>					
DSC		BALA HIST302	<b>Indian Legal and Constitutional History</b>	UES	3	1	4
DSC		BALA HIST304	<b>Modern Europe: French Revolution to the First World War</b>	UES	3	1	4
DSC		BALA HIST306	<b>History of Women in India up to the Eighteenth Century</b>	UES	3	1	4
<b>DSE &amp; MS (Minor Stream) (Choose Any Two)</b>		BALA HIST308	<b>History of China in modern times</b>	UES	3	1	4
		BALA HIST310	<b>History of Japan in modern times</b>		3	1	
		BALA HIST312	<b>American History: Independence to Cold War</b>				
	<b>Total</b>				<b>15</b>	<b>5</b>	<b>20</b>

**Note:** At the end of the 6<sup>th</sup> semester the student must submit a synopsis for the project work to be done through the supervisor to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4<sup>th</sup> year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of the literature of the area/topic a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.



## **THIRD SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC)**

#### **Introduction to History**

**Nature of Course: DSC**

**Course Code: BALA HIST 201**

**Semester: Third (III)**

**Credits: 4(L3: T1)**

**Mode of Examination: UES**

**Course ID**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

#### **Course Objective:**

The objective is to give a critical understanding of what is History, the past and the present.

**Course Outcomes:** After completing this course students will be able to

**CO1 (Knowledge):** Provide an insight into the subject matter of History.

**CO2 (Understanding):** Learn to think critically.

**CO3 (Synthesis):** Understand the nature of History.

**CO4 (Application):** Study history in relation to other disciplines.

#### **Course Content**

##### **Unit-I: Past and Present**

- a. Understanding History in contemporary times.
- b. History's intersection with other disciplines.
- c. History writing in the pre-colonial period.

##### **Unit-II: History and periodization**

- a. Periodisation and debates
- b. Transition

##### **Unit-III: Sources in history**

- a. Archaeological: pre-history and proto-history
- b. Written: past to present
- c. Oral history
- d. Visual history

#### **Unit-IV: Themes and trends in History**

- a. Gender
- b. Micro-history
- c. Global
- d. Environmental history
- e. Legal history
- f. Cities, regions and space

#### **Pedagogy**

- Classroom lectures/experiential learning/project work.
- Visit to National Museum, New Delhi/any historical place.
- Screening Roshomon (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in history.

#### **Text Books**

1. Carr, E.H., What is History, Penguin, UK, 2008.
2. Jenkins, Keith, Re-thinking History, Routledge Classics, 2003.
3. Thapar, Romila, Time as a Metaphor of History: Early India, OUP, 1996.
4. Bloch, Marc, The Historian's Craft, 2017.

#### **Recommended Readings**

1. Hobsbawm, E.J., On History, Free Press, 1998.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**The History of India (1500 BCE to 200 BCE)**

**Nature of Course: DSC**  
**Course Code: BALA HIST 203**  
**Semester: Third (III)**  
**Credits: 4(L3: T1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

The objective is to give a critical understanding of the political, economic and social transformation of the subcontinent from the coming of a new people to the fall of the first pan-Indian state.

### **Course Outcomes**

**CO1 (Knowledge):** Learn about the political, economic and social changes taking place over the time period.

**CO2 (Understanding):** Understand the transition from clan to kingdom to empire.

**CO3 (Synthesis):** Analyse the patterns of changes from pastoralism to agriculture; and elucidate the factors responsible for the rise of cities and states in early Indian history.

**CO4 (Application):** Identify important sources and potential sources for reconstructing the history of the period.

### **Course Content**

#### **Unit-I: Reconstructing ancient Indian history**

- a. Interpreting diverse sources – literary and archaeological sources.
- b. Analysing historiographical trends– D.D. Kosambi, R.S. Sharma, Romila Thapar, B.D. Chattopadhyaya.
- c. Study of Harappa – Alexander Cunningham, John Marshall, R.E.M. Wheeler, R.D. Banerjee, D.R. Sahni, Nayanjot Lahiri.

#### **Unit-II: Cultures in transition**

- a. Chalcolithic cultures.
- b. Aryans and their origins, social stratification, religion as reflected in the Rig Veda and later Vedic literature.
- c. Transition from early Vedic to later Vedic society

### **Unit-III: Kingdoms and cultures– north India, Deccan and south India**

- a. Rise of the Mahajanapadas; Ganas and Sanghas.
- b. Rise of the Magadhan state.
- c. Megalithic cultures.

### **Unit-IV: The Mauryan State**

- a. Sources– Megasthenes Indica, Kautilya’s Arthashastra and Asokan rock edicts.
- b. Establishment and consolidation of the empire, Ashoka and his dhamma.
- c. Mauryan administration– economy, agriculture, trade and craft, coins, nature of the empire.
- d. Decline of the Mauryan state.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the transition from pastoralism to the state system, holding debates in the class on the rise of early states in India.
- Screening of the movie Asoka (2001) and challenging students to give a critical review of the film to identify discrepancies and the reasons for the same.
- Visit to a historical site.

### **Text Books**

1. Sharma, R. S., India’s Ancient Past, New Delhi, OUP, 2007.
2. Jha, D.N., Ancient India: An Introductory Outline, People’s Publishing House, 2018.
3. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Longman, 2008.
4. Thapar, Romilla, The Penguin History of Early India: From the Origins to AD 1300, Penguin India, 2003.

### **Recommended Readings**

1. Thapar, Romila, Asoka and the Decline of the Mauryas, New Delhi, Oxford University Press, 2012.
2. Olivelle, Patrick, Ashoka: Portrait of a Philosopher King, Yale University Press, 2024.
3. Allen, Charles, Ashoka: the Search for India's Lost Emperor, Abacus, 2013.
4. Lahiri, Nayanjot, Ashoka in Ancient India, Harvard University Press, 2015.
5. Habib, Irfan, A People’s History – Vol. 1: Pre-History, Tulika Books, 2001.
6. Habib, Irfan, A People’s History – Vol. 2: The Indus Civilization, Tulika Books, 2002.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**The History of India (700 CE to 1500 CE)**

**Nature of Course: DSC**

**Course Code: BALA HIST 205**

**Semester: Third (III)**

**Credits: 4(L3: T1)**

**Mode of Examination: UES**

**Course ID**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the change in the political economy of the subcontinent over the given time period.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the political, economic, and social history of the time period.

**CO2 (Understanding):** Understand the ‘feudalism debate’ in the context of the Indian subcontinent.

**CO3 (Synthesis):** Analyse the similarities and differences in the nature of the political economy of the economy in different parts of the subcontinent; analyze the impact of the Turkish invasions on this system.

**CO4 (Application):** Learn about the debates around the nature of the state in South India.

### **Course Content**

#### **Unit-I: North India between the 7<sup>th</sup> and 12<sup>th</sup> centuries**

- a. Sources: literary sources, epigraphic, archaeological and numismatic data.
- b. Political history: emergence of new powers (Gurjaras-Pratiharas, Rashtrakutas, and Palas).
- c. Debates on Indian feudalism, rise of the Rajputs and the nature of the state; changing urban patterns and currency problem.
- d. Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals.

#### **Unit-II: Rise of the Delhi Sultanate**

- a. Pre-Islamic migrations (Huns, Jats etc.); Arab and Turkish invasions, similarities and differences between Mahmud of Ghazni and Mohammed Ghori; dynasties of the Delhi Sultanate.
- b. Agricultural expansion; crops, technologies and other changes introduced by the early Sultanate.
- c. Proliferation of jatis; status of untouchables.

- d. Tribes as peasants and their place in the varna order.

### **Unit-III: State formation in South India**

- a. Pallavas, Chalukyas, and Cholas.
- b. Trade and commerce: Chola maritime network in south east Asia.
- c. Debates on the nature of South Indian states: segmentary state model.

### **Unit-IV: The Vijayanagara State**

- a. Establishment of the Vijayanagara state.
- b. System of administration; Nayakas and the role of temples.
- c. Relations with the Bahamani Sultanate and successor states; eventual decline of Vijayanagara.
- d. Art and Architecture in Vijayanagara.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology/ field work.
- Examining and analysing the ‘feudalism debate’.
- Classroom debate on the impact of Turkish invasions on the political economy of the subcontinent.

### **Text Books**

1. Sharma, R.S., Early Medieval Indian Society, Orient Blackswan, 2003.
2. Singh, Upinder, A History of Ancient and Early Medieval India, 2008.
3. Mukhia, Harbans, The Feudalism Debate, Manohar Publishers, 1999.
4. Sharma, R.S., Indian Feudalism, Macmillan, 2009.

### **Recommended Readings**

1. Kumar, Sunil, Emergence of the Delhi Sultanate, 1192-126, Orient BlackSwan, 2007.
2. Chakravarty, Ranabir, Exploring Early India up to AD 1300, Macmillan, 2010.
3. Chattopadhyaya, B.D., The Making of Early Medieval India, Oxford University Press, 2012.
4. Jackson, Peter, The Delhi Sultanate: A Political and Military History, Cambridge University Press, 2003.
5. Thapar, Romila, Early India, University of Oxford India Press, 2004.
6. Veluthat, Kesavan, The Political Structure of Early Medieval South India, Orient Blackswan, 1993.

**DSE & MINOR STREAM COURSE (MS)**  
**Religious Traditions in India (500 CE to 1500 CE)**

**Nature of Course: DSE**

**Course Code: BALA HIST 207**

**Semester: Third (III)**

**Credits: 4 (L3: T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the transition from Vedic tradition to Shramanic and Puranic traditions.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the central features of the various religious traditions of ancient India.

**CO2 (Understanding):** Understand the major differences between Vedic, Puranic, and various Shramanic traditions.

**CO3 (Synthesis):** Find out how different religious traditions influenced and interacted with each other.

**CO4 (Application):** Identify various sources for understanding the philosophy of different religions.

### **Course Content**

#### **Unit-I: Rites and rituals**

- a. Vedic performances– chants and sacrifices.
- b. Change from material to philosophical aspects: Upanishads, Brahmanas.
- c. Debates and discussions– Charavakas, Ajivikas, Shramanas.

#### **Unit-II: Jainism and Buddhism**

- a. Origin of Jain philosophy; spread of Jainism; schism– Shvetambaras and Digambaras.
- b. Origin of Buddhist philosophy; organisation and spread of Buddhism– Sanghas.
- c. Buddhist texts– Tripitakas, Jatakas; women and Buddhism.
- d. The split in Buddhism: Mahayana, Hinayana and Theravada.

#### **Unit-III: Monumental architecture: Stupas and Caves**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. Stupas, sculptures and Buddhist iconography.
- b. Sanchi and Amaravati stupas.
- c. Cave paintings: Ajanta, Ellora, Udaigiri and Khandgiri.

#### **Unit-IV: The Growth of Puranic Hinduism**

- a. Reaction to Buddhism and Jainism.
- b. Early temple architecture.
- c. Puranic literature.

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing the interaction between different cultural traditions through debates in the classroom.
- Reading parts of a few primary sources to understand how different religions viewed each other.

#### **Text Books**

1. Basham, A.L., The Wonder that was India, Rupa, 1985.
2. Chakravarti, Uma, The Social Dimensions of Early Buddhism, 1997.
3. Dundas, Paul, The Jains, Routledge, 1992.
4. Staal, Fritz, Discovering the Vedas: Origins, Mantras, Rituals, Insights, Penguin Books India, 2008.

#### **Recommended Readings**

1. Przyluski, Jean, 'Origin and Development of Buddhism', The Journal of Theological Studies, October, 1934, Vol. 35, No. 140 (October, 1934), pp. 337-351.
2. Wayman, Alex, 'Indian Buddhism', Journal of Indian Philosophy, December 1978, Vol. 6, No. 4 (December 1978), pp. 415-427.
3. Kalghatgi, T. G., 'The Doctrine of Karma in Jaina Philosophy', Philosophy East and West, Jul.- Oct., 1965, Vol. 15, No. 3/4 (Jul. - Oct., 1965), pp. 229-242.
4. Bhattacharyya, Harisatya, 'The Philosophy of the Jains', East and West, January 1958, Vol. 8, No. 4 (January 1958), pp. 371-379.



**DSE & MINOR STREAM COURSE (MS)**  
**Voyages and Visions: Travel Narratives as Sources of History**

**Nature of Course: DSE**  
**Course Code: BALA HIST 217**  
**Semester: Third (III)**  
**Credits: 4(L3: T1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

This course studies travel accounts across a broad spectrum of history. Travel narratives have been an important source of history, although by no means definitive. They often inform more about the traveler and their places of origin than about the places they are visiting. Despite their limitations, travel narratives offer us invaluable insights into the lives of the people of the past, both the place of the origin of the traveler and the place they are visiting. This course studies some major travel accounts and their modern assessments by scholars.

### **Course Outcome**

**CO1 (Knowledge):** Know about important travel accounts, writers and the places they visited and placing them in historical context.

**CO2 (Understanding):** Understand how travel accounts in history offers us imaginative ways of understanding past societies and help us reconstruct parts of history despite their limitations.

**CO3 (Synthesis):** Appreciate how historians subject travel accounts to different kinds of scrutiny and draw out useful pieces of information.

**CO4 (Application):** Analyse and engage with at least one travel account to understand its relevance as a tool of history writing.

### **Course Content**

#### **Unit I: Travel Accounts in History**

- a. Travel accounts – general approaches
- b. India in Travel Accounts – Faxian, Xuanzang, Al-Biruni, Marco Polo Niccolò Conti Tavernier, Bernier

#### **Unit II: Colonialism and Travel Writing**

- a. British, French and other European travel writings on India and other parts of the world
- b. Egypt (Flaubert, Nerval)
- c. Latin America – Alexander von Humboldt

#### **Unit III: Journeys of Transformation**

- a. Charles Darwin's *The Voyage of the Beagle*
- b. Che Guevara *Motorcycle Diaries*
- c. Claude Lévi-Strauss *Tristes Tropiques*

#### **Unit IV: Travel Accounts by Indian Travellers**

- a. Vishnubhat Godse
- b. Nirmal Verma *Har Barish Mein*
- c. Rahul Sankrityayan *Volga se Ganga Tak*
- d. Amitav Ghosh *In An Antique Land*

#### **Pedagogy**

- Emphasis on original readings in last two units.
- Screening of films like *The Motorcycle Diaries* (2004).

#### **Text Books**

1. Thompson, Carl, *Travel Writing*, Routledge, 2015.
2. Thompson, Carl, ed., *The Routledge Companion to Travel Writing*, Routledge, 2015.
3. Hulme, Peter, and Tim Youngs, eds., *The Cambridge Companion to Travel Writing*, Cambridge University Press, 2002.
4. Das, Nandini and Tim Youngs (eds.), *The Cambridge History of Travel Writing*, Cambridge University Press, 2019.

#### **Recommended Readings**

1. Burke, Peter, 'The Cultural History of the Travelogue', *Przegląd Historyczny* 101/1, 2010, pp. 1-11.
2. Ghose, Indira, *Women Travellers in Colonial India: the Power of the Female Gaze*, Delhi, 1998.
3. Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, London: Routledge, 1992.
4. Alam, Muzaffar, and Sanjay Subrahmanyam, *Indo-Persian Travels in the Age of Discoveries, 1400–1800*, Cambridge: Cambridge University Press, 2007.
5. Fisher, Michael H., *Across the Three Seas: Travellers' Tales from Mughal India*, New Delhi: Random House, 2007.
6. Bhattacharji, Shobhana (ed.), *Travel Writing in India*, New Delhi: Sahitya Akademi, 2008.
7. Teltscher, Kate, *India Inscribed: European and British Writings on India, 1600-1800*. Oxford University Press, 1995.
8. Flaubert, Gustav. *Flaubert in Egypt*. Penguin. 1972.
9. Digby, S. "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian". *Studies in History*, 9(2), (1993), pp. 247-264.

10. Elsner, Jas and Rubiés, Joan-Pau(eds.), Voyages and Visions: Towards a Cultural History of Travel Reaktion Books. 1999.

## **DSE & MINOR STREAM COURSE (MS)**

### **History of Cricket in India**

**Nature of Course: DSE**

**Course Code: BALA HIST 211**

**Semester: Third (III)**

**Credits: 4(L3: T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the relevance of cricket in India.

### **Course Outcome**

**CO1 (Knowledge):** Understand how the sport of cricket developed over the centuries.

**CO2 (Understanding):** Understand the social dimensions behind the growth of cricket in the subcontinent.

**CO3 (Synthesis):** Analyse how the ‘gentleman’s game’ became an obsession for the masses.

**CO4 (Application):** Understand the commercialization of cricket and what it means for India.

### **Course Content**

#### **Unit-I: Origins of Cricket**

- a. The historical development of cricket as a game in England.
- b. Cricket and Victorian society; Gentlemen and amateurs.
- c. English public schools and sports.

#### **Unit-II: Spread of Cricket**

- a. Spread of cricket in British colonies; case study of West Indies.
- b. Beginnings of cricket in India.

#### **Unit-III: Cricket in colonial India**

- a. Race and religion – Parsis and cricket.
- b. Early tournaments along communal lines – the Quadrangular and Pentangular.

#### **Unit-IV: Cricket in modern times**

- a. Decolonisation of cricket– from Imperial to International.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- b. Commerce, media and cricket today.

## **Pedagogy**

- Classroom Lectures and project Work.
- Showing clips of older matches to show how the game has evolved over time.
- Screening Lagaan (2001), Sachin: A Billion Dreams (2017) and M.S. Dhoni: The Untold Story (2016) to examine the context and social implications of cricket.

## **Text Books**

1. Guha, Ramachandra, A Corner of a Foreign Field: An Indian history of a British sport, Picador, 2004.
2. Guha, Ramachandra, The Commonwealth of Cricket: A Lifelong Love Affair with the Most Subtle and Sophisticated Game Known to Humankind, 2020.
3. Bose, Mihir, History of Indian Cricket, 2002.
4. Nandy, A., The Tao of Cricket: On Games of Destiny and the Destiny of Games, Oxford University Press, 2000

## **Recommended Readings**

1. Majumdar, Boria, The Illustrated History of Indian Cricket, 2006.
2. Kesavan, Mukul, Men in White, Penguin India, 2007.
3. Guha, R., 'Cricket and Politics in Colonial India', Past & Present, (161), 155-190. 1998

## INTERDISCIPLINARY COURSE (IDC) Popular Culture

**Nature of Course: IDC**  
**Course Code : BALA 201**  
**Semester: Third (III)**  
**Credits: 3 (L2: T1)**

**Mode of Examination: UES**  
**Course ID :**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### Course Objective

This course will introduce students to the idea of ‘popular culture’. Popular culture as a phenomenon is associated with modernity, the Industrial Revolution, and leisure time. This paper introduces students to the historicity of popular culture, and the different ways of conceptualizing said culture. It then moves towards case studies of popular culture on a global and national level. Specific examples include cinema, sports, print, and music culture.

### Course Outcome

**CO1 (Knowledge):** Learn about the idea of ‘popular culture’, and its different aspects

**CO2 (Understanding):** Understand the historicity of popular culture

**CO3 (Synthesis):** The various theoretical paradigms to conceptualize popular culture, and the methodological issues in the study of popular culture

**CO4 (Application):** Focus on specific aspects of popular culture (theatre, dance, food, cinema, etc.); field visit and report about it

### Course Content

#### Unit-I: Popular Culture

- a. Defining popular culture: folk culture, mass culture, difference from elite culture.
- b. History of popular culture in different cultural contexts: Europe and India.
- c. Theories of Popular Culture – Frankfurt School, Antonio Gramsci, Walter Benjamin, Structuralism, Raymond Williams, Stuart Hall and Pierre Bourdieu.

#### Unit-II: Popular Culture in Global Context

- a. Mass culture and global capitalism
- b. Cinema – Hollywood, national cinemas (case studies of a specific genre or theme)
- c. Sports – a case study of football

#### Unit-III: Popular Culture in India

- a. Cinema – as counterculture to colonialism, historical-cultural shifts, social concerns, etc.
- b. Advertising – from dirigiste to neoliberal times
- c. Cricket – appropriation of a colonial sport

#### **Unit-IV: Print Culture OR Music Industry**

- a. Emergence of print culture in colonial India; Urdu and Hindi print cultures in Delhi and Benares in the nineteenth centuries; nationalist concerns in the twentieth century
- b. Gita Press Gorakhpur – a case study

OR

- a. Religious music and political economy
- b. Cassette culture to YouTube – the story of a transition

#### **Pedagogy**

- Classroom lectures and assignments
- Creative exploration of popular culture – screening of films, music videos, etc.

#### **Text Books**

1. Storey, John, *Cultural Theory and Popular Culture: An Introduction*, Routledge, 2021.
2. Burke, Peter, “The ‘Discovery of Popular Culture.’” *People's History and Socialist Theory*, ed. Raphael Samuel: 216, 2016.
3. Hall, Stuart, “Popular Culture, Politics and History”, *Cultural Studies* 32, no. 6 (2018): 929-952, 2018.
4. Hobsbawm, Eric, *Fractured Times: Culture and Society in the Twentieth Century*, The New Press, 2014.

#### **Recommended Readings**

1. Guha, R, ‘Cricket and Politics in Colonial India’, *Past & Present*, (161), 155-190. 1998.
2. Nandy, A., *The Tao of Cricket: On Games of Destiny and the Destiny of Games*, Oxford University Press, 2000.
3. Orsini, Francesca, *Before the Divide: Hindi and Urdu Literary Culture*, Orient Blackswan. 2011.
4. Mukul, A, *Gita Press and the Making of Hindu India*, HarperCollins, 2015.
5. Miller, T. (ed.), *The Routledge Companion to Global Popular Culture*, Routledge, 2014.
6. Cook, Pam (ed.), *The Cinema Book*, British Film Institute, 2007.
7. Baker, W. J., “The Making of a Working-class Football Culture in Victorian England”. *Journal of Social History*, 13(2), 241-251. 1979.
8. Purohit, Kunal, *H-Pop, The Secretive World of Hindutva Pop Stars*, HarperCollins, 2023.

9. Manuel, Peter, *Cassette Culture: Popular Music and Technology in North India*, University of Chicago

## **SKILL ENHANCEMENT COURSE (SEC)**

### **Indian Heritage and Culture**

**Nature of Course: SEC**  
**Course Code : BALA 207**  
**Semester: Third (III)**  
**Credits: 3 (L2: T1)**

**Mode of Examination: UES**  
**Course ID :**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

To familiarize students with various aspects of Indian culture.

### **Course Outcome**

**CO1 (Knowledge):** Learn about India's rich cultural traditions, literature, art and architecture.

**CO2 (Understanding):** Understand the philosophy and socio-cultural milieu behind different artistic traditions.

**CO3 (Synthesis):** Analyse how different artistic traditions interacted with each other.

**CO4 (Application):** Learn about regional traditions and how they relate to larger sub-continental trends.

### **Course Content**

#### **Unit-I: Languages and Literature**

- a. Sanskrit: Kavya – Kalidas' Ritusambhara: Prakrit: Gatha Saptasati, development of vernacular language and literature.
- b. Indo-Persian Literature: Amir Khusrau's works; Urdu poetry and prose: Ghalib.

#### **Unit-II: Performing Arts**

- a. Hindustani music.
- b. Carnatic music.
- c. Devotional music: Bhakti and Sufi.
- d. Classical and folk dance, classical and folk theatre.

#### **Unit-III: Architecture: meanings, form and function**

- a. Rock-cut temple at Mamallapuram.
- b. Structural temple architecture: Khajuraho complex and Tanjavur temple.



- c. Fort of Daulatabad or Chittor forts.
- d. Palace-dargah at Fatehpur Sikri.
- e. Lutyens' Delhi.

#### **Unit-IV: Sculptures and Painting**

- a. Silpashastras and normative tradition.
- b. Narrative art and mural fresco paintings, Ajanta and Ellora.
- c. Mughal paintings, painters and illustrated texts.
- d. Modern and Company school, Ravi Varma, Bengal School, Amrita Sher-Gil and Progressive Artists.

#### **Pedagogy**

- Classroom lectures/project work.
- Field trips to various sites in Delhi and outside– National Museum, National Art Gallery etc.
- Screening documentaries on Indian art and culture.

#### **Text Books**

1. Asher, Catherine, (ed.), Perceptions of India's Visual Past, AIIS, Delhi, 1994.
2. Brown, Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956.
3. Mitter, Partha, Art and Nationalism in Colonial India, OUP, Delhi, 1994.
4. Koch, Ebba, Mughal Art and Imperial Ideology, New Delhi, Oxford University Press, 2001.

#### **Recommended Readings**

1. Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
2. Basham, A.L., The Wonder that was India, New Delhi, 1954.
3. Deva, B.C., An Introduction to Indian Music, Delhi, 1973.

## **Ability Enhancement Course (AEC)**

### **Travel Accounts**

**Nature of Course:** AEC  
**Course Code:** BALA 213  
**Semester:** Third (III)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Marks:** 100  
**Continuous Evaluation**

### **Course Objective**

This course looks at how travellers have perceived India over the ages.

### **Course Outcome**

**CO1 (Knowledge):** Know about important travel accounts, their writers and the places they visited; and placing them in historical context.

**CO2 (Understanding):** Understand how travel accounts in history offers us imaginative ways of knowing about past societies; and help us reconstruct parts of history despite their limitations.

**CO3 (Synthesis):** Appreciate how historians subject travel accounts to various kinds of scrutiny and draw out useful pieces of information.

**CO4 (Application):** Analyse and engage with at least one travel account to understand its relevance as tool of history writing.

### **Course Content**

#### **Unit I: Travelogues and History**

- a. Travel accounts – Tropes and general approaches.
- b. Travelogues as a tool of history writing.
- c. Travel accounts: Biases and metaphors.

#### **Unit II: Travel Narratives (300 CE- 1300 CE)**

- a. Travel Accounts of Faxian and Xuanzang: Society, Culture and Buddhism.
- b. Al Biruni's India : culture and caste in Kitab-ul-Hind.
- c. Travels of Marco Polo and history of South India.

#### **Unit III: Travelogues and dynasties (1300 CE -1600 CE)**

- a. The Court and Kingship - Accounts of Tavernier and Bernier.
- b. Vijaynagara Empire - Travel Notes of Ibn Batuta and Niccolò de Conti.
- c. The English Arrival in India – Sir Thomas Roe.

## Unit IV: Colonialism and Travel Writings

- a. The Indian Experience - Letters, Diaries and Travelogues.
- b. Women Travels and the Imperial Rule.
- c. Indian Travellers' Accounts – Vishnubhat Godse, Satyadev 'Parivrajak', Dean Mahomet's Travels of Dean Mahomet, A Native of Patna in Bengal, Through Several Parts of India, While in the Service of The Honorable The East India Company, Written by Himself, In a Series of Letters to a Friend (Cork: The Author, 1794)

## Pedagogy

- Lectures, Classroom reading of texts, group discussions and Project Work.
- Assignment and presentation on using at least one text as source of History.

## Text Books

1. Alam, Muzaffar, and Sanjay Subrahmanyam, Indo-Persian Travels in the Age of Discoveries, 1400–1800, Cambridge: Cambridge University Press, 2007.
2. Fisher, Michael H., Across the Three Seas: Travellers' Tales from Mughal India, New Delhi: Random House, 2007.
3. Bhattacharji, Shobhana (ed.), Travel Writing in India, New Delhi: Sahitya Akademi, 2008.
4. Ghose, Indira (ed.), Memsahibs Abroad: Writings by Women Travellers in Nineteenth Century India, Delhi: Oxford University Press, 1998.

## Recommended Readings

1. Teltscher, Kate, India Inscribed: European and British Writings on India, 1600-1800, Oxford University Press, 1995.
2. Hulme, Peter, and Tim Youngs (eds.), The Cambridge Companion to Travel Writing, Cambridge University Press, 2002.
3. Das, Nandini and Tim Youngs (eds.), The Cambridge History of Travel Writing, Cambridge University Press, 2019.
4. Subrahmanyam, Sanjay, 'Early Modern Circulation between Central Asia and India and the Question of 'Patrotism'', in Green, Nile (ed.), Writing Travel in Central Asian History, Indiana University Press, 2014.
5. Sen, Tansen, 'The Travel Records of Chinese Pilgrims Faxian, Xuanzang, and Yijing', Education about Asia, 11 (no. 3), 2006, pp.23-33.
6. Digby, S., "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian", Studies in History, 9(2), 1993, pp. 247-264. <https://doi.org/10.1177/025764309300900205>
7. Fisher, Michael H. (ed.), Visions of Mughal India: An Anthology of European Travel Writing, I. B. Tauris, 2007.

## **FOURTH SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC) Historical Method**

**Nature of the Course: DSC**  
**Course Code: BALA HIST 202**  
**Semester Fourth (IV)**  
**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

This course will introduce students to the major schools of history and historiography.

### **Course Outcome**

**CO1 (Knowledge):** Find out about some basic schools of history.

**CO2 (Understanding):** Understand the various perspectives from which people have studied history.

**CO3 (Synthesis):** Identify the similarities and differences between the different schools of history.

**CO4 (Application):** Engage with multiple ways to study history.

### **Course Content**

#### **Unit I: Major schools of History**

- a. Positivist
- b. Marxist
- c. Annales

#### **Unit II: Schools of Historiography in Indian History**

- a. Colonial: Utilitarian (James Mill), Orientalist (William Jones)
- b. Nationalist: R.C. Mazumdar, K.P. Jayaswal, A.S. Altekar
- c. Marxist: D.D. Kosambi, R.S. Sharma
- d. Subaltern: Ranajit Guha

#### **Unit II: New ideas in history**

- a. Environmental history

- b. Oral history

#### **Unit IV: Marginalised voices in History**

- a. Women histories
- b. Dalit histories
- c. Black histories

#### **Pedagogy**

- Classroom lectures and project work.
- Examining and analysing the varied methods employed by different historians.
- Reading a primary source and attempting to analyze it through at least two different perspectives

#### **Text Books**

1. Carr, E.H., What is History, Penguin, 2008.
2. Collingwood, R.G., The Idea of History, Oxford University Press, 1994.
3. Habib, Irfan, Interpreting Indian History, Northeastern Hill University Publications, Shillong, 1988.
4. Sreedharan, E., Text Book of Historiography, Orient Blackswan, 2004.

#### **Recommended Readings**

1. Bloch, M., The Historian's Craft, Manchester University Press, 1992.
2. Marwick, Arthur, The New Nature of History, Lyceum Books, 2001.
3. Burke, Peter, New Perspectives on Historical Writing, Pennsylvania University Press, 2001.

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **The History of India (200 BCE to 700 CE)**

**Nature of the Course: DSC**

**Course Code: BALA HIST 204**

**Semester Fourth (IV)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the changing nature of the political economy over the time period.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the social, political, and economic changes over the given period.

**CO2 (Understanding):** Understand the importance of land and the 'feudalism debate' in the Indian context.

**CO3 (Synthesis):** Find out the similarities, differences, and patterns of socio-economic development across various regions of India.

**CO4 (Application):** Critically engage with the idea of a 'Golden Age'.

### **Course Content**

#### **Unit-I: Migrants, trade, and their impact on society**

- a. Sungas and Satavahanas.
- b. Influx of Central Asian groups: Indo-Greeks, Sakas, and Kushanas.
- c. Urban growth, trade, and commerce, Indo-Roman trade, coinage, crafts and guilds.
- d. Social stratification: varna, jati, untouchability; gender; marriage and divorce and property relations.

#### **Unit-II: Rise of large state systems**

- a. The Gupta Empire and Vakatakas of Deccan.
- b. Pallavas, Chalukyas and Vardhanas.
- c. The idea of a 'Golden Age'.

#### **Unit-III: Changing social and political formations**

- a. Agrarian expansion: land grants, changing production relations; graded land rights and the peasantry.

- b. The question of urban 'decline'.
- c. The 'problem' of currency and changing patterns of trade.

#### **Unit-IV: Art, architecture and a changing culture**

- a. Religion, philosophy and society, consolidation of the Brahmanical tradition: Varnashram-dharma, Purusharthas, samskaras.
- b. Further splits and the 'decline' of Buddhism in India; the beginnings of Tantricism.
- c. Brief survey of Sanskrit, Pali, Prakrit and Tamil literature, scientific and technical treatises.
- d. Art and architecture; forms and patronage.

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Examining the idea of a 'Golden Age'.
- Classroom debate on the significance of increasing land grants in this period.

#### **Text Books**

1. Singh, Upinder, A History of Ancient and Early Medieval India, , New Delhi, Pearson Longman, 2008.
2. Thapar, Romila, The Penguin History of Early India: From the Origins to AD 1300, New Delhi, Penguin India, 2003.
3. Champakalakshmi, R., Trade, Ideology and Urbanisation: South India 300 BC to 1300 AD, New Delhi, Oxford University Press, 1996.
- Chakravarti, Ranabir, Exploring Early India up to AD 1300, Third edition, Delhi: Primus Books, 2016.

#### **Recommended Readings**

1. Thapar, Romila, Asoka and the Decline of the Mauryas, New Delhi: Oxford University Press, 2012.
2. Karashima, Noboru, A Concise History of South India, New Delhi: Oxford University Press, 2014.

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **The History of India (1500 CE to 1800 CE)**

**Nature of the Course: DSC**

**Course Code: BALA HIST 206**

**Semester Fourth (IV)**

**Credits: 4 (L3 TF1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the changing nature of the state in South Asia through a comparative study of the Mughal and Ahom state systems.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the key features of the Mughal and Ahom state systems to better understand the lives of the people living in such states.

**CO2 (Understanding):** Understand the similarities and differences between two different types of state systems.

**CO3 (Synthesis):** Analyse the key features that allowed each system to be successful, including their relationship with religious elements.

**CO4 (Application):** Look into the differential impact on the lives of the people living in these states.

### **Course Content**

#### **Unit-I: Warfare and strategies of expansion**

- a. India on the eve of Babur's invasion, foundation of the Mughal Empire: Mughal-Afghan Contest – Babur, Humayun and Sher Shah.
- b. Territorial expansion and consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb.
- c. Territorial expansion of the Ahom state under Suhungmung, Ahom-Koch conflict, early Ahom conflicts with the Bengal Sultanate.
- d. Ahom-Mughal conflict; comparison between Ahom and Mughal tactics and what allowed each to succeed.

#### **Unit-II: Political Economy**

- a. Political economy of the Mughal state – mansab, jagir, madad-i-mash; incorporation of Rajputs and other indigenous groups in Mughal nobility.



- b. Political economy of the Ahom state – the paik system and the incorporation of neighbouring tribes.
- c. State and Religion: Akbar and Sul-i-Kul; religious conflicts under Aurangzeb.
- d. Ahoms and the sattras; the Moamaria Rebellion.

### **Unit-III: Rural Society and Economy**

- a. Land rights and revenue system; Zamindars and peasants; rural tensions.
- b. Extension of agriculture; agricultural production; crop patterns.
- c. Comparison of the paik system with the jagirdari system.

### **Unit-IV: Trade and other connections**

- a. Trade routes and patterns of internal commerce; overseas trade; the rise of Surat; monetary system, markets; transportation; urban centers.
- b. The Indian Ocean trade network.
- c. Haats and trade between Assam and Tibet; trade routes through the Dooars.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analyzing two different models of state formation.
- Assignment on at least one primary source relating to either of the two states.

### **Text Books**

1. Subramaniam, Sanjay and Muzaffar Alam, The Mughal State 1526-1750, Oxford University Press, 1998.
2. Roychoudhuri, Tapan and Irfan Habib, Cambridge Economic History of India Vol.1, Orient Blackswan, 1982.
3. Chandra, Satish, A History of Medieval India, Orient BlackSwan, 2007.
4. Habib, Irfan, Agrarian System of Mughal India 1526-1707, Oxford University Press, 2000.

### **Recommended Readings**

1. Ali, Athar, Mughal India: Studies in Polity, Ideas, Society and Culture, OUP, 2006.
2. Guha, Amalendu, 'The Medieval Economy of Assam' in Tapan Raychaudhuri & Irfan Habib (eds.), The Cambridge Economic History of India, Vol. I, c.1200-1750, 1982.
3. Gait, Edward, The History of Assam, Thacker, Spink and Co., 1906.
4. Alavi, Seema, The Eighteenth Century in India. Oxford University Press, 2002.
5. Richards, J. F., The Mughal Empire, Cambridge University Press, 1995.
6. Faruqui, M. D., The Princes of the Mughal Empire, 1504–1719. Cambridge University Press, 2012.

7. Mukhia, H., *Historians and Historiography during the reign of Akbar*, New Delhi, Vikas Publishing House, 1976.
8. Siddiqui, I.H., *Indo-Persian Historiography up to the Fourteenth Century*, Primus Books, 2014.
9. Misra, Sanghamitra, *Becoming a Borderland: The Politics of Space and Identity in Colonial Northeast India*, Delhi: Routledge, 2011.

### **DSE & MINOR STREAM COURSE (MS)**

#### **Devotion and Dissent in Indian Culture (500 CE to 1500 CE)**

**Nature of the Course: DSE**

**Course Code: BALA HIST 208**

**Semester Fourth (IV)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To trace new strands of religious thought in India between the 5<sup>th</sup> to 15<sup>th</sup> centuries and how they interacted with each other.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the different strands of Indian philosophy and religion.

**CO2 (Understanding):** Understand the context within which the Bhakti movement, Sufism, and other traditions flourished.

**CO3 (Synthesis):** Find out the ways in which different schools of thought interacted with each other across different regions of India.

**CO4 (Application):** Understand the relationship of the state with these new movements.

### **Course Content**

#### **Unit-I: Vedantic tradition, debates, and exchange of philosophical ideas**

- a. Adi Sankara and Advaita
- b. Ramanuja.
- c. Madhavacharya and Dvaita.

#### **Unit-II: Bhakti tradition south of the Vindhyas**

- a. Bhakti movement in Tamilakam– Alvars; Nayanars; attitudes towards caste; female devotees and saints; relations with the Chola state.

- b. Bhakti movement in the Deccan – from Chokhamela to Tukaram; attitudes towards caste in the Deccan; female devotees and saints; Varakaris and Dharakaris; Pandharpur and worship of Vithoba.
- c. Virashaivas in Karnataka.

### **Unit-III: Bhakti tradition north of the Vindhyas**

- a. The linkages between north and south.
- b. Ramananda.
- c. Nimbarka.

### **Unit-IV: Sufism**

- a. The origins of Sufism and mysticism in Islam (development of Tasawwuf, Bayazid Bostami, Mansur Hallaj; Awariful Ma'arif).
- b. Early Sufism in India (Ghazi Mian, Shaikh Ali Hujwiri's Kashful Mahjub) and the spread of Islam in the subcontinent.
- c. Sufis and the state; Chishtis and Suhrawardis.
- d. Influence of Sufism on Hinduism and vice versa.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the interaction between Sufism and Indian traditions
- Introducing students to the original hymns of Bhakti and Sufi saints.

### **Text Books**

1. Ramanujan, A.K., Hymns for the Drowning, Penguin, 1981.
2. Smith, David,. The Dance of Siva: Religion, Art and Poetry in South India. Cambridge University Press,, 1998.
3. Champakalakshmi, R., Religion, Tradition and Ideology: Pre-colonial South India, New Delhi, Oxford University Press, 2011.

### **Recommended Readings**

1. Eaton, Richard M., Sufis of Bijapur, 1300 – 1700, Social Roles of Sufis in Medieval India, reprint. New Delhi: Munshiram Manoharlal, 1996.
2. Talbot, Cynthia, Precolonial India in Practice: Society, Region, and Identity, 2001.
3. Green, Nile, “Stories of Saints and Sultans: Remembering Sufi Shrines at Aurangabad.” Modern Asian Studies, Vol.38, No. 2, 2004,. pp- 419-446.

**DSE & MINOR STREAM COURSE (MS)**  
**Religious Communities, Identities, and Institutions (1500 CE to 1800 CE)**

**Nature of the Course: DSE**  
**Course Code: BALA HIST 209**  
**Semester Fourth (IV)**  
**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

To trace new strands of religious thought in India between the 15<sup>th</sup> and 18<sup>th</sup> centuries and how they interacted with each other.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the different strands of Indian philosophy and religion, particularly the rise of the monotheistic and Vaishnavite traditions.

**CO2 (Understanding):** Understand the context within which the Bhakti movement, Sufism and other traditions flourished and spread; particularly with the growth of institutions such as maths, pilgrimage sites etc.

**CO3 (Synthesis):** Find out the ways in which different schools of thought interacted with each other across different regions of India.

**CO4 (Application):** Understand the relationship of the state with these new movements.

### **Course Content**

#### **Unit-I: Religious traditions and community formation**

- a. Kabir and Kabirpanthis
- b. Sikhism: Guru Nanak and the formation of panth; Guru Arjun and the compilation of Guru Granth Sahib.
- c. Nathpanthis, Dadus, Satnamis.
- d. Hagiographies and commentaries.

#### **Unit-II: The Growth of Vaishnavite traditions**

- a. Chaitanya Mahaprabhu, Shankardeva, Vallabhacharya, Mirabai.
- b. Nirguna and Saguna traditions.
- c. Textual traditions.

#### **Unit-III: Pilgrimage centres, institutions and the spread of communities**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. The rise of pilgrimage centres – Mathura and the Braj circuit, Puri.
- b. Maths, temples, sattras.
- c. The spread of communities and cults across the subcontinent.

#### **Unit-IV: Sufism and other trends within Islam**

- a. Religious situation in medieval India – faiths of rulers and subjects; the popular practice of Islam – use of local languages.
- b. Growth of Sufism – Khanqahs and silsilas, qalandars and darveshes; Sufi silsilas– Chishtis and Suhrawardis, state patronage to religious institutions: futuh, suyurghal, aimma, madad-i ma’ash; waqf and endowments.
- c. Sufi thought; Sufi literature– malfuzat; premakhayans.
- d. Naqshbandi tradition and Shaikh Ahmad Sirhindi; messianic movements – the Mahdavi; the Roshaniya.

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archeological visits.
- Classroom debate on the growth of pilgrimage centres and Vaishnavism during this period.
- Introducing students to the original hymns of Bhakti and Sufi saints of this period.

#### **Text Books**

1. Eaton, Richard M. (ed.), India’s Islamic Traditions, Oxford University Press, 2003.
2. Hawley, John Stratton, Three Bhakti Voices: Mirabai, Surdas and Kabir in their times and ours, Oxford University Press, 2005.
3. Lorenzen, David N. (ed.), Religious Movements in South Asia 600-1800, Oxford University Press, 2004.
4. Burckhardt, Regula, Sufi Music of India and Pakistan, Cambridge University Press, 1986.

#### **Recommended Readings**

1. Grewal, J.S. and Irfan Habib, Sikh History through Persian Source, Oxford University Press, 2001.
2. Habib, Irfan, ‘Kabir: The Historical Setting’, in Irfan Habib (Ed.), Religion in Indian History, Delhi: Tulika, 2007.
3. Vaudeville, Charlotte, A Weaver named Kabir, Oxford University Press, 1997.
4. Habib, Irfan, Agrarian System of Mughal India, 1556-1707, Oxford University Press, 2009.
5. Digby, Simon, “Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries”, in Friedman (ed.), Islam in Asia Vol.I, Jerusalem: Magnus Press, pp.60-108, 1984.

6. Grewal, J.S., History of Sikhism, Oxford University Press, 1998.

## **DSE & MINOR STREAM COURSE (MS)**

### **Studies in Archival Research**

**Nature of the Course: DSE**

**Course Code: BALA HIST 212**

**Semester Fourth (IV)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the processes and practices involved in creating and conducting research in the archives.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the history of professional record keeping in India.

**CO2 (Understanding):** Learn about some of the technical processes involved in the preservation of archival material; understand the role of museums and archives as repositories of records, memory and culture; and evaluate the importance of digital archives in modern times.

**CO3 (Synthesis):** Analyse how marginalised communities (women, tribals etc.) are represented in the archive

**CO4 (Application):** Study a few records and interpret them in their historical context to understand them as sources of history.

### **Course Content**

#### **Unit-I: Development of Archives**

- a. History of the colonial archive
- b. Exploring the motivations behind record keeping, spectacle and empire, commemoration.

#### **Unit-II: The Digital Archive**

- a. Beginnings of the digital archive and the possibilities of wider access
- b. Digital archives and increased ease of access.

#### **Unit-III: The Archive and the State**

- a. Reading between the lines: a case study of the colonial archives.
- b. Role of the state in the preservation of archives; who decides what should be archived?
- c. The archive as a medium of education and communication; analyzing the impact of podcasts and YouTube historians on the professional study of history.

#### **Unit-IV: Representation of marginalized communities in the archives**

- a. 'Reading against the grain' in the archive
- b. The archive and gender, caste and community

#### **Pedagogy**

- Classroom Lectures/map and geography /project work/archaeology/ archival work.
- Examining and analysing the roles played by state and non-state actors in the preservation of archives.
- Field trip to National Archives of India and the National Museum in Delhi.

#### **Text Books**

1. Mathur, Saloni, *India By Design: Colonial History and Cultural Display*, University of California, 2007.
2. Sengupta, S. *Experiencing History Through Archives*. Delhi: Munshiram Manoharlal, 2004.
3. Guha-Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial India*, New York, 2004.
4. Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2007.

#### **Recommended Readings**

1. Stoler, Laura Ann, "Colonial Archives and the Arts of Governance," *Archival Science* 2, 2002, pp. 87-109.
2. Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso: London, 1991.
3. Arondekar, Anjali, "Without a Trace: Sexuality and the Colonial Archive," *Journal of the History of Sexuality*, 14(1/2), 2005, pp. 10-27.
4. Kathpalia, Y. P., *Conservation and Restoration of Archive Materials*, UNESCO, 1973.
5. Choudhary, R.D., *Museums of India and their maladies*, Calcutta: Agam Kala, 1988.
6. Nair, S.M., *Bio-Deterioration of Museum Materials*, Delhi: Agam Kala Prakashan, 2011.
7. Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), *Subaltern Studies*5, Delhi: Oxford University Press, 1987, pp. 166-202.
8. Guha, Ranajit, "The Prose of Counter Insurgency", in Ranajit Guha (ed.), *Subaltern Studies* 2, Delhi: Oxford University Press, 1983, pp. 1-42.



**DISCIPLINE-SPECIFIC ELECTIVE (DSE)**  
**Archives and Archaeology (Seminar/ Workshop)**

**Nature of the Course: DSE**

**Course Code: BALA 202**

**Semester Fourth (IV)**

**Credits: 2**

**Mode of Examination: NUES**

**Course ID:**

**Marks: 100**

**Continuous Evaluation**

### **Course Objective**

To develop a basic understanding of how to use archives; and to introduce students to the basic concepts of archaeology.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the methods of professional record keeping; learn about what archaeology can tell us about the past.

**CO2 (Understanding):** Understand the role of archives as repositories of public memory; and understand the role of archaeology in reconstructing the past especially when there are no written records.

**CO3 (Synthesis):** Address the question of who decides what should be archived/ preserved.

**CO4 (Application):** Find out the ways in which ‘forgotten’ voices in history can be remembered through the archives and material remains.

### **Course Content**

#### **Unit-I: Processes in archives**

- a. Collection policies, ethics and procedures, purchase, gift and bequests, loans and deposits, exchanges, and others.
- b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
- c. Preservation: curatorial care, preventive conservation, chemical preservation and restoration.
- d. Photography.

#### **Unit-II: Archives and what they tell us about society**

- a. The archive as a source of collective memory: case study of the Partition Museum.

- b. The archive as a source for the ‘forgotten’ voices of history– case study of WW1 letters of Indian soldiers.
- c. Role of the state; access to the archives; rise of digital archives and increased ease of access.
- d. Private actors and the Funding of archives

#### **Unit-IV: Introduction to Archaeology**

- a. History of archaeology in South Asia.
- b. Case study of Harappa – Alexander Cunningham, John Marshall, R.E.M. Wheeler, R.D. Banerjee, D.R. Sahni, Nayanjot Lahiri.

#### **Unit-IV: What archaeology tells us about the past**

- a. Archaeological evidence of agriculture
- b. Archaeological evidence of cities
- c. Archaeological evidence of religion, ritual and sacred landscapes
- d. Archaeological evidence of craft production and technology
- e. What archaeology tells us about gender, childhood and households

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analysing the implications of increased ease of access through digital archives.
- Field trip to National Archives, Defense Archive and other archives.
- Visit to an archaeological site.

#### **Text Books**

1. Das, Santanu, India, Empire and First World War Culture: Writings, Images and Songs, Cambridge University Press, 2018.
2. Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2007.
3. Chakrabarti, D K, The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th century, New Delhi: Oxford University Press, 2006.
4. Agrawal, D P and J S Kharkwal, South Asian Prehistory, Delhi: Aryan, 2002.

#### **Recommended Readings**

1. Stoler, Laura Ann, “Colonial Archives and the Arts of Governance,” Archival Science 2, 2002, pp. 87-109.
2. Sengupta, S., Experiencing History Through Archives. Delhi: Munshiram Manoharlal, 2004.

3. Choudhary, R.D., *Museums of India and their maladies*. Calcutta: Agam Kala. 1988
4. Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), *Subaltern Studies*5, Delhi: OUP, pp. 166-202. 1987.
5. Guha, Ranajit, "The Prose of Counter Insurgency", in Ranajit Guha ed., *Subaltern Studies* 2, Delhi: OUP, pp. 1-42. 1983.
6. Anderson, Benedict. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso: London, pp.163-186
7. Arondekar, Anjali. (2005). "Without a Trace: Sexuality and the Colonial Archive," *Journal of the History of Sexuality*, 14(1/2), pp. 10-27.
8. Mathur, Saloni, *India by Design: Colonial History and Cultural Display*, University of California, 2007
9. Nair, S.M., *Bio-Deterioration of Museum Materials*, Delhi: Agam Kala Prakashan, 2011.

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Cityscapes**

**Nature of the Course: AEC**  
**Course Code : BALA 206**  
**Semester Fourth (IV)**  
**Credits: 2**

**Mode of Examination: NUES**  
**Course ID:**  
**Marks: 100**  
**Continuous Evaluation**

### **Course Objective**

To introduce students to the changing nature of life in cities since the Industrial Revolution

### **Course Outcome**

**CO1 (Knowledge):** Trace the evolution of cities in India from pre-colonial times to the modern era

**CO2 (Understanding):** Understand the nature of state power and governance in modern cities

**CO3 (Synthesis):** Analyse the issues pertaining to social life of cities, such as citizenship, gender and caste

**CO4 (Application):** Learn about different kinds of cities in modern India

### **Course Content**

#### **Unit-I: Pre-modern cities in India**

- a. The Harappan cities
- b. The second urbanisation and the growth of feudalism
- c. Mughal cities

#### **Unit-II: Cities in colonial India**

- a. Race in colonial cities
- b. Port cities
- c. The rise of industrial cities: Kanpur, Bombay, Jamshedpur

#### **Unit-III: Cities in post-independence India**

- a. Social issues – homelessness, urban crime
- b. Slums in India
- c. Gated communities, flats and farmhouses – middle class residences

## Unit-IV: Cities and marginalised groups

- a. Women and women's safety in Indian cities
- b. Refugees in Indian cities

## Pedagogy

- Classroom lectures/experiential learning/project work.
- Visit to various parts of Delhi such as Lutyens' Delhi and Old Delhi to see the variation in urban spaces and urban governance.
- Screening movies to look at how cities are perceived by the masses.

## Text Books

1. Mumford, Lewis, *The City in History: Its Origins, its Transformations and its Prospects* (Originally published, Harcourt, Brace & World, 1961; MJF Books, New York, 1989), pp. 508-48.
2. Spodek, Howard, "Studying the History of Urbanization in India," *Journal of Urban History*; 6; 251, 1980.
3. Mitter, Partha, *The Early British Port Cities of India: Their Planning and Architecture Circa 1640-1757*, pp. 95-114.
4. King, Anthony, *Colonial Urban Development: Culture, Social Power, and Environment* (1976), 22-40.

## Recommended Readings

1. Kalia, Ravi, "Bhubaneswar: Contrasting Visions in Traditional Indian and Modern European Architecture," *Journal of Urban History* 23 (Jan., 1997), 164-91
2. Chatterjee, Partha, "Are Indian Cities becoming Bourgeois at last?" in *Politics of the Governed: Reflections on Popular Politics in Most Parts of the World* (Delhi, Permanent Black, 2004), pp.131-160.
3. Naidu, Ratna, "Blight and Slum Formation" *Old Cities New Predicaments* (Hyderabad: Orient Longman: 1997), pp. 101-116.
4. Guha, Ranajit, "The Colonial City and its Time(s)" *IESHR* 2008, 45, pp.329-351.
5. Hansen, Thomas Blom, *Urban Violence in India: Identity Politics, 'Mumbai' and the Postcolonial City* (Delhi: Permanent Black, 2001), p. 37-69.
6. Khosla, Romi, 'The New Metropolis: Nehru and Aftermath', *Social Scientist*, Vol. 43, No. ¾ (March-April 2015), pp. 11-32.
7. Kenny, Judith, "Climate, Race, and Imperial Authority: The Symbolic landscape of the British Hill Station in India", *Annals of the Association of American Geographers*, 85.4 (December, 1995) 694-714.
8. Legg, Stephen, "Disciplining Delhi" *Spaces of Colonialism: Delhi's Urban Governmentalities* (Blackwell: 2007), pp. 82-148.

9. Kidambi, Prashant, "A Disease of Locality", *The Making of an Indian Metropolis Colonial Governance and Public Culture in Bombay 1890-1920* (London: Ashgate, 2007), pp. 49-70.
10. Chandavarkar, Rajnarayan, "From Neighbourhood to Nation: the rise and fall of the Left in Bombay's Girangaon in the twentieth Century", in *History Culture and the Indian city* (Cambridge University Press, 2009), pp. 121-190

## **FIFTH SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC) The History of India (1700 CE to 1857 CE)**

**Nature of the Course: DSC**  
**Course Code: BALA HIST 301**  
**Semester Fifth (V)**  
**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

To understand the changes that took place over the course of the eighteenth century resulting in the establishment of a new state.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the political, economic and social changes during the given time period.

**CO2 (Understanding):** Understand the nature of the colonial state and how it impacted the lives of the masses.

**CO3 (Synthesis):** Engage with the debates about the eighteenth century in India and the transition to 'modernity'.

**CO4 (Application):** Engage with various primary sources and learn to interpret sources to make sense of the contemporary age.

### **Course Content**

#### **Unit-I: Nature of state and political economy**

- a. Mughals and successor states; (primary source: Khafi Khan and his views on Mughal decline).
- b. Warring states – Sikhs, Jats, Marathas; (primary source: Bhimsen and his views on Mughal decline).
- c. Consolidation of European power; (primary source: Robert Clive's letters, diary entries).

#### **Unit-II: Law and Governance**

- a. Debate on governance: Utilitarian-Orientalist; (primary source: Macaulay's Minute, writings of Max Mueller).

- b. Land revenue systems and accumulation of capital; (primary source: records, maps, gazetteers).
- c. Instruments of state: Army, Police and Bureaucracy; (primary source: Torture Commission Reports, Kalighat paintings).
- d. Law, courts and judiciary, Crime and Criminality: Thugs, nomadic and tribal communities; (primary source: Col. W. Sleeman's reports)

### **Unit-III: Expansion and consolidation of colonial power**

- a. Mercantilism and foreign trade.
- b. English East India Company and consolidation of Company power (primary sources: Robert Clive's letters, pictures and paintings).
- c. Rebellion and resistance; (primary sources on Vellore mutiny, Santhal rebellion, pictures and paintings etc.).

### **Unit-IV: Society and everyday life**

- a. What is everyday life? Exploring spaces (works of Michel de Certeau).
- b. Merchants and traders: On land and sea.
- c. Peasants and artisans: guilds; debt and bondage; patrons and patronage.
- d. Cantonments and hill stations.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Reading various primary sources and class assignments based on primary sources.
- Screening movies on early colonialism such as Shatranj Ke Khiladi (1977)

### **Text Books**

1. Bandhopadhyay, Shekhar, From Plassey to Partition, A History of Modern India, Orient Blackswan, 2004.
2. Alavi, Seema, The Eighteenth Century in India, Oxford University Press, 2002.
3. Marshall, P.J., The Eighteenth Century in Indian History: Revolution or Evolution?, Oxford University Press, 2005.
4. Kumar, Dharma and Raychaudhuri, Tapan eds., The Cambridge Economic History of India, Vol. II, Cambridge University Press, 1983.

### **Recommended Readings**

1. Roy, Kaushik, War and Society in Colonial India, Oxford University Press, 2010.
2. Das Gupta, Sabyasachi, In Defence of Honour and Justice: Sepoy Rebellions in the Nineteenth Century, Primus Books, 2015.
3. Ray, Ratnalekha, Change in Bengal Agrarian Society c.1750-1850, Manohar, 1979.



4. Singha, Radhika, *A Despotism of Law: Crime and Justice in Early Colonial India*, Delhi: Oxford University Press, 1998.
5. Frietag, Sandria, 'Crime in the Social Order of Colonial North India', *Modern Asian Studies*, Volume 25, Issue 2, May 1991, pp.227-261.
6. Derret, J.D.M., *Religion, Law and the State in India*, Oxford University Press, 1999.
7. Bayly, C.A., *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, 1999.
8. Menon, Dilip, *Cultural History of Modern India*, Orient BlackSwan, 2017.
9. Mukherjee, Rudrangshu, *The Year of Blood: Essays on the Revolt of 1857*, Routledge, New York, 2018.
10. Grewal, J.S., *The Sikhs of the Punjab*, *New Cambridge History of India* Cambridge University Press, 1991.

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **The History of India (1857 CE-1947 CE)**

**Nature of the Course: DSC**

**Course Code: BALA HIST 303**

**Semester Fifth (V)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the impact of British rule on the subcontinent and its people

### **Course Outcome**

**CO1 (Knowledge):** Learn about various changes and continuity in Indian society over the course of British rule.

**CO2 (Understanding):** Analyse the many nationalisms which grew in opposition to colonial rule; and the rise of the Indian public sphere which helped spread these ideas

**CO3 (Synthesis):** Trace the making of the modern Indian state in the twentieth century

**CO4 (Application):** Find out how the Second World War and Partition affected India

### **Course Content**

#### **Unit-I: The Colonial State post-1857**

- a. What is a colonial state? Varieties of colonial states; case study of colonies in Africa versus India (primary source: Queen's Proclamation).
- b. Understanding colonialism; changing nature of colonialism in India; theories and debates about different stages of colonialism.
- c. Institutional changes; Government of India Acts.

#### **Unit-II: Society: Change and Continuity**

- a. Introduction to Western ideas— liberalism, 'modernity', scientific ideas.
- b. Interaction with new ideas; reformism and revivalism. (Ram Mohun Roy, Vivekananda etc).
- c. Sites of contestation – the women's question through law-making (Sati, Age of Consent, Sarda Act); autobiographies of women (Pandita Ramabai, Rokeya Sakhawat Hussain); anti-caste assertions.

#### **Unit-III: Many Nationalisms and the Public Sphere**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. Nationalisms: theories and debates.
- b. Many publics and the public sphere (primary source: Young India).
- c. Many articulations of nationalism (Bankim Chandra Chatterjee, Tagore, Phule, Bhagat Singh, Syed Ahmad Khan).
- d. Gandhi and his ideas (primary source: Hind Swaraj).

#### **Unit-IV: National Movement**

- a. Early organizations and associations, formation of the Indian National Congress, Moderates and Extremists, Swadeshi Movement.
- b. Mass movements – Non Cooperation Movement, Civil Disobedience Movement, Quit India Movement.
- c. Revolutionaries, Ghadar Movement, Subhash Chandra Bose and the INA, RIN Mutiny.
- d. Second World War, Independence and Partition.

#### **Pedagogy**

- Classroom Lectures/Map and Geography /Project Work/Archeology.
- Critical reading and assessment of various primary sources through class assignments and projects.
- Screening movies on the freedom struggle such as Gandhi (1982); and on Partition such as Garam Hawa (1973).

#### **Text Books**

1. Brown, Judith, Gandhi's Rise to Power, 1915-22, Cambridge University Press, 1972.
2. Chandra, Bipan, Nationalism and Colonialism in Modern India, Orient Longman, 1979.
3. Sarkar, Sumit, Modern India, 1885-1947, Macmillan, 1989.
4. Bandhopadhyay, Shekhar. From Plassey to Partition, A History of Modern India, Orient Blackswan, 2004.

#### **Recommended Readings**

1. Seal, Anil. Emergence of Indian Nationalism, Cambridge University Press, 1968.
2. Zelliott, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement, Manohar, 1996.
3. Amin, Shahid. 'Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22', Subaltern Studies Vol. III, Oxford University Press, 1984.
4. Pandey, Gyanendra. The Ascendancy of the Congress in Uttar Pradesh: Class, Community and Nation in Northern India, 1920-1940, Anthem Press, 2002.
5. Brass, Paul, The Politics of India Since Independence, Oxford University Press, 1990.
6. Guha, Ranajit (ed.), A Subaltern Studies Reader 1986-1995, University of Minnesota Press, 1997
7. Hardy, Peter, The Muslims of British India, Cambridge University Press, 1972.

8. Pandey, Gyanendra , The Construction of Communalism in colonial north India, Oxford University Press, 2006.
9. Dube, Ishita-Banerjee, A History of Modern India, Cambridge University Press, USA, 2014.
10. Mani, Lata, “Contentious Traditions: The Debate on Sati in Colonial India” in Sangari, Kumkum and Vaid, S., (eds.) Recasting Women: Essays in Indian Colonial History, New Delhi: Kali for Women, 1989, pp. 88-126.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**History of Modern Europe (1400 CE to 1750 CE)**

**Nature of the Course: DSC**  
**Course Code: BALA HIST 305**  
**Semester Fifth (V)**  
**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

This course studies the making of modern Europe its impact on global histories. The modern era began with European explorers discovering the New World. Colonisation of Americas was a huge turning point in the history of Europe. The economic and social history of this period is thus relevant for global history as well. The course studies the cultural efflorescence in Europe over the given time period; including the Renaissance, Reformation and the Enlightenment. The English Revolution was another important event in this context. Finally, the course concludes with the ‘dual revolution’: The Industrial Revolution, and the French Revolution; and their repercussions for Europe and the world.

### **Course Outcome**

**CO1 (Knowledge):** Know what events and new developments happened in Europe across three centuries that resulted in the modern era.

**CO2 (Understanding):** Understand what processes shaped these events and developments and why they happened.

**CO3 (Synthesis):** Understand how the transformation of Europe from the feudal times to capitalist modernity was an outcome of Europe’s interaction with the wider world.

**CO4 (Application):** Focus on particular aspects of Europe’s history and write how they came about to be.

### **Course Content**

#### **Unit-I: Transition to Modernity**

- a. Feudalism to Capitalism: theories and debates.
- b. The coming of the book (the printing press); the Age of Discovery.
- c. Cultural transformations: Renaissance; Reformation.

#### **Unit-II: Towards a Global Economy and New Transformations**

- a. The rise of Atlantic economy; the Portuguese and Spanish Empires.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- b. The English Revolution (1603-1688); the Dutch Republic; colonisation of America.
- c. Mercantilism and the rise of Absolutist states: France/ the Habsburg Empire/ Russia/ Prussia/ England.

### **Unit-III: Cultural Transformations**

- a. The Scientific Revolution: Copernicus, Brahe, Kepler, Giordano Bruno, Descartes and Newton.
- b. Enlightenment: Republic of Letters; Montesquieu, Voltaire, Diderot, Rousseau; Enlightened Despotism.

### **Unit IV: Europe and Asia**

- a. Europe and China: the 'Needham Question'.
- b. Europe and India.
- c. The 'Great Divergence'.

### **Pedagogy**

- Classroom Lectures/map and geography /project work/archaeology
- Classroom debate on the 'Great Divergence'
- Classroom assignment on the impact of the Renaissance; what factors prompted the Renaissance; and whether there really was a Renaissance.

### **Text Books**

1. Merriman, J, Modern Europe, Norton, 1996.
2. Davis, Natalie Zemon, Society and Culture in Early Modern France: Eight Essays, Stanford University Press, 1975.
3. Hill, Christopher, The Century of Revolution, 1603-1714, Routledge, 1980.
4. Wallerstein, I., The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century, Berkeley: University of California Press. 2011.

### **Recommended Readings**

1. Gies, D. T., & C. Wall (eds.), The Eighteenth Centuries: Global Networks of Enlightenment, University of Virginia Press, 2018.
2. Mackerras, Colin, "Global History, the Role of Scientific Discovery and the 'Needham Question': Europe and China in the Sixteenth to Nineteenth Centuries," in Global History and New Polycentric Approaches: Europe, Asia and America in World Network System (eds. Manuel Perez Garcia & Lucio de Sousa), Palgrave, pp. 21-36, 2018.
3. Subrahmanyam, S., Explorations in connected history: from the Tagus to the Ganges, Oxford University Press, 2005.
4. Thomas, Keith, Religion and the Decline of Magic, Penguin, 2012.
5. Febvre, Lucien, The Coming of the Book, Verso, 2010.

6. Pagden, A., *The Enlightenment: and why it still matters*, Oxford University Press, 2013.
7. Cohen, H. F., *How modern science came into the world: Four civilizations, one 17th-century breakthrough*, Amsterdam University Press, 2010.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**Indian Business and Labour History in the Twentieth Century**

**Nature of the Course: DSC**

**Course Code: BALA HIST 309**

**Semester Fifth (V)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

This course will help the students understand the history of business and finance in India; and trace the genealogy of capitalism in India.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the emergence and growth of capitalism in India.

**CO2 (Understanding):** Understand the conflict and cooperation between Indian capitalists and the Colonial State.

**CO3 (Synthesis):** Analyse the beginning and organization of labour movements in colonial India.

**CO4 (Application):** Study the intersections of caste and class in India.

### **Course Content**

#### **Unit-I: Historiography and global histories of business**

- a. Understanding business history and economic history: Historiography: theories and debates.
- b. History of money across time and culture; the Great Depression.

#### **Unit-II: Indian business history**

- a. Pre-colonial banking houses, Surat, hundis and Jagat Seths.
- b. Portfolio capitalists and the political economy of early modern India; the emergence of capitalism in India.
- c. Business communities and pioneers in India; the global resurgence of Indian business.
- d. Indian businessmen and the national movement.

#### **Unit-III: Historiography and global histories of labour**

- a. Conceptualizing and understanding Labour History.
- b. Evolving concepts of worker and working class with special reference to India.
- c. Indian labour and the world.



#### **Unit-IV: Labour in India**

- a. Pre-Colonial and early colonial labour regimes; slaves, artisans and agricultural workers.
- b. Labour regimes under the colonial state – factories, plantations and mines.
- c. Labour and gender.
- d. Forms of workers protest and politics of labour movement.
- e. Worker in the mirror of law: legal regulation of labour.
- f. Working class culture.

#### **Pedagogy**

- Classroom lectures/map and geography /project/ field work/archaeology.
- Examining and analysing the intersections of caste, class, religion and gender in Indian labour history.
- Screening movies like Kaala Patthar (1979) to show the clash between labour and capitalist interests.

#### **Text Books**

1. Subrahmanyam, Sanjay, The Political Economy of Commerce: South India 1500- 1650, Delhi: Cambridge University Press, 2004. [chapters 2 & 6]
2. Roy, Tirthankar, A Business History of India: Enterprise and the Emergence of Capitalism from 1700, Delhi: Cambridge University Press, 2018.
3. Roy, Tirthankar, India in the World Economy: From Antiquity to the Present, Delhi. Cambridge University Press, 2012.
4. Chakrabarty, Dipesh, Rethinking Working-Class History, Bengal 1890 to 1940, Princeton University Press: UK, 1989.

#### **Recommended Readings**

1. Kumar, Nirmalya, India's Global Powerhouses: How They are taking on the World, Brighton & New York: Harvard Business Review Press, 2009.
2. Mohapatra, Prabhu Prasad, "Regulated Informality: Legal Construction of Labour Relations in India 1814-1926" in Andreas Eckert (ed), Global History of Work, Oldenbourg, De gruyter, 2016.
3. Bhattacharya , Debashis, "Organized Labour and Economic Liberalization in India: Past, Present, and Future ",in A.V., Jose (ed.), Organized Labour in the 21st Century, Geneva: ILO, 2002, pp.307-346.
4. Sen, Samita , Women and Labour in Late Colonial India, The Bengal Jute Industry, Cambridge, Cambridge University Press, 1999, pp.1-89.

5. Simeon, Dilip, "The Great TISCO Strike and Lockout of 1928," Part I and II, *Indian Economic and Social History Review*, New Delhi, Sage, Volume 30, 1993, No 2, pp. 135-161, and No. 3, pp. 311-335.
6. Bhattacharya, Sabyasachi, "Capital and Labour in Bombay City, 1928-29" *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24), 1981, pp. PE36-PE44.
7. Chandavarkar, Rajnarayan, "Questions of class: The general strikes in Bombay, 1928-1929", *Contributions to Indian Sociology*, Volume: 33 issue: 1-2, 1999, pp. 205-237.
8. Bhattacharya, Sabyasachi," Paradigms in the Historical Approach to Labour Studies in South Asia" in Lucassen, Jan (ed.) *Global Labour History: A State of the Art*, Bern, Peter Lang, 2006, pp.147-160.
9. Roy, Tirthankar, "The Rise and Fall of Indian Economic History 1920-2013", *Economic History of Developing Regions*, 29 (1), 2014, pp.15-41.
10. Ferguson, Niall, *The Ascent of Money: A Financial History of the World*, London: Penguin Books, 2009.

**DSE & MINOR STREAM COURSE (MS)**  
**History of Africa in Modern Times**

**Nature of the Course: MS**

**Course Code: BALA HIST 311**

**Semester Fifth (V)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the history of Africa, particularly the impact of colonialism and the Trans-Atlantic slave trade.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the major events in the pre-colonial history of Africa, along with the exploitation and slavery under colonial rule.

**CO2 (Understanding):** Understand the long lasting impact of European exploitation on the continent.

**CO3 (Synthesis):** Find out the similarities and differences between the Indian and African experiences of colonialism.

**CO4 (Application):** Find out about the linkages between India and Africa in both before and after the colonial era.

### **Course Content**

#### **Unit-I: The Long Past of Africa**

- a. General history of Africa; pre-15<sup>th</sup> century – people and cultures.
- b. Important regions and events since 1600 CE.
- c. Historiography – colonialism, slavery, pre-colonial Africa

#### **Unit-II: European Colonization, Slave Trade, and Precious Commodities**

- a. The beginning of European colonization and slave trade.
- b. Exploitation of natural resources and integration within the Atlantic world.

#### **Unit-III: Abolition of Slavery**

- a. Changes in Africa in the aftermath of the Trans-Atlantic Slave trade
- b. Colonial exploitation in Sub-Saharan Africa.

- c. Migration, indentured labour, and the Indian diaspora in Africa.

#### **Unit-IV: 'The Scramble for Africa' and Decolonization**

- a. Rise of modern imperialism and the division of Africa into colonial zones.
- b. Emancipation movements: workers movements, national liberation movements, culture and literature.
- c. Comparisons with the Indian subcontinent

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the impact of slavery and neocolonialism in Africa.
- Screening of movies such as Out of Africa (1985), Amistad (1997), Invictus (2009) to introduce students to the impact of European rule on Africans.

#### **Text Books**

1. Gray, Richard, The Cambridge History of Africa (1600-1900), Cambridge University Press, 1975.
2. Mazrui, A.A., (ed.), UNESCO General History of Africa: Africa Since 1935 Vol. VIII., London: Heinemann, 1993.
3. Fanon, F., The Wretched of the Earth. New York: Grove Press, 1963.

#### **Recommended Readings**

1. Rediker, M., The Slave Ship: A Human History. New York: Viking, 2007.
2. Williams, E., Capitalism and Slavery. University of North Carolina Press, 1944.
3. Rodney, W., How Europe Underdeveloped Africa, London: Bogle-L'Ouverture Publications, 1972.
4. Reid, R. J., A History of Modern Africa: 1800 to the Present, Hoboken: Wiley Blackwell, 2012.
5. Freund, B., The African Worker. Cambridge: Cambridge University Press, 1988.
6. Ahmida, A.A. (ed.), Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics, London: Palgrave, 2000.
7. Crummy, D. (ed.), Banditry, Rebellion and Social Protest in Africa, London: Heinemann, 1986.
8. Sueur, J.L. (ed.), The Decolonization Reader, Abingdon: Psychology Press, 2003.
9. Chinua Achebe, 1995, Things Fall Apart, Knopf Doubleday Publishing Group, 1995.

## **DSE & MINOR STREAM COURSE (MS)**

### **History of Modern Russia**

**Nature of the Course: MS**

**Course Code: BALA HIST 313**

**Semester Fifth (V)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

This course will introduce students to the history of modern Russia. Modern Russian history is a history of complex development, with both Asiatic and European features. Russia was one of the last European countries to modernize and yet it remained a major imperial power. Its primitive political superstructure under the Czars concealed multiple transformations in economy and society. The First World War made Russia susceptible to revolution, and it eventually fell first to a short-lived liberal democracy and then communist rule, before becoming a superpower to reckon with. This course charts this trajectory.

### **Course Outcome**

**CO1 (Knowledge):** Know about the social, economic and political conditions in Russia in the late nineteenth and early twentieth century; Russia's transformation in the twentieth century.

**CO2 (Understanding):** Understand how Russia got catapulted on the path of modernization, first in the last decades of the nineteenth century and then abruptly in the aftermath of the communist revolution.

**CO3 (Synthesis):** The various historiographic models to interpret Russian history.

**CO4 (Application):** Focus on specific aspects of Russian history and write about a few of them.

### **Course Content**

#### **Unit I: Popular Culture**

- a. Russia before the First World War – society, economy, politics (Tsarist Russia, abolition of serfdom, western ideas, Imperial Russia's politics and alliances).
- b. Russia in the twentieth century – western investment, Russo-Japanese war, the 1905 Revolution, First World War.
- c. Trends in Russian politics – Left (Bolsheviks, Mensheviks, etc.), the Second International; trends in Russian literature and arts after Emancipation of 1861.

#### **Unit II: The Russian Revolution**

- a. The February Revolution; mass movements.

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- b. The Provisional Government; Dual Power.
- c. Lenin's return; April Theses; Kornilov Affair; Bolshevik Revolution.

### **Unit III: Post-Revolutionary Order**

- a. Civil War, War Communism, New Economic Policy, Comintern.
- b. Life in 1920s, economic policy and social history; 'left' vs 'right' in the CPSU.
- c. 'The Stalin Revolution': collectivization and cultural transformation.

### **Unit IV: Society, Culture, and the International Context**

- a. Visions of a new society among the Bolsheviks; arts and culture (modernism, socialist realism, Eisenstein, etc.).
- b. New modes of labour organization; standard of living, industrialization.
- c. 'Socialism in One Country'; Great Purge; international alliances; build up to Second World War.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology
- Classroom debate on the Russian Revolution, its impact on world history, and the Cold War
- Screening movies like October: Ten Days that Shook the World (1927), Battleship Potemkin (1925), and The Death of Stalin (2017)

### **Text Books**

1. Fitzpatrick, S., The Russian Revolution, Oxford University Press, 2017.
2. Trotsky, L., History of the Russian revolution, Haymarket Books, 2008.
3. Service, Robert, A History of Modern Russia: From Tsarism to the Twenty-First Century. Harvard University Press, 1997.
4. Figes, Orlando, A People's Tragedy: A History of the Russian Revolution, Viking, 1997.

### **Recommended Readings**

1. Service, Robert, Society, and Politics in the Russian Revolution, Palgrave Macmillan, 1992.
2. Faulkne, Neil, A People's History of the Russian Revolution. LB, 2017.
3. Vaingurt, J., Wonderlands of the Avant-Garde: Technology and the Arts in Russia of the 1920s, Northwestern University Press, 2013.
4. Groys, B., The Total Art of Stalinism: Avant-Garde, Aesthetic Dictatorship, and Beyond. Verso Books, 2011.
5. Nove, Alec, An Economic History of the USSR, 1917-1991, London: Penguin Books, 1993.

6. Lewin, Moshe, *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon, 1985.
7. Allen, Richard, *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*, Princeton and Oxford: Princeton University Press, 2003.
8. Fitzpatrick, Sheila, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*, New York: Oxford University Press, 1999.
9. Getty, J. Arch and Naumov, Oleg V., *The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939*, 1999.

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## **DSE & MINOR STREAM COURSE (MS)**

### **Imperialism, Colonialism and Nationalism**

**Nature of the Course: MS**

**Course Code: BALA HIST 315**

**Semester Fifth (V)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the theories of imperialism and nationalism and to analyse the nature of colonial exploitation under European rule.

### **Course Outcome**

**CO1 (Knowledge):** Learn about theories of imperialism and ideas such as the ‘New Romans’, ‘Civilising Mission’, and ‘White man’s burden’.

**CO2 (Understanding):** Understand the patterns and varieties of colonization and how they differed over time and space.

**CO3 (Synthesis):** Analyse the role of colonialism in the creation of modern day nation-states and nationalism in the Global South.

**CO4 (Application):** Analyse the long-standing impact of colonialism and neo-colonialism in modern times.

### **Course Content**

#### **Unit-I: Imperialism**

- a. Theories of Imperialism.
- b. Definitions and problems of the categories of ‘imperialism’ and ‘nationalism’ in conceptual and historical perspective.

#### **Unit-II: Colonialism**

- a. Defining Colonialism.
- b. Establishment of Colonial Empires by Spain and Portugal in 15<sup>th</sup> and 16<sup>th</sup> centuries.
- c. British in India in the 18<sup>th</sup> century.
- d. Informal Empire in 19<sup>th</sup> century Africa.
- e. Scramble for power in late 19<sup>th</sup> century China.

#### **Unit-III: Patterns of colonialism**

Approved in the 6<sup>th</sup> meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58<sup>th</sup> Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.



- a. Nature of colonial control and patterns of subjugation.
- b. Different stages of colonialism.
- c. Different types of colonies.

#### **Unit-IV: Nationalism and Decolonization**

- a. Colonialism and nationalism in India: historiography; ideas about the nation; national movement(s).
- b. Social transformation and decolonization after the Second World War; formation of the United Nations.
- c. Cold War and the Non-Aligned Movement.
- d. Neo-colonialism.

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Examining and analysing concepts such as the ‘White Man’s Burden’; reading the works of writers like Rudyard Kipling
- Screening movies which deal with the ‘White Saviour Trope’; analyzing the controversies around movies such as Avatar (2009) and Dances with Wolves (1990)

#### **Text Books**

1. Hobsbawm, E.J., The Age of Extremes, 1914 – 1991, New York: Vintage, 1996.
2. Lowe, Norman, Mastering Modern World History, London: Palgrave Macmillan, 1997.
3. Davis, Ralph, The Rise of the Atlantic Economies, New York, 1973.
4. Brewer, Anthony, Marxist Theories of Imperialism- A Critical Survey, London: Routledge, 1980.

#### **Recommended Readings**

1. Parry, John H., The Establishment of the European Hegemony 1415- 1715: Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1966.
2. Davidson, Basil, Modern Africa: A Social and Political History, 3<sup>rd</sup> edition. London / New Jersey: Addison ñ Wesley, 1995.
3. Mommson, Wolfgang J., Theories of Imperialism, University of Chicago Press, 1982.

**DISCIPLINE-SPECIFIC ELECTIVE (DSE)**  
**(Seminar/Workshop)**  
**History through Everyday Objects**

**Nature of the Course:** DSE

**Course Code :** BALA 301

**Semester** Fifth (V)

**Credits:** 4 (L:3 T:1)

**Mode of Examination:** NUES

**Course ID :**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

To introduce students to an alternative way of looking at history through the study of everyday objects

### **Course Outcome**

**CO1 (Knowledge):** Learn about the development in the field of material culture studies and how it intersects with the discipline of history.

**CO2 (Understanding):** Learn the use of material objects for historical research

**CO3 (Synthesis):** Review how everyday objects can tell several stories of give and take, power and subjugation, and many more.

**CO4 (Application):** Engage in bringing together processes and objects and learn to use material objects as sources of historical inquiry.

### **Course Content**

#### **Unit-I: Objects in History**

- a. History of Objects or Objects of History?
- b. Material culture and historical context.
- c. Objects as sources of history.

#### **Unit-III: The History of ‘Chai’ and what it tells us about Capitalism and Colonialism in India**

- a. The context – East India Company and reliance on Chinese tea, discovery of tea in Assam, incorporation of the north-east into mainland India
- b. Indentured labor and the story of suffering behind tea
- c. Tea and the temperance movement in Europe; strikes, protests in colonial India
- d. Chai goes global – from ‘chai tea’ to roadside stalls in India

### Unit-III: The History of the Passport

- a. Migration and movement before the First World War
- b. The First World War and the international passport regime
- c. The history of the Indian passport – racial factors, surveillance by the colonial state, the passport as a status symbol, passports and the Partition

### Unit-IV: Everyday Objects and Indian History

- a. Thums Up – what a soft drink tells us about Indian history; socialism and the License Raj in India; the ban on Coca-Cola in 1977
- b. The history of the Ambassador Car
- c. The history of the auto-rickshaw

### Pedagogy

- Classroom lectures/map and geography /project work/archeology
- Classroom assignment where students pick up an everyday object and relate to the wider history of the country/region/world

### Text Books

1. Hoskins, J. Biographical Objects: How Things Tell the Stories of People's Lives, Routledge, 1998.
2. Arnold, David, Everyday Technology: Machines and the Making of India's Modernity, University of Chicago Press, 2013.
3. MacGregor, Neil, History of the World in 100 Objects, Allen Lane, 2011.
4. Guha, Sudeshna, A History of India Through 75 Objects, Hachette UK, 2022.

### Recommended Readings

1. Sharma, Jayeeta, Empire's Garden, Ranikhet: Permanent Black, 2011.
2. Guha, Amalendu. Planter Raj to Swaraj: Freedom Struggle & Electoral Politics in Assam, 1826-1947, Tulika Books, 2006.
3. Appadurai, A. and Kopytoff, I., The Social Life of Things: Commodities in Cultural Perspective, Cambridge: University of Cambridge Press, 1986.
4. Gerritsen, A. and Riello, G., Writing Material Culture History, Bloomsbury, 2012.
5. McCants, A. "Exotic Goods, Popular Consumption and the Standard of Living: Thinking about Globalization in the Early Modern World," Journal of World History, 28, 4, 2007, pp. 433 - 462.
6. 'The story of Thums up: How Indians Came to Taste the Thunder', <https://web.archive.org/web/20190116200741/https://daily.social/story-of-thums-up/>

7. Peeyush Sekhsar, 'King of the road: How the autorickshaw took over our roads', The Hindu, January 18, 2022
8. Bleichmar, D. and Martin, M. (eds.), Objects in Motion in the Early Modern World, WileyBlackwell, 2016.
9. Singha, Radhika, 'The Great War and a "Proper Passport" for the Colony', IESHR, 2013.
10. Mongia. R.V., 'Race, Nationality, Mobility: A History of the Passport', Public Culture, 11, 3, pp.527-556, 1999.
11. Zamindar, Vazira, The Long Partition and the Making of Modern South Asia, Columbia University Press, 2007.

## **SIXTH SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC) Indian Legal and Constitutional History**

**Nature of the Course: DSC**

**Course Code: BALA HIST 302**

**Semester: Sixth (VI)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the formation of a new legal culture under British rule and trace the genealogy of modern Indian law.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the formation of a new legal culture under British rule.

**CO2 (Understanding):** Investigate the relationship between sovereignty and law through a study of British India.

**CO3 (Synthesis):** Understand the transformation of pre-colonial laws into the modern legal regime; and analyse the impact of codification of traditional laws.

**CO4 (Application):** Trace the origins; and review the making of the Indian Constitution.

### **Course Content**

#### **Unit-I: Transition to the modern Indian legal system**

- a. Pre-colonial legal regimes.
- b. Law under the colonial state, law as an instrument of the colonial state.

#### **Unit-II: Colonial Law-making**

- a. Customs and codification under the colonial state; interpreters of customary law – colonial officials and Indian translators.
- b. Courts and the judicial system under colonial rule.
- c. Gender and law in colonial India.
- d. The colonial state and evidence, legitimacy, authority, testimony.

#### **Unit-III: Crime and Law in the Colonial State**

- a. Surveillance, control, and rule.

- b. Crime and criminality: Thugs, nomadic and tribal communities.
- c. Law and marginalized communities: reading the legal archive.
- d. Law and Nationalism; case studies – the trials of Bahadur Shah Zafar, B.G. Tilak, M.K. Gandhi and INA trials.

#### **Unit-IV: Constitutional history**

- a. Government of India Acts – 1909, 1919 and 1935.
- b. Making of the Constituent Assembly; dominant voices within the Assembly.
- c. Vision of the Constitution, Objectives, Resolution, context of Partition.
- d. Debates around separate electorates, language, powers of the central government, rights of the weaker sections.
- e. Key features of the Constitution.

#### **Pedagogy**

- Classroom lectures/map and geography /project work.
- Studying Sleeman’s reports to understand the ‘criminalisation’ of communities.
- Reading about the trials of Gandhi, Tilak etc to see judiciary’s response and reaction to ‘middle-class’ political dissidents versus how it dealt with peripatetic nomads.

#### **Text Books**

1. Austin, Granville, *The Indian Constitution: The Cornerstone of a Nation*, Oxford University Press, 1972.
2. Singha, Radhika, *A Despotism of Law: Crime and Justice in Early Colonial India*, Delhi: Oxford University Press, 1998.
3. Nair, Janaki, *Women and Law in Colonial India: A Social History*, Delhi: Kali for Women, 1996.
4. Derret, J.D M., *Religion, Law and the State in India*, Oxford University Press, 1999.

#### **Recommended Readings**

1. Sarkar, Tanika, “Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife”, *Economic and Political Weekly*, 28(36), 1993, pp.1869-1878.
2. Mani, Lata, “Contentious Traditions: The Debate on Sati in Colonial India” in K Sangari and S Vaid (ed.) *Recasting Women: Essays in Indian Colonial History*, New Delhi: Kali for Women, 1989, pp. 88-126.
3. Raman, Bhavani, *Document Raj: Writing and Scribes in Early Colonial South India*, Princeton: Princeton University Press, 2012.

4. Amin, Shahid, "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Guha, Ranajit (ed.), *Subaltern Studies V*, Delhi: Oxford University Press, 1987, pp. 166-202.
5. Guha, Ranajit, "Chandra's Death." in Guha, Ranajit (ed.) *Subaltern Studies V*, Delhi: Oxford University Press, 1987, pp. 135-165.
6. Sarkar, Sumit, 'Indian Democracy: The Historical Inheritance' in Atul Kohli ed., *The Success of India's Democracy*, Cambridge University Press, 1983.
7. Bhargava, Rajeev, 'Democratic Vision of a New Republic' in F.R. Frankel et al (eds). *Transforming India: Social and Political Dynamics of Democracy*, Oxford University Press, 2000.
8. Kugle, Scott, "Framed, Blamed and Renamed: The Recasting of Islamic Jurisprudence in Colonial South Asia," *Modern Asian Studies*, 35: 2, 2011, pp. 257-313.
9. Davis, Donald R., "Hinduism as a Legal Tradition," *Journal of the American Academy of Religion*, 75:2, 2007, pp. 241-267.
10. Bhattacharya, Neeladri, "Remaking Custom: The Discourse and Practice of Colonial Codification," in Champakalakshmi, R. and Gopal, S. (eds.), *Tradition, Dissent and Ideology: Essays in Honour of Romila Thapar*, Delhi: Oxford University Press, 1996, pp. 20-51.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**Modern Europe: French Revolution to the World Wars**

**Nature of the Course: DSC**

**Course Code: BALA HIST 304**

**Semester: Sixth (VI)**

**Credit: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (60 + 40)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Introduce students to the history of Europe from the French Revolution to the end of the Second World War

### **Course Outcome**

**CO1 (Knowledge):** Know about the dramatic transformation in the aftermath of the Industrial Revolution and the French Revolution; the Napoleonic Wars; the democratic revolutions in Europe; the development of arts and science; and the re-ordering of the world order over the course of two World Wars.

**CO2 (Understanding):** Understand how Europe became such a dominant force globally; and how its political and social systems developed over a century and more in the aftermath of the French Revolution.

**CO3 (Synthesis):** The various historiographical models to interpret European history.

**CO4 (Application):** Focus on specific aspects of European history and write about a few of them.

### **Course Content**

#### **Unit I: The Industrial Revolution and the French Revolution**

- a. The Industrial Revolution in England; changing social structures in France, Germany and Russia
- b. The Enlightenment and the French Revolution;
- c. Napoleonic State; Restoration; The Congress System

#### **Unit II: Liberalism, Socialism and Nationalism**

- a. Development of liberal thought after the French Revolution: Utilitarianism, French liberalism, Classical thinkers like Adam Smith, Ricardo, Mill; parliamentary reforms in England;
- b. The emergence of socialism: early socialist thinkers (Owen, Saint-Simon, Fourier); Chartism; Karl Marx and Marxism
- c. Constitutionalism; nationalism; democracy; the 1848 Revolutions

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.



- c. Unification of Italy and Germany

### **Unit III: Society and Culture in Nineteenth-Century Europe**

- a. Romanticism; positivism; Darwinism; racism
- b. Arts (literature: Dickens, Baudelaire, Flaubert, Tolstoy, Mary Wollstonecraft, Jane Austen; painting: Realism, impressionism, Art Nouveau; German Romanticism: Nietzsche, Wagner)
- c. Education
- d. Social minorities

### **Unit IV: Twentieth Century Europe**

- a. Events leading up to the First World War
- b. The First World War and the Treaty of Versailles
- c. Inter-war period; League of Nations – its successes and failures
- d. Second World War
- e. Establishment of the UN; Beginning of the Cold War – NATO and the Warsaw Pact

### **Pedagogy**

- Classroom lectures/map and geography /project work.
- Classroom debate on the reasons for European dominance in the 19<sup>th</sup> Century.
- Screening movies like *Pride and Prejudice* (2005), *Moulin Rouge* (2001) and *Napoleon* (2023)

### **Text Books**

1. Hobsbawm, Eric, *Age of Revolution: 1789-1848*, Hachette, 2010.
2. Berlanstein, L., *The Industrial Revolution and Work in Nineteenth-Century Europe*, Routledge, 1992
3. Merriman, John, *A History of Modern Europe: From the Renaissance to the Present*, New York: W.W. Norton, 2002.
4. Lowe, Norman, *Mastering Modern World History*, London: Palgrave Macmillan, 1997.

### **Recommended Readings**

1. Porter, Andrew, *European Imperialism 1860-1914*. Hampshire: Palgrave Macmillan, 1994.
2. Brettell, Richard, *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press, 1999.
3. Perry, Marvin and Bock, George W., *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company, 1993.

4. Bayly, C.A., *The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, 2004.
5. Berger, Stefan (ed.), *A Companion to Nineteenth Century Europe 1789-1914*, Oxford: Blackwell Publishing, 2004.
6. Kemp, Tom, *Historical Patterns of Industrialization*, New York: Longman, 1978.
7. Harvey, David, *Paris, Capital of Modernity*, Routledge, 2003.
8. Zeldin, Theodore, *France, 1848-1945: Volume II: Intellect, Taste, and Anxiety*, Oxford University Press, 1977.
9. Colley, L., *The Gun, the Ship, and the Pen: Warfare, Constitutions, and the Making of the Modern World*, Liveright Publishing, 2021.
10. . McPhee, P., *Liberty or Death: The French Revolution*, Yale University Press, 2016.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**History of Women in India up to the Eighteenth Century**

**Nature of the Course: DSC**  
**Course Code: BALA HIST 306**  
**Semester: Sixth (VI)**  
**Credits: 4 (L3 T1)**

**Mode of Examination: UES**  
**Course ID:**  
**Marks: 100 (40+60)**  
**Internal Evaluation: 40**  
**External Evaluation: 60**

### **Course Objective**

Understand the complex web of institutions and ideologies that facilitated the functioning of patriarchy in pre-colonial India; and the spaces within patriarchal structures where women enjoyed visibility and also had a voice.

### **Course Outcome**

**CO1 (Knowledge):** Understand diverse issues and perspectives in feminist history; drawing upon textual, epigraphic, and archaeological evidence.

**CO2 (Understanding):** Analyse the major historiographical trends in Indian feminist history writing.

**CO3 (Synthesis):** Identify 'manliness' as a form of social construction, and its interlinkages with the political culture, and learn to read and appreciate the contemporary sources within a gender-sensitive frame of reference.

**CO4 (Application):** Identify the operation of gender in reproducing socio-cultural life: property relations, household intimacies, and caste iniquities.

### **Course Content**

#### **Unit-I: Historiography**

- a. Women as marginalised communities.
- b. Voices of the ancient past: Maitreyi, Gargi.
- c. Intersection of gender with class, caste, family and polity.

#### **Unit-II: Representation of women in various religious traditions up to 1200 AD**

- a. Brahmanical, Buddhist, Jain, Tantric representations of women.
- b. Women ascetics: Socio-religious movement and women in Virashaivism.
- c. Women and property – the concept of stridhana.
- d. Marriage, family and the household.

### **Unit-III: Representation of women after 1200 CE**

- a. Gender relations in the imperial court.
- b. Gender relations in everyday life.
- c. Love and gender in the vernacular literature.
- d. Harem and concubinage.

### **Unit-IV: Women in the public sphere**

- a. Women in epigraphic inscriptions.
- b. Rulers, patrons and livelihood earners.
- c. Representations of women in Indian art.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the representation of women in different religions and different periods.
- Field trip to the National Museum and other museums to introduce students to visual representations of women in pre-colonial India.

### **Text Books**

1. Basu, A. and A. Taneja (eds.), *Breaking Out of Invisibility; Women in Indian History*, Delhi: Indian Council of Historical Research, 2002.
2. Chakravarty, Uma, *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India*, Delhi: Tulika, 2006.
3. Roy, Kumkum, *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, Delhi: Oxford University Press, 2010.
4. Roy, Kumkum (ed.), *Women in Early Indian Societies*, Delhi: Manohar, 1999.

### **Recommended Readings**

1. Ghosh, Durba, *Sex and the Family in Colonial India: The Making of Empire*, Cambridge: Cambridge University Press, 2006.
2. Lal, Ruby, *Empress: The Astonishing Reign of Nur Jahan*, New York, Penguin Viking, 2018.
3. Mernissi, Fatima, *The Forgotten Queens of Islam*, Minnesota: University of Minnesota Press, 1997.
4. Murray, Stephen O. and Will Roscoe (eds.), *Islamic Homosexualities: Culture, History, and Literature*, New York: New York University Press, 1997.
5. Papanek, Hanna and Gail Minault (eds.), *Separate Worlds: Studies of Purdah in South Asia*, New Delhi: Chanakya Publications, 1984.

6. Scott, Joan, 'Gender: A Useful Category of Historical Analysis', *American Historical Review*, 91, 5, 1986, pp. 1053-1075
7. Walthall, Anne (ed.), *Servants of the Dynasty: Palace Women in World History*, Berkeley: University of California Press, 2008.
8. Shah, S., *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature: 7<sup>th</sup> - 13<sup>th</sup> Centuries*, Delhi: Manohar, 2009.
9. Shah, Shalini, *The Making of Womanhood Gender: Relations in the Mahabharata*, Delhi: Manohar, 2012.
10. Butler, Judith, *Bodies that Matter: On the Discursive Limits of Sex*, London: Routledge, 2011.

## **DSE & MINOR STREAM COURSE (MS)**

### **History of Modern China**

**Nature of the Course: DSE**

**Course Code: BALA HIST 308**

**Semester: Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the transition of China from a feudal state to a modern nation state.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the advent of colonialism and its impact on China.

**CO2 (Understanding):** Understand the various attempts to ‘modernise’ China after European contact; rebellions during the ‘Century of Humiliation’.

**CO3 (Synthesis):** Analyse the impact of the Japanese invasion in contrast to the European exploitation of China.

**CO4 (Application):** Trace the emergence of communism and the establishment of a communist state.

### **Course Content**

#### **Unit-I: Imperial China and Western**

- a. Traditional Chinese institutions and ideologies (Confucianism).
- b. Struggle for power (Ming and Ch’ing dynasties- ruptures and continuities).
- c. Opium Wars: nature and interpretations.

#### **Unit-II: Social Movements and Reforms**

- a. Taiping Rebellion; Boxer Movement.
- b. Self-strengthening movement; Hundred Days Reforms of 1898.

#### **Unit-III: Nationalism**

- a. Revolution of 1911.
- b. The May Fourth Movement of 1919.

#### **Unit-IV: Communist Movement**

- a. Formation of the Communist Party and the First United Front.
- b. Mao's leadership (vision and strategy); Kiangsi and Yen-an; Revolution of 1848.

## **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the different experiences of colonialism in India and China.
- Screening of movies such as *The Last Emperor* (1987), *1911* (2011) and *Balzac and the Little Chinese Seamstress* (2002).

## **Text Books**

1. Hsu, C. Y. Immanuel, *The Rise of Modern China*, Oxford University Press, 1970.
2. Chesneaux, J. (ed.), *Popular Movements and Secret Societies in China, 1840-1950*, Stanford University, 1972.
3. Fairbank, J.K. and Merle, Goldman, *China: A New History*, Harvard University Press, 2006.
4. Gray, J., *Rebellions and Revolutions: China from 1800s to the 1980s*, Oxford University Press, 1990.

## **Recommended Readings**

1. Chow, Tse-tung, *The May Fourth Movement*. Stanford: Stanford University Press, 1960.
2. Harrison, J.P., *The Long March to Power: A History of the Chinese Communist Party, 1921-1972*, London: Macmillan, 1972.
3. Johnson, Chalmers A., *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945*, Stanford: Stanford University Press, 1962.
4. Snow, E., *Red Star over China- Part Three*, London: Victor Gollancz, 1937.
5. Shih, Vincent, *Taiping Ideology: Its Sources, Interpretations and Influences*, University of Washington Press, 1967.
6. Wright, M. C. (ed.), *China in Revolution: The First Phase, 1900-1913*, London: Yale University Press, 1968.
7. Zarrow, P., *China in War and Revolution 1895-1949*, London: Routledge, 2005.

## **DSE & MINOR STREAM COURSE (MS)**

### **History of Modern Japan**

**Nature of the Course: DSE**

**Course Code: BALA HIST 310**

**Semester Sixth (VI)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the transition of Japan from a feudal state to a modern nation-state.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the Meiji Restoration and the industrialization of Japan.

**CO2 (Understanding):** Understand the nature of industrialization in Japan and how it differed from European or American industrialization.

**CO3 (Synthesis):** Analyse Europe's relations with the Japanese; Commodore Perry, the Russo-Japanese War, the Washington Treaty, and the League of Nations.

**CO4 (Application):** Trace the rise of militarism and nationalism in Japan before and during the Second World War.

### **Course Content**

#### **Unit-I: Transition from Feudalism to Capitalism**

- a. Crisis of the Tokugawa Bakuhan System.
- b. The Meiji Restoration: reforms and outcomes.
- c. Economic history of the Meiji Era: industrialisation and capitalism.

#### **Unit-II: Democracy and Militarism**

- a. Popular Rights Movement.
- b. Meiji Constitution.
- c. Failure of Parliamentary Democracy; Militarism and Fascism.

#### **Unit-III: Imperialistic Expansion and Resistance**

- a. Imperialism and Japanese Nationalism.
- b. Expansion in China and Manchuria.
- c. Colonization of Korea and Korean Nationalism.

#### **Unit-IV: Second World War and beyond**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.



- a. Japan in the Second World War.
- b. American occupation and post-War Reconstruction.

## **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Classroom discussion on Pan-Asianism and Japanese war crimes during the Second World War.
- Screening of movies such as Seven Samurai (1954), Rashomon (1950) and Anarchist from Colony (2017).

## **Text Books**

1. Allen, George Cyril, Short Economic History of Modern Japan, Routledge, 2013.
2. Beasley, W.G., Japanese Imperialism 1894-1945, Clarendon Press, 1991.
3. Calman, Donald, The Nature and Origins of Japanese Imperialism: A Re-Interpretation of the Great Crisis of 1873, Routledge, 1992.
4. Gordon, Andrew, A Modern History of Japan from Tokugawa Times to the Present, Oxford University Press, 2021.

## **Recommended Readings**

1. Jansen, Marius B., Japan and China: From War to Peace, 1894-1972, Rand McNally & Co., 1975.
2. Moore, Barrington, Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World, Beacon Press, 2003.
3. Takemae, Eiji, Inside GHQ: The Allied Occupation of Japan and Its Legacy, Continuum International Publishing Group, 2002.
4. Victoria, Brian Daizen, Zen at War, Rowman & Littlefield Publishers, 2006.
5. Jansen, Marius B., The Making of Modern Japan, Harvard University Press, 2002.
6. Jansen, Marius B, and Rozman, Gilbert, Japan in Transition: From Tokugawa to Meiji, Princeton University Press, 1988.

**DSE & MINOR STREAM COURSE (MS)**  
**American History: Independence to Cold War**

**Nature of the Course: DSE**

**Course Code: BALA HIST 312**

**Semester Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

To understand the transition of the USA from the colonial period to 1<sup>st</sup> century and place it in global politics

### **Course Outcome**

**CO1 (Knowledge):** Learn about the history of slavery and servitude in America.

**CO2 (Understanding):** Understand the American Revolution and the development of capitalism in USA.

**CO3 (Synthesis):** Analyse the civil rights and suffragette movements.

**CO4 (Application):** Study the USA's role in the World Wars and global politics.

### **Course Content**

#### **Unit-I: Independence to Civil War**

- a. Revolution: sources, causes and historiography.
- b. Constitution: content and critique.
- c. Slavery and its role in the politics of America
- d. Westward Expansion: Jefferson and Jackson; Marginalization and Displacement of the indigenous tribes; Monroe Doctrine: Manifest Destiny.
- e. The Civil War

#### **Unit-II: Reconstruction to World War I**

- a. Reconstruction: 1865–1877.
- b. The Gilded Age, 1870–1890.
- c. Labour and peasant movements: Issues of race and gender.
- d. World War I and post-war isolation

### **Unit-III: Roaring Twenties to Second World War**

- a. The Roaring Twenties or the Jazz Age
- b. The Great Depression; New Deal.
- c. World War II.

### **Unit-IV: Cold War and Civil Rights Movement**

- a. Origins of Cold War; the Korean War; the Truman Doctrine.
- b. McCarthyism; Marshall Plan.
- c. Civil Rights Movement; Vietnam War.

### **Pedagogy**

- Classroom lectures/map and geography /project work/archeology.
- Classroom debate on the influence of America in the world today.
- Screening of movies such as 12 Years a Slave (2014), Lincoln (2013) and Selma (2014).

### **Text Books**

1. Barrington Jr., M, “The American Civil War: The Last Capitalist Revolution”, Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World, Penguin Books, 2015.
2. Beard, Charles A., An Economic Interpretation of the Constitution of the United States, Dover Publications, 2012.
3. Clegg, John J., “Capitalism and Slavery”, Critical Historical Studies 2, no. 2, 2015, pp. 281–304.
4. Dublin, Thomas, “Women, Work, and Protest in the Early Lowell Mills” , in The Working Class and its Culture, Routledge, 2019, pp. 127–144.

### **Recommended Readings**

1. Hicks, John Donald, The Populist Revolt: A History of the Farmers’ Alliance and the People’s Party, University of Minnesota Press, 1931.
2. Rauchway, Eric, The Great Depression and the New Deal: A Very Short Introduction, Oxford University Press, 2008.
3. White, John, and Dierenfield, Bruce J., A History of African-American Leadership, Routledge, 2014.
4. Zinn, Howard, A People’s History of the United States: 1492–Present, Routledge, 2015.
5. Foner, Eric, Give Me Liberty! An American History. Vol. I and II, WW Norton & Company, 2013.
6. Foner, Eric, “The Causes of the American Civil War: Recent Interpretations and New Directions”, Civil War History, 69, no. 2, 2023, pp. 41–59.

7. McCurry, Stephanie, *Confederate Reckoning Power and Politics in the Civil War South*, Harvard University Press, 2010.