



## NETAJI SUBHAS OPEN UNIVERSITY

### School of Social Sciences

DD 26, Sector I, Salt Lake, Kolkata – 700064

Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

### **Four-Year UG Degree Programme under National Curriculum & Credit Framework (NEP 2020)**

#### **DEPARTMENT OF HISTORY, SCHOOL OF SOCIAL SCIENCES**

#### **Programme Objectives**

The programme objectives for the undergraduate History learners can be elucidated as follows:

- To democratize education in keeping with the ODL philosophy and to 'reach the unreached' learners irrespective of their age, gender, caste and religion as per the motto of NSOU.
- To promote self-learning amongst the undergraduate History learners with a vision of obtaining knowledge of past and enlighten them on the present with an eye on the future.
- To guide learners to grasp facts and acquire knowledge through the recent historiographical debates, arguments and theories while identifying the patterns of change and continuity in history.
- To requisite information about different castes, classes, societies and heritage through significant developments in the history of the Indian subcontinent as well as the world from earliest times up to the period after independence, and recent past.
- To render services for the development of the State in particular, and the Nation in general, in order to sensitize the learners towards a humanistic, democratic and socially viable ecosystem.
- To break the stereotypes of History learning and create interest amongst students to cultivate essential knowledge of History with greater flexibility for multi-disciplinary approach to learning.
- To develop logical and rationale respect for national ideals, constitutional values, socio-cultural issues, global peace and understanding by projecting plural features of historical understandings.

#### **Programme Learning Outcomes**

At the end of the programme, it is expected that the History undergraduate learners will be able to:

- Acquire a full range of essential skills and abilities imbibing a 'Learning Outcome-based Curriculum Framework' (LOCF) envisioned to provide a vast scope for history learning in a more learner-centric manner for strengthening the student's experiences as they engage themselves in the programme of their choice in the ODL mode.



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- Develop the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that are important in the study of human society.
- Learn about socio-economic, cultural and political history in a non-biased way and connect with other Social Science disciplines to enrich the understanding of History.
- Be prepared for future foray into higher studies and historical research.
- Be trained to use the knowledge gained during the programme for future employment opportunities.
- Promote ideals of national integration, gender equality, social harmony as well as international peace and order for a more humane and progressive Indian and global society serving the highest goals of mankind.

### UG COURSE STRUCTURE, Department of History

SEM	CODE	Course	Group	Theory / Prac.	Credit	Study Hours	T E F M	TE Pass %	Assi g. FM	TM
1 <sup>st</sup> Year	I	5CC-HI-01 HISTORY OF INDIA- I	DSC-1	Theory	4	120	70	30	30	100
		NEC- HI -01 Bengal: Political History I (Earliest Times to 1203/1204)	DSE-1	Theory	4	120	70	30	30	100
			MDC-1	Theory	4	120	70	30	30	100
			AEC-1	Theory	4	120	70	30	30	100
			VAC-1	Theory	4	120	70	30	30	100
	II	NSE-HI-01 Understanding Archives and Interpreting Archival Documents	SEC-1	Theory	4	120	70	30	30	100
		5CC-HI-02 SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD	DSC-2	Theory	4	120	70	30	30	100
		NEC-HI-02 Bengal: Political History II (1203/1204-1757)	DSE-2	Theory	4	120	70	30	30	100
			MDC-2	Theory	4	120	70	30	30	100
			AEC-2	Theory	4	120	70	30	30	100
			VAC-2	Theory	4	120	70	30	30	100
Level 4.5		Exit 1: UG Certificate in History (on completion of 1 <sup>st</sup> Year Learners may exit from the programme with UG Certificate in History)								48 Credits
2 <sup>nd</sup> Year	III	6CC-HI-03 HISTORY OF INDIA II	DSC-3	Theory	4	120	70	30	30	100
		6CC-HI-04 SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL	DSC-4	Theory	4	120	70	30	30	100
		NEC-HI-03 Bengal: Political History III (1757-1947)	DSE-3	Theory	4	120	70	30	30	100



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			MDC-3	Theory	4	120	70	30	30	100
			AEC-3	Theory	4	120	70	30	30	100
		Human Rights	SEC-3	Theory	4	120	70	30	30	100
IV	6CC-HI-05	HISTORY OF INDIA III (c. 750 -1206)	DSC-5	Theory	4	120	70	30	30	100
	6CC-HI-06	RISE OF THE MODERN WEST - I	DSC-6	Theory	4	120	70	30	30	100
	6CC-HI-07	HISTORY OF INDIA IV (c.1206 - 1550)	DSC-7	Theory	4	120	70	30	30	100
	NEC-HI-04	Contextualizing Bengal: Society, Economy and Culture (From Earliest times to 1947)	DSE-4	Theory	4	120	70	30	30	100
			AEC-4	Theory	4	120	70	30	30	100
Level 5.0		Exit 2: UG Diploma in History (on completion of 2 <sup>nd</sup> Year Learners may exit from the programme with UG Diploma in History)								92 Credits
3 <sup>rd</sup> Year	7CC-HI-08	RISE OF THE MODERN WEST - II	DSC-8	Theory	4	120	70	30	30	100
	7CC-HI-09	HISTORY OF INDIA V (c. 1550 - 1605)	DSC-9	Theory	4	120	70	30	30	100
	7CC-HI-10	HISTORY OF INDIA VI (c. 1605 -1750s)	DSC-10	Theory	4	120	70	30	30	100
	7CC-HI-11	HISTORY OF MODERN EUROPE- I (c. 1780-1939)	DSC-11	Theory	4	120	70	30	30	100
			DSE-5	Theory	4	120	70	30	30	100
VI	7CC-HI-12	HISTORY OF INDIA VI (c. 1750 - 1857)	DSC-12	Theory	4	120	70	30	30	100
	7CC-HI-13	HISTORY OF INDIA VIII	DSC-13	Theory	4	120	70	30	30	100
	7CC-HI-14	HISTORY OF INDIA IX (c. 1935 - 1950)	DSC-14	Theory	4	120	70	30	30	100
	7CC-HI-15	HISTORY OF MODERN EUROPE II (c. 1780 - 1939)	DSC-15	Theory	4	120	70	30	30	100
			DSE-6	Theory	4	120	70	30	30	100
		Internship			4					
Level 5.5		Exit 3: UG Degree Programme in History (on completion of 3 <sup>rd</sup> Year Learners may exit from the programme with UG Degree in History)								136 Credits
4 <sup>th</sup> Year	8CC-HI-16	MAKING OF CONTEMPORARY WORLD	DSC-16	Theory	4	120	70	30	30	100
	8CC-HI-17	HISTORY OF SOUTH-EAST ASIA (19th & 20thcenturies)	DSC-17	Theory	4	120	70	30	30	100
	8CC-HI-18	HISTORY OF EAST ASIA I	DSC-18	Theory	4	120	70	30	30	100



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	8CC-HI-19	HISTORY OF EAST ASIA II	DSC-19	Theory	4	120	70	30	30	100
			DSE-7	Theory	4	120	70	30	30	100
VIII	8CC-HI-20	HISTORY OF THE USSR - I	DSC-20	Theory	4	120	70	30	30	100
	8CC-HI-21	HISTORY OF THE USSR - II	DSC-21	Theory	4	120	70	30	30	100
	8CC-HI-22	HISTORY OF THE USA-I	DSC-22	Theory	4	120	70	30	30	100
	8CC-HI-23	HISTORY OF THE USA-II	DSC-23	Theory	4	120	70	30	30	100
			DSE-8	Theory	4	120	70	30	30	100
Level 6.0		Exit 4: UG Degree Hons in History								176 Credits

N.B. Total Marks will be calculated based on 20% of the marks obtained in the assignment and 80% of the marks obtained in the term-end examination.



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### **UG HISTORY DETAILED SYLLABUS**

#### **DSC (MAJOR) SYLLABUS**

All DSC Courses are of 4 credits each

**1<sup>st</sup> Year,**

**Semester 1**

**Course Code: 5CC-HI-01**

**DSC-01 (MAJOR): HISTORY OF INDIA- I**

#### **Course Objectives**

- The course objectives for the undergraduate History learners can be elucidated as follows:
- To allow the UG learners to understand the process of historical reconstruction
- To understand the pre-historic cultures of ancient India
- To know the details of the Harappan civilization
- To learn about the cultures in transition in Ancient India

#### **Course Learning Outcomes**

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the notions and process of reconstruction of History
- Analyze the evolution of paleolithic, Mesolithic and neolithic cultures of India
- Grasp the significance of the scope nad nature of the Harappan civilization
- Reflect on the cultural transitions in North, Central India and Tamilakam

#### **Block I: Reconstructing Ancient Indian History**

Unit - 1: Early Indian notions of History

Unit - 2: Sources and tools of historical reconstruction

Unit-3: Historical interpretations (with special reference to gender, environment, technology, and regions)

#### **Block II: Pre-historic hunter-gatherers**

Unit -4: Palaeolithic cultures

Unit- 5: Mesolithic cultures

#### **Block III: The advent of food production**

Unit - 6: The Neolithic Age and the Beginnings of Food Production

Unit - 7: Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures

#### **Block IV: The Harappan civilization**

Unit - 8: Origins; settlement patterns and town planning;



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Unit - 9: Agrarian base; Craft productions

Unit - 10: Trade

Unit - 11: Social and political organization- Religious beliefs -Art

Unit - 12: The problem of urban decline and post-Harappan traditions

### Block V: Cultures in transition

Unit-13: North India (circa 1500 BCE-300 B CE)- Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

Unit - 14: Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

Unit - 15: Tamilakam (circa 300 BCE to circa CE 300)



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### Suggested Readings

R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007.

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.

R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995

D. P. Agrawal, *The Archaeology of India*, 1985.

Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.

A. L. Basham, *The Wonder that Was India*, 1971.

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.

D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996

K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

Upinder Singh, *A History of Ancient and Early Medieval India*, 2008. Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002. Irfan Habib, *A People's History-Vol. -1, PreHistory*, 2001,

----Vol.-2, *Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.*, 2002

Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997. Rajan Gurukkal, *Social Formations of Early South India*, 2010.

R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC- AD 1300*, 1996.



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### 1<sup>st</sup> Year Semester II

**Course Code: 5CC-HI-02**

**DSC-02 (MAJOR): SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD**

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To assist the UG learners to get an idea about the various theories of Charles Darwin, V. Gordon Childe, T. H. Huxley, A. J. Toynbee on Evolution and Growth of Civilisation.
- To understand the definition and Scope of archeology, different archeological methods, scientific excavations and theories and paradigms of archaeology.
- To get familiar with the evolution of human body and its transformation from ape to modern man and scientific explanations related to fossils taphonomy.
- To make a survey of the Chalcolithic people and their culture, to get a brief idea of the Bronze ages in various parts of the globe, i. e. Europe, Egypt, Mesopotamia and China.
- To trace a rough idea about the discovery of iron and the early manufacturing process about it.
- To study the agrarian economy of Ancient Greek civilisation, indicate the existence of the institution of slavery in Greece, taxation system and currency.
- To get a thorough knowledge about the origin of Athens and expansion of its hegemony in Greek peninsula, story of Persian invasions, of Greece, Hellenic literature and philosophy, sports and games and also rise of Polis.

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the Theory on Evolution and growth of civilisation with special reference to Paleolithic, Mesolithic and Neolithic cultural patterns of the ancient world, beginning of agriculture and animal husbandry.
- Get an overview of the Chalcolithic culture citing examples of Sumerian, Egyptian, Chinese and Eastern Mediterranean civilisation.
- Have a knowledge of the debate on the advent of iron and its implication, that indicates a big leap in human history.
- Get a transparent picture of the evolution of mankind in Indian Subcontinent



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#### **Block I: Evolution of humankind**

Unit – 1: Theories on Evolution and Growth of civilizations – i) Charles Darwin, ii) Thomas Henry Huxley, iii) Arnold Toynbee, iv) V. Gordon Childe

Unit – 2: Palaeolithic and Mesolithic Culture

#### **Block II: Food production**

Unit – 3: Neolithic cultures – Beginnings of agriculture and animal husbandry

#### **Block III: Bronze Age Civilizations**

Unit- 4: Mesopotamia (up to the Akkadian Empire)

Unit – 5: Egypt (Old Kingdom)

Unit – 6: Minoan & Mycenaean– Economy, Social stratification, State structure, Religion

#### **Block IV: Iron Age Civilizations**

Unit – 7: Debate on the advent of Iron-Iron age civilizations – Hittites and Etruscans

#### **Block V: Economy in ancient Greece**

Unit - 8: Agrarian economy, urbanization and trade

#### **Block V: Polis in ancient Greece**

Unit – 9: Athens

Unit – 10: Sparta

Unit- 11: Wars in Hellenic world – Greco-Persian War and Peloponnesian War

#### **Block VI: Society and Culture in ancient Greece**

Unit- 12: Slave society in ancient Greece

Unit – 13: Hellenic Literature and Philosophy

Unit - 14: Greek Sports – Olympic

Unit – 15: Rise of Macedon and Hellenistic culture

#### **Suggested Readings**

Burns and Ralph. *World Civilizations. Cambridge History of Africa, Vol. I.*

V. Gordon Childe, *What Happened in History.*

G. Clark, *World Prehistory: A New Perspective.*

B. Fagan, *People of the Earth.*

Amar Farooqui, *Early Social Formations.*

M. I. Finley, *The Ancient Economy.* Jacquetta Hawkes, *First Civilizations.*

G. Roux, *Ancient Iraq.*

Bai Shaoyi, *An Outline History of China.*

H. W. F. Saggs, *The Greatness that was Babylon.*

B. Trigger, *Ancient Egypt: A Social History.*

UNESCO Series: *History of Mankind, Vols. I – III./ or New ed. History of Humanity.*

R. J. Wenke, *Patterns in Prehistory.*

G. E. M. Ste Croix, *Class Struggles in the Ancient Greek World.*

J. D. Bernal, *Science in History, Vol. I.*

V. Gordon Childe, *Social Evolution.*

Glyn Daniel, *First Civilizations.*

R. Hauser, *A Social History of Art, Vol. I*



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2<sup>nd</sup> Year

Semester III

**Course Code: 6CC-HI-03**

**DSC-03 (MAJOR): HISTORY OF INDIA II**

### Course Objectives:

The course objectives for the undergraduate History learners can be elucidated as follows :

- To become acquainted with the Economy and Society (c. 300 BCE to c. 300 CE), of North India, Central India and the Deccan
- To learn about the changing political formations (c. 300 BCE to c. 300 CE), rise of Mauryan Empire to post Mauryan politics with special reference to the Kushanas and the Satavahanas, growth and development of economy and society
- To understand the political development during Gupta and post Gupta period with special reference to Pallavas, Chalukyas and Vardhanas.
- To identify the basic chief features of early medieval Indian society.
- To create an overview of the religion, philosophy and society (c. 300 BCE to c. 300 CE), by referring to Brahmanical tradition, theistic cults and tantricism.
- To acquire the knowledge of cultural developments (c.300 BCE to c. 300 CE) with special reference to literary, scientific and technical activities, as well as development of art and architecture from Maurya to post Gupta period.

### Course Learning Outcomes

At the end of the course, it is expected that the History UG Learners will be able to:

- Comprehend the socio-economic development of the concerned period.
- Analyse the changing patterns of historical development from the Maurya to post Gupta period.
- Picture the religion, philosophy and society of the concerned period.
- Understand the growth of literature of the related period.
- Examine the proliferation of jatis
- Understand the art, architecture and forms of patronage in the period

### Block I: Changing political formations (circa 300 BCE to circa CE 300)

Unit - 1: The Mauryan Empire

Unit - 2: Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas

### Block II: Towards early medieval India (circa CE fourth century to CE 750)

Unit - 3: Agrarian expansion: land grants, changing production relations

Unit - 4: Graded Land rights and peasantry

Unit - 5: The problem of urban decline: patterns of trade, currency, and urban Settlements

Unit - 6: Varna, proliferation of jatis: changing norms of marriage and property

Unit - 7: The nature of polities: the Gupta empire and its contemporaries



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Unit – 8: Post-Gupta politics –Pallavas, Chalukyas, and Vardhanas

#### **Block III: Religion, philosophy and society (circa 300 BCE – CE 750)**

Unit – 9: Consolidation of the Brahmanical tradition: Dharma, Varnashram, Purusharthas, Samskaras

Unit – 10: Theistic cults (from circa second century BC): Mahayana; the Puranic tradition

Unit – 11: The beginnings of Tantricism

#### **Block IV: Cultural developments (circa 300 BCE – CE 750)**

Unit – 12: A brief survey of Sanskrit, Pali, Prakrit and Tamil literature.

Unit – 13: Scientific and technical treatises

Unit – 14: Art and architecture & forms and patronage: Mauryan Period

Unit – 15: Art and architecture & forms and patronage: Post-Mauryan Period

Unit – 16: Art and architecture & forms and patronage: Gupta Period

Unit – 17: Art and architecture & forms and patronage: Post-Gupta

### Suggested Readings

B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.

D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.

D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.

S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.

B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.

K. A. N. Sastri, *A History of South India*.

R. S. Sharma, *Indian Feudalism*, 1980.

R.S.Sharma, *Urban Decay in India, c.300-C1000*, Delhi, Munshiram Manohar Lal, 1987

Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.

N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed., 1996.

J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.

P. L. Gupta, *Coins*, 4th ed., 1996.

Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2009

H. P. Ray, *Winds of Change*, 1994.

Romila Thapar, *Early India: From the Origins to 1300*, 2002.

### 2<sup>nd</sup> Year

#### Semester III

##### Course Code: 6CC-HI-04

##### **DSC-04 (MAJOR): SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD**

The course objectives for the undergraduate History learners can be elucidated as follows:

- To give the learners a clear picture of administrative history of Roman Republic, Principate and Empire, unification of Italy under Rome, agrarian economy and urbanization.



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- To have a broad overview of the Roman Republic with social reference to the class conflict between Patrician and Plebian, condition of the slaves and position of women.
- To make an inquiry into the religion and culture in ancient Rome, eclectic nature of Roman religion, Roman literature and culture.
- To examine the crises of the Roman Empire, Constantine and his reforms, decline of the Empire in the West.
- To create an overview of the rise of feudalism, its decline and organisation of production, towns and trade, technological developments.
- To get familiar to the struggle between Empire and Papacy as well as monasticism.

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Comprehend the Roman Republic, its administrative history, Italian unification, agrarian economy and urbanization.
- The nature of Roman Republic and religion and culture in ancient Rome.
- The economic developments in Europe from the 7th to the 14th centuries.
- The religion and culture in medieval Europe.

### Block I: Roman Republic

Unit – 1: Brief administrative history of Rome – Republic, Principate and Empire

Unit – 2: Unification of Italy under Rome

Unit – 3: Agrarian economy, Urbanization and trade

### Block II: The Roman Society

Unit – 4: Patrician – Plebeian conflict

Unit – 5: Slave society in ancient Rome: Condition of the Slaves

Unit – 6: Condition of Women

### Block III: Religion and culture in Ancient Rome

Unit – 7: Eclectic nature of Roman religion

Unit – 8: Roman Literature, art and architecture

### Block IV: Crises of the Roman Empire

Unit – 9: The Third century crisis

Unit – 10: Constantine and his reforms

Unit – 11: End of the Empire in the West and Causes of the Decline

### Block V: Economic developments in Europe from the 7<sup>th</sup> to the 14<sup>th</sup> centuries

Unit – 12: The 10<sup>th</sup> century crisis and rise of Feudalism

Unit – 13: Organization of production, towns and trade, technological developments.

Unit – 14: Crisis of feudalism

### Block VI: Religion and culture in medieval Europe

Unit – 15: Christianity – Church and the Papacy

Unit – 16: Monasticism

### Suggested Readings



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Perry Anderson, Passages from Antiquity to Feudalism. Marc Bloch, Feudal Society, 2 Vols. Cambridge History of Islam, 2 Vols.

Georges Duby, The Early Growth of the European Economy. Fontana, Economic History of Europe, Vol. I (relevant chapters).

P. K. Hitti, History of the Arabs.

P. Garnsey and Saller, The Roman Empire.

S. Ameer Ali, The Spirit of Islam.

J. Barrowclough, The Medieval Papacy. Encyclopaedia of Islam, 1st ed., 4 vols.

M. G. S. Hodgson, The Venture

### 2<sup>nd</sup> Year

#### Semester IV

**Course Code: 6CC-HI-05**

**DSC-05 (Major): HISTORY OF INDIA III (c. 750 -1206)**

#### Course Objectives

The Course Objectives for the undergraduate History learners can be elucidated as follows :

- To identify the geographical sources, texts, numismatics, to be acquainted with the Indian feudalism (with special reference to the views of different historians) and the origin of the Rajputs and the nature of the state.
- To study the evolution of political structures of the Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas.
- To analyse the agrarian structure and social change with special reference to crop producing peasants, proliferation castes, status of the untouchables and the position of the tribes as peasants in accordance with the Varna order.
- To get an overview of international trade, maritime trade, forms of exchange, process of urbanization merchant guilds of South India.
- To make a survey on the growth and development of the popular religious cults, i.e. Bhakti, Tantricism, Puranic traditions, Buddhism and Jainism, development of regional language and literature, evolution of regional art and architecture and their styles.

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to understand:

- Understand the early medieval India, debates on feudalism and rise of Rajputs.
- Analyse the political trajectory of early medieval India under the Palas, Pratiharas and Cholas, Islamic invasion, Arab conquest of Sindh, nature and impact of the new set up, causes and consequences of early Turkish invasion.
- Discuss the basic features of agrarian structure and social change.
- Get an Overview of trade and commerce of the concerned period.



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- Examine the religious and cultural developments of early medieval India.

### Block I: Studying Early Medieval India

Unit – 1: Historical geography Sources: texts, epigraphic and numismatic data

Unit – 2: Debates on Indian feudalism

Unit – 3: Rise of the Rajputs and the nature of the state

### Block II: Political Structures

Unit- 4: Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas

Unit – 5: Legitimization of kingship; brahmanas and temples; royal genealogies and rituals

Unit – 6: Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah

Unit - 7: Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

### Block III: Agrarian Structure and Social Change

Unit – 8: Agricultural expansion; crops

Unit – 9: Landlords and peasants

Unit – 10: Proliferation of castes; status of untouchables

Unit – 11: Tribes as peasants and their place in the Varna order

### Block IV: Trade and Commerce

Unit –12: Inter-regional and Maritime trade

Unit –13: Process of urbanization - Merchant guilds of South India

### Block V: Religious and Cultural Developments

Unit – 14: Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults

Unit – 15: Islamic intellectual traditions: Al-Biruni; Al-Hujwiri Unit – 19: Regional languages and literature

Unit – 16: Art and architecture: Evolution of regional styles

### Suggested Readings

R.S. Sharma, *Indian Feudalism* (circa 300 – 1200).

B.D. Chattpadhyaya, *The Making of Early Medieval India*.

R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India*, Vol. IV (A &B).

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

Hermann Kulke, ed., *The State in India (AD 1000 – AD 1700)*.

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 -1800)*

Derryl N. Maclean, *Religion and Society in Arab Sindh*. Irfan Habib, *Medieval India: The Study of a Civilization*.

Richard Davis *Lives of Indian Images*.

Romila Thapar, *Somanatha: The Many Voices of a History*.

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*.

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

Burton Stein, *Peasant State and Society in Medieval South India*. R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD*.



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

*Al. Beruni's India*, NBT edition.

Ali Hujwiri, *Kashful Mahjoob*, tr. R.Nicholson.

S C Mishra, *Rise of Muslim Communities in Gujarat*. J. Schwartzberg, *Historical Atlas of South Asia*

**2<sup>nd</sup> Year**

**Semester IV**

**Course Code: 6CC-HI-06**

**DSC-06 (MAJOR): RISE OF THE MODERN WEST – I**

### Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To analyse the historiography of transition from feudalism to capitalism
- To understand the compulsions of early colonial expansion
- To discuss the different contours of Renaissance and Humanism
- To develop an interest in origin, course and results of the European Reformation in the 16<sup>th</sup> century
- To study the economic developments of the sixteenth century
- To examine the emergence of European state system

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Review the problems and theories of the debate on transition from feudalism to capitalism
- Understand the beginnings of the era of colonization
- Discuss the social roots and meaning of Renaissance
- Understand the spread of Humanism in Europe
- Elucidate the reformation movements inside and outside Germany
- Examine the commercial and price revolution in the sixteenth century
- Reflect upon the emergence of Spain, France, England and Russia in Europe in this period

### Block I: Transition from Feudalism to Capitalism

Unit – 1: Problems and Theories with Special Reference to the Historiography of the Transition Debates

### Block II: Early Colonial Expansion

Unit – 2: Motives, Voyages and Explorations; The conquests of the Americas: Beginning of the era of Colonization



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### Block III: Renaissance

Unit – 3: Renaissance: Meaning and Social Roots

Unit – 4: Spread of humanism in Europe

Unit – 5: Art

### Block IV: The Reformation Movement: Origins, Course and Results

Unit – 6: Origins

Unit – 7: Course (I): Martin Luther and the German Reformation; Course (II):

Reformation Movement Outside of Germany; Course (III): The Radical

Reformation; Course (IV): The Catholic Reformation

Unit – 8: Results

### Block V: Economic Developments of the Sixteenth century

Unit – 9: The Economic Condition of 16th Century: General Aspects (Rural and Urban)

Unit – 10: Shift of economic balance from the Mediterranean to the Atlantic

Unit – 11: Commercial Revolution

Unit – 12: Influx of American Silver and the Price Revolution

### Block VI: Emergence of European State System

Unit – 13: Spain

Unit – 14: France

Unit – 15: England

Unit – 16: Russia

### Suggested Readings

T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate*

H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 -1700*. 3<sup>rd</sup> ed. (1993)

D. C. Coleman (ed.), *Revisions in Mercantilism*. Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J. R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*. Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*. Stephen J. Lee, *Aspects of European History, 1494- 1789*

G. Parker, *Europe in Crisis. 1598- 1648*.

G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.

J. H. Parry, *The Age of Reconnaissance*.

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

V. Poliensiky, *War and Society in Europe, 1618 – 48*.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400*



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– 1715.

Jan de Vries, *Economy of Europe in an Age of Crisis 1600 to 1750*

M. S. Anderson, *Europe in the Eighteenth Century*. Perry Anderson, *The Lineages of the Absolutist State*. Stuart Andrews, *Eighteenth Century Europe*.

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850*. *The Cambridge Economic History of Europe*. Vol. I – VI.

James B. Collins, *The State in Early Modern France: New Approaches to European History*.

G. R. Elton, *Reformation Europe, 1517 to 1559*.

M. P. Gilmore, *The World of Humanism, 1453 -1517*.

Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.

J. Lynch, *Spain under the Hapsburgs*. Peter Mathias, *First Industrial Revolution*.

Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 to 1600*. Charles A.

Nauert, *Humanism and the Culture of the Renaissance (1996)*. The New Cambridge Modern History of Europe, Vols. I -VII.

L. W. Owie, *Seventeenth Century Europe*.

D. H. Pennington, *Seventeenth Century Europe*.

F. Rice, *The Foundations of Early Modern Europe*.

### 2<sup>nd</sup> Year Semester IV

**Course Code: 6CC-HI-07**

**DSC- 07(MAJOR): HISTORY OF INDIA IV (c.1206 - 1550)**

#### Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To interpret the sources of Delhi Sultanate
- To study the foundation, expansion and consolidation of the Sultanate of Delhi
- To understand the emergence of provincial dynasties and Regional Identities
- To know about the society and economy of the Sultanate period
- To assess the religion, society and culture of the period

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Survey the sources of Delhi Sultanate
- Understand the expansion of political structures till the first battle of Panipat
- Discuss the consolidation of regional identities
- Acquire a clear idea about the Iqta system
- Gain knowledge about Sufi silsilas and Bhakti movements

#### Block I: The Delhi Sultanate: Sources



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Unit – 1: Survey of Sources: Persian Tarikh Tradition; Vernacular Histories; Epigraphy

#### **Block II: The Delhi Sultanate: Political structures**

Unit – 2: Foundation, Expansion and Consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs

Unit – 3: Mongol threat and Timur's Invasion; The Lodis: Conquest of Bahlul and Sikandar

Unit – 4: Ibrahim Lodi and the First Battle of Panipat

Unit – 5: Theories of kingship, Ruling elites; Sufis, Ulama and the Political Authority

#### **Block III: The Provincial Dynasties: Emergence and Formation of Regional Identities**

Unit – 6: (a) Bahamanis; (b) Vijayanagar

Unit – 7: (a) Gujarat; (b) Malwa

Unit – 8: (a) Jaunpur; (b) Bengal

Unit – 9: Consolidation of Regional Identities; Regional Art, Architecture and Literature

#### **Block IV: Society and Economy**

Unit – 10: Iqta and the Revenue-free Grants; Agricultural Production; Technology

Unit – 11: Changes in Rural Society; Revenue Systems

Unit – 12: Monetization; Market Regulations; Growth of Urban Centers; Trade and Commerce; Indian Ocean Trade

#### **Block V: Religion and Culture**

Unit – 13: Sufi Silsilas: Chishtis and Suhrawardis; Doctrines and Practices; Social Roles

Unit – 14: Bhakti Movements and Monotheistic Traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant Tradition

Unit: 15: Sufi Literature: Malfuzat; Premakhayans

#### **Suggested Readings**

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

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

Catherine Asher and Cynthia Talbot, *India Before Europe*.

Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I*.

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

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

S.A.A. Rizvi, *A History of Sufism in India, Vol. I*. Mohibul Hasan, *Historians of Medieval India*. Cynthia Talbot, *Pre-colonial India in Practice*.

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

I.H. Siddiqui, *Afghan Despotism*.

Burton Stein, *New Cambridge History of India: Vijayanagara*. Richard M. Eaton, ed., *India's Islamic Traditions*.



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Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India*. Sheldon Pollock, *Languages of the Gods in the World of Men*. Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate*. Andre Wink, *Al-Hind*, Vols. I-III.

**3<sup>rd</sup> Year**  
**Semester V**

**Course Code: 7CC-HI-08**

**DSC – 08 (MAJOR): RISE OF THE MODERN WEST - II**

#### **Course Objectives:**

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the 17<sup>th</sup> century European crisis
- To analyse the major issues in the English revolution
- To be able to discuss the rise of modern science
- To acquire a clear idea of the Mercantilism and European economics of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- To assess the European political developments of the 18thc
- To survey the conditions leading to the American Revolution
- To understand the prelude to the Industrial revolution

#### **Course Learning Outcomes**

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the nature and extent of the 17<sup>th</sup> century European crisis
- Examine the fermentation of ideas during the Revolution of 1688 and their consequences
- Understand the social context of modern science
- Discuss the theory of mercantilism in details
- Identify the growth of parliamentary monarchy and patterns of absolutism in Europe
- Understand the origins of the American Revolution
- Interpret the causal origin of the Industrial Revolution

#### **Block I: 17th century European Crisis**

Unit – 1: Decline of the European Economy: The Mediterranean Region, Spain, and Italy

#### **Unit – 2: Nature and the Extent of the Crisis: Economic, Social and Political Dimensions**

Unit – 3: The Thirty Years War

#### **Block II: The English Revolution**

Unit – 4: Major Issues and Ideas: Political and Intellectual Currents

Unit – 5: Commonwealth and Protectorate; Restoration of 1660

Unit – 6: Socio-Economic Changes

Unit – 7: The Revolution of 1688



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Unit – 8: Consequences: Intellectual and Cultural Trends

### Block III: Rise of Modern Science

Unit – 9: Origins: Social Context of the Modern Science

Unit – 10: Major Developments and the Formulation of Scientific Method

Unit – 11: Science and Religion

### Block IV: Mercantilism and the European Economy: 17th and 18th Centuries

Unit – 12: Origins

Unit – 13: The Theory of Mercantilism

Unit – 14: (a) Mercantilism in Action; (b) Rejection of Mercantilism

### Block V: European Politics in the 18th century

Unit – 15: (a) Parliamentary Monarchy; (b) Patterns of Absolutism in Europe

### Block VI: Preludes to the Industrial Revolution

Unit – 16: Causal Origin of the Industrial Revolution

### Suggested Readings

T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.

H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*.

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 - 1700*. 3<sup>rd</sup> ed. (1993).

D.C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J.R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*. Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.

Stephen J. Lee, *Aspects of European History, 1494 - 1789*.

G. Parker, *Europe in Crisis, 1598 - 1648*.

G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.

J.H. Parry, *The Age of Reconnaissance*.

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

V. Poliensiky, *War and Society in Europe. 1618 -48*.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400-1715*.

Jan de Vries, *Economy of Europe in an Age of Crisis, 1600 to 1750*.

M. S. Anderson, *Europe in the Eighteenth Century*.

Perry Anderson, *The Lineages of the Absolutist State*.

Stuart Andrews, *Eighteenth Century Europe*.

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.

*The Cambridge Economic History of Europe. Vol. I - VI*.



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

James B. Collins, *The State in Early Modern France, New Approaches to European History*.

G. R. Elton, *Reformation Europe, 1517 to 1559*.

M. P. Gilmore, *The World of Humanism. 1453 to 1517*.

Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.

J. Lynch, *Spain under the Hapsburgs*.

Peter Mathias, *First Industrial Revolution*.

Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 to 1600*. Charles A.

Nauert, *Humanism and the Culture of the Renaissance (1996)*.

*The New Cambridge Modern History of Europe, Vols. I – VII*.

L. W. Owie, *Seventeenth Century Europe*.

D. H. Pennington, *Seventeenth Century Europe*.

F. Rice, *The Foundations of Early Modern Europe*

**3<sup>rd</sup> Year**

**Semester V**

**Course Code: 7CC-HI-09**

**DSC – 09 (MAJOR): HISTORY OF INDIA V (c. 1550 - 1605)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the transformation of statecraft, if any during the first 100 years of the Mughals in India.
- To study the transformation of political and social life of the Mughals.
- To understand the process of Indianisation of the empire.
- To assess the contribution of Akbar in creation of a secular administration.

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Review the sources and historiography of the Mughal period
- Analyse how the Mughals were able to impose their statecraft through political, economic as well as social assimilation during that period
- Discuss the consolidation of Mughal rule under Akbar
- Understand the attempts at incorporation of Rajputs and other indigenous groups in Mughal nobility
- Discuss inclusive religious theories and ideals of Mughal state especially under Akbar

### Block I: Sources and Historiography

Unit – 1: Persian Literary Culture; Translations; Vernacular Literary Traditions

Unit – 2: Modern Interpretations



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### Block II: Establishment of Mughal Rule

Unit – 3: India on the Eve of Babur’s Invasion

Unit – 4: Firearms, Military Technology and Warfare

Unit – 5: Humayun’s Struggle for Empire

Unit – 6: Sher Shah and His Administrative and Revenue Reforms

### Block III: Consolidation of Mughal Rule under Akbar

Unit – 7: Campaigns and Conquests: Tactics and Technology

Unit – 8: Evolution of Administrative Institutions: Zabt, Mansab, Jagir, Madad-i-Maash

Unit – 9: Revolts and Resistance

### Block IV: Expansion and Integration

Unit – 10: Incorporation of Rajputs and other indigenous groups in Mughal nobility

Unit – 11: North-West Frontier, Gujarat and the Deccan

Unit – 12: Conquest of Bengal

### Block V: Rural Society and Economy

Unit – 13: Land Rights and Revenue System: Zamindars and Peasants; Rural Tensions

Unit – 14: Extension of Agriculture and Agricultural Production; Crop Patterns

Unit – 15: Trade Routes and Patterns of Internal Commerce; Overseas Trade; Rise of Surat

### Block VI: Political and Religious Ideals

Unit – 16: Inclusive Political Ideas: Theory and Practice

Unit – 17: The Religious World of the Mughals: Religious Tolerance and Sulh-i-Kul; Sufi Mystical and Intellectual Interventions; the Role of the Ulama

### Suggested Readings

M. Athar Ali, *The Apparatus of Empire, Awards of Ranks, Offices and Titles to the Mughal Nobility, 1574–1658*

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

Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 – 1750*.

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

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, ed., *Akbar and His India*

Irfan Habib, *Agrarian System of Mughal India, 1526 to 1707*.

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.

Harbans Mukhia, *The Mughals of India*

Harbans Mukhia, *Perspectives on Medieval History*

Hermann Kulke, ed., *The State in India, 1000–1700*

Burton Stein, *A History of India*

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

R. P. Tripathi, *Rise and Fall of the Mughal Empire*



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3<sup>rd</sup> Year  
Semester V

**Course Code: 7CC-HI-10**

**DSC -10 (MAJOR): HISTORY OF INDIA VI (c. 1605 - 1750s)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To assess the continuity in the Mughal administration.
- To assess the efforts of the Mughals towards territorial expansion and results
- To assess the changes in Mansabdari system and their effects.
- To assess the role of the Emperors in religious affairs.
- To assess the effects of the rise of regional powers
- To assess the stages of the Mughal decline.

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand that though the Mughals gathered strength they failed to combat some regional forces
- Understand that the Mughals also failed to keep the administration in proper order which ultimately led to its decline and intrusion of foreign elements.
- Gain knowledge about the political culture under Jahangir and Shah Jahan
- Assess the condition of Mughal empire under Aurangzeb
- Get an idea of the Mughal paintings and architecture
- Interpret the pattern of regional politics under Rajputs and Marathas
- Develop an interest in the trade network of the Mughal period

### Block I: Sources

Unit – 1: Persian and Vernacular Literary Cultures, Histories, Memoirs and Travelogues

### Block II: Political Culture under Jahangir and Shah Jahan

Unit – 2: The Mughal Rule: Territorial Expansion and Structural Formation (Manab and Jaigir system)

Unit – 3: Elite and Popular Culture (Imperial Culture, Orthodoxy and Syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad)

### Block III: Mughal Empire under Aurangzeb

Unit – 4: State and Religion under Aurangzeb

Unit – 5: Issues in the War of succession

Unit – 6: Policies regarding Religious groups and Institutions

Unit – 7: Conquests and Limits of Expansion

### Block IV: The Crisis of Empire

Unit – 8: Beginning of the Crisis: Contemporary Perceptions

Unit – 9: Agrarian and Jagir Crises; Revolts



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### Block V: Visual Culture: Paintings and Architecture

Unit 10: Paintings and Architecture

### Block VI: Patterns of Regional Politics

Unit – 11: Rajput Political Culture and State Formation

Unit – 12: Deccan Kingdoms; Emergence of the Marathas; Shivaji; The Maratha Power under the Peshwas

Unit – 13: The Decline of the Mughal Power and the Emergence of Successor States

Unit – 14: Interpreting Eighteenth Century India: Recent Debates

### Block VII: Trade and Commerce

Unit – 15: The Mughal Monetary System.

Unit – 16: Markets and Urban Centres

Unit – 17: Indian Ocean Trade Network

### Suggested Readings

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

Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.

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

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, *Agrarian System of Mughal India, 1526 to 1707*.

Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 - 1750*.

Stewart Gordon, *The Marathas 1600 - 1818*.

Ebba Koch, *Mughal Art and Imperial Ideology*.

S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.

S. Arsaratnam, *Maritime India in the Seventeenth Century*.

Muzaffar Alam, *The Crisis of Empire in Mughal North India*.

Catherine Asher, *Architecture of Mughal India*

Jadu Nath Sarkar, *Fall of the Mughal Empire*, 4 vols

Jadu Nath Sarkar, *History of Aurangzeb Based Upon Original Sources*, 5 vols

### 3<sup>rd</sup> Year

#### Semester V

**Course Code: 7CC-HI-11**

**DSC -11 (MAJOR): HISTORY OF MODERN EUROPE (c.1789-1939)**

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the metamorphosis in Europe in political, economic and social.
- To assess the rise and decline of Napoleon Bonaparte.
- To assess the failure of the Metternich System and Unification Movements in Germany and Italy.
- To understand the history for struggle for mastery in Europe



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- To assess the changes in status quo in the late 19th and early 20th centuries.
- To understand and assess the reasons and effects of the World War I.
- To understand the history of the rise of Fascism.

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Know in details about Modern Europe beginning with the French Revolution
- Understand the nature of revolutionary changes and their respective effects in Europe and also outside
- Define the process of industrialization in Europe
- Assess the formation of different national identities in Europe
- Analyse the growth in imperialist aspirations leading to militarisation
- Elucidate the factors consequent of which the world witnessed a Great War
- Discuss the rise of Fascism leading to another World War

### Block I: The French Revolution and its European Repercussions

Unit – 1: Crisis of Ancien Regime

Unit – 2: Intellectual Currents, Social Classes, and Emerging Gender Relations

Unit – 3: Phases of the French Revolution 1789 - 1799

Unit – 4: Napoleonic Consolidation: Reform and Empire

### Block II: Restoration and Revolution: c. 1815 - 1848

Unit – 5: Forces of Conservatism and Restoration of Old Hierarchies; Social, Political and Intellectual Currents

Unit – 6: Revolutionary and Radical Movements, 1830 – 1848

### Block III: Capitalist Industrialization and Social and Economic Transformation (Late 18th century to 1914)

Unit – 7: Process of Capitalist development in Industry and Agriculture

Unit – 8: Britain

Unit – 9: France

Unit – 10: The German States

Unit – 11: Russia

Unit – 12: Evolution and Differentiation of Social Classes: Bourgeoisie, Proletariat, Landowning Classes, and Peasantry

Unit – 13: Changing Trends in Demography and Urban Patterns

Unit – 14: Family, Gender, and Process of Industrialization

### Block IV: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries: Intellectual currents, popular Movements, and the Formation of National identities

Unit – 15: (a) Germany; (b) Italy

Unit – 16: The Balkans

### Block V: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries: Specificities of Economic Development, Political and Administrative Reorganization

Unit – 17: (a) Italy; (b) Germany



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### Suggested Readings

Ranjan Chakrabarti, *A History of the Modern World*

C.M. Cipolla, *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*

Norman Davies, *Europe*.

J. Evans, *The Foundations of a Modern State in 19th Century Europe*.

T.S. Hamerow, *Restoration, Revolution and Reaction: Economics and Politics in Germany, 1815 - 1871*.

E.J. Hobsbawm, *The Age of Revolution*.

Lynn Hunt, *Politics, Culture and Class in the French Revolution*.

James Joll, *Europe Since 1870*.

David Landes, *Prometheus Unbound*.

George Lefebvre, *Coming of the French Revolution*.

George Lichtheim, *A Short History of Socialism*.

Peter Mathias, *First Industrial Revolution*.

Alec Nove, *An Economic History of the USSR*.

Andrew Porter, *European Imperialism, 1870 to 1914*.

Anthony Wood, *History of Europe, 1815 to 1960*.

Stuart Woolf, *History of Italy, 1700 to 1860*.

### 3<sup>rd</sup> Year

#### Semester VI

**Course Code: 7CC-HI-12**

**DSC – 12 (MAJOR): HISTORY OF INDIA VII (c. 1750 - 1857)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the growth of foreign trading companies
- To assess the effects of the battle of Palasi (Plassey) and subsequent battles.
- To review the rise and failure of the Marathas
- To study the nature of regional states and their contributions.
- To understand the efforts of the English Company in enforcing a new administrative order.
- To assess the importance of the 18th century
- To trace the history of early resistances.
- To assess the importance and effects of the " Bengal Renaissance"
- To assess the causes and character of the Revolt of 1857

### Course Learning Outcomes



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At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the stages of colonisation political, economic and cultural of India
- Gain knowledge about the ideology of the colonial state
- Discuss the changes in the rural economy and society as a result of imperialism
- Analyse the process of de-industrialization and 'drain of wealth'
- Assess the reasons for failure of indigenous elements to combat though resistance in various levels were there.

### Block – I: India in the mid-18th Century

Unit – 1: Society and Economy

Unit – 2: Polity

### Block II: Expansion and Consolidation of Colonial Power

Unit – 3: Bengal: Mercantilism, Foreign Trade and Early Forms of Exactions

Unit – 4: The Expansion and Consolidation of Colonial Power (with Special Reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh)

### Block III: Colonial State and Ideology

Unit – 5: Arms of the Colonial State: Army, Police, Law

Unit – 6: Ideologies of the Raj and Racial Attitudes

Unit – 7: Education System: Indigenous and Colonial

### Block IV: Rural Economy and Society

Unit – 8: Land Revenue Systems

Unit – 9: Forest Policy

Unit – 11: Commercialization and Indebtedness

Unit – 12: Rural Society: Change and Continuity

Unit – 13: Famines

### Block V: Trade and Industry

Unit – 14: The Colonial Impact: Deindustrialization and Drain of Wealth

Unit – 15: Trade and Fiscal Policy; Growth of Modern Industry

### Block – VI: Popular Resistance

Unit – 16: Santhal Uprising (1857); Indigo Rebellion (1860); Pabna Agrarian League (1873); Deccan Riots (1875)

Unit – 17: Uprising of 1857

### Suggested Readings

Sumit Sarkar, *Modern India 1885-1947*.

Ranjan Chakrabarti, *A New History of Modern India: An Outline*.

Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Longman, 2004.

C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.

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

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

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

Ranajit Guha, ed., *A Subaltern Studies Reader*.



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

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

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

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

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

Eric Stokes, *The English Utilitarians and India*

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

A.R. Desai, *Peasant Struggles in India*.

R.P. Dutt, *India Today*

### 3<sup>rd</sup> Year Semester VI

**Course Code: 7CC-HI-13**

**DSC - 13 (MAJOR): HISTORY OF INDIA VIII (c. 1857 - 1934)**

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the changes in administration.
- To assess the process of industrialisation/de-industrialisation in India
- To trace the history of the growth of middle class and their activities.
- To study the history of freedom struggle in different forms.
- To examine the history of growth in education, literature, paintings and performing arts including cinema
- To understand the history of formative years after liberation.

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the process of industrialisation in India with an emphasis on Swadeshi ventures
- Understand the growth in modern thinking which led to social and religious reforms along with cultural rejuvenation
- Assess the factors formulating the agenda for freedom movement.
- Examine the growth of Gandhian politics
- Elucidate on the interfaces between various social groups and nationalism
- Discuss the origin of communalism in modern India



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- Understand the emphasis on the achievement of freedom and its immediate consequences.

### Block I: Cultural Changes and Social and Religious Reform Movements

Unit – 1: The advent of printing and its implications

Unit – 2: Reform and Revival: (a) Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj,

Unit – 3: Reform and Revival: (b) Wahabi, Deoband, Aligarh and Singh Sabha Movements

Unit – 4: Debates around gender

Unit – 5: Making of religious and linguistic identities

Unit – 6: Caste: Sanskritising and anti Brahminical trends

### Block II: Nationalism: Trends up to 1919

Unit – 7: Political ideology and organizations, formation of INC

Unit – 8: Moderates and extremists.

Unit – 9: Swadeshi movement

Unit – 10 Revolutionaries

### Block III: Gandhian nationalism after 1919: Ideas and Movements

Unit – 11: Mahatma Gandhi: his Perspectives and Methods

Unit – 12: Impact of the First World War

Unit – 13: Rowlatt Satyagraha and Jallianwala Bagh

Unit – 14: Non- Cooperation movement

Unit 15: Civil Disobedience movement

### Suggested Readings

Sumit Sarkar, *Modern India 1885-1947*.

Ranjan Chakrabarti, *A New History of Modern India: An Outline*.

Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Longman, 2004.

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

Paul Brass, *The Politics of India Since Independence*.

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

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

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

Ranajit Guha, ed., *A Subaltern Studies Reader*.

Peter Hardy, *Muslims of British India*.

Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.

D.A. Low, ed., *Congress and the Raj*.

John R. McLane, *Indian Nationalism and the Early Congress*.

Jawaharlal Nehru, *An Autobiography*.

Gyanendra Pandey, *The Construction of Communalism in colonial north India*. Sumit Sarkar, *Modern India, 1885-1947*.

Anil Seal, *The Emergence of Indian Nationalism. Competition and Collaboration in the Later Nineteenth Century*

Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.

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



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A.R. Desai, *Peasant Struggles in India*.

Francine Frankel, *India's Political Economy, 1947-77*.

Suranjan Das, *Interrogating Politics & Society: Twentieth-Century Indian Subcontinent*

Suranjan Das ed., *Gandhi and the Champaran Satyagraha Select Readings*

3<sup>rd</sup> Year

Semester VI

**Course Code: 7CC-HI-14**

**DSC-14(MAJOR): HISTORY OF INDIA IX (c. 1935 - 1950)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the colonial response
- To assess the spontaneous upsurges in 1940s
- To study the history of left movements
- To examine the history of growth in education, literature, paintings and performing arts including cinema
- To understand the history of formative years after liberation.

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the process of colonial response and administration
- Understand the upsurges like Quit India, INA
- Assess the factors behind left wing movements and states people movements
- Elucidate on the interfaces between various social groups and nationalism
- Discuss the emerging nationalism and culture
- Understand the interfaces of nationalism and social groups
- Debate on the negotiations for partition and forming of the constitution

### Block I: Colonial response

Unit-1: Government of India Act (1935)- Development of Provincial autonomy

### Block II: Spontaneous Upurge

Unit-2: Quit India movement

Unit-3: Netaji Subhas Chandra Bose and INA

Unit-4: Left wing movements

Unit-5: Princely India: States people movements

### Block III: Nationalism and culture

Unit-6: Nationalism and Culture: literature and art

### Block IV: Nationalism and Social Groups: Interfaces



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Unit - 7: Landlords, Professionals and Middle Classes

Unit-8: Peasants Tribal/Indigenous Communities

Unit- 9: Labour

Unit-10: Dalits

Unit 11: Women

Unit 12: Business Groups

### Block V: Independence and Partition

Unit – 13: Negotiations for independence, and partition

Unit – 14: (a) Popular movements, (b) Partition riots

Unit –15: Emergence of a New State: (a) Making of the Constitution (b)Integration of princely states, (c) Land reform and beginnings of planning

### Suggested Readings

Sumit Sarkar, *Modern India 1885-1947*.

Ranjan Chakrabarti, *A New History of Modern India: An Outline*.

Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Longman, 2004.

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

Paul Brass, *The Politics of India Since Independence*.

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

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

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

Ranajit Guha, ed., *A Subaltern Studies Reader*.

Peter Hardy, *Muslims of British India*.

Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.

D.A. Low, ed., *Congress and the Raj*.

John R. McLane, *Indian Nationalism and the Early Congress*.

Jawaharlal Nehru, *An Autobiography*.

Gyanendra Pandey, *The Construction of Communalism in colonial north India*.Sumit Sarkar, *Modern India, 1885-1947*.

Anil Seal, *The Emergence of Indian Nationalism. Competition and Collaborationin the Later Nineteenth Century*

Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.

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

A.R. Desai, *Peasant Struggles in India*.

Francine Frankel, *India's Political Economy, 1947-77*.

Suranjan Das, *Interrogating Politics & Society: Twentieth-Century Indian Subcontinent*

Suranjan Das ed., *Gandhi and the Champaran Satyagraha Select Readings*

Ramachandra Guha, *India after Gandhi: The History of World's Largest Democracy*

Granville Austin, *Indian Constitution: Cornerstone of a Nation*

Dipesh Chakrabarty and Others (Eds.), *From the Colonial to the Postcolonial: India and Pakistan in Transition*

A.H. Hanson, *The Process of Planning: A Study of India's Five-Year Planning, 1950-1964*

Christophe Jaffrelot, *India's Silent Revolution: The Rise of the Lower Caste in North India*



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3<sup>rd</sup> Year  
Semester VI

**Course Code: 7CC-HI-15**

**DSC-15 (MAJOR): HISTORY OF MODERN EUROPE II (c. 1780 - 1939)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To critically analyse the beginnings of parliamentary democracy and civil rights in Europe
- To present the development of working class movements and early socialism in the 19<sup>th</sup> and 20<sup>th</sup> centuries
- To understand the crisis of feudalism in Russia and early programmes of socialist construction
- To ascertain power blocks and alliances leading to the First World War (1914-1918)
- To determine the origins of the Second World war (1939-1945)
- To contextualize the cultural and intellectual developments in Europe

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the development of liberal democracy, working class movements and socialism in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Critically analyse the Russian revolutions of 1905 and 1917
- Learn about the crises of imperialism and wars from 1880 to 1939
- Examine the growth and development of Nazism and Fascism in Europe
- Discuss the major intellectual trends and making of cultural ideologies in Europe since 1850

### Block I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries

Unit - 1: The struggle for parliamentary democracy and civil liberties in Britain.

Unit - 2: Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.

Unit - 3: Early socialist thought; Marxian Socialism and the First and the Second International.

Unit - 4: German Social Democracy, Politics and Culture.

Unit - 5: Christian Democracy as a political and ideological force in western and central Europe

### Block II: The Crisis of Feudalism in Russia and Experiments in Socialism

Unit - 6: Emancipation of serfs.



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Unit – 7: Russian Populism and Social Democracy.

Unit – 8: Revolutions of 1905; the Bolshevik Revolution of 1917

Unit – 9: Programme of Socialist Construction

### Block III: Imperialism, War, and Crisis: c. 1880-1939

Unit – 10: Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914-1918

Unit – 11: The post 1919 World Order: economic crises, the Great Depression and Recovery

Unit – 12: Fascism and Nazism -The Spanish Civil War- Origins of the Second World War

### Block IV: Cultural and Intellectual Developments since circa 1850

Unit – 13: Creation of new cultural forms: from Romanticism to Abstract Art

Unit – 14: Major intellectual trends

Unit – 15: Institutionalization of disciplines history Sociology and Anthropology

Unit – 16: Darwin and Freud

Unit – 17: Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire

### Suggested Readings

Ranjan Chakrabarti, *A History of the Modern World*

G. Barrowclough, *An Introduction to Contemporary History*.

Maurice Dobb, *Soviet Economic Development Since 1917*.

M. Perrot and G. Duby [eds.]: *A History of Women in the West*, Volumes 4 and 5.

H.J. Hanham, *Nineteenth Century Constitution, 1815 to 1914*.

E.J. Hobsbawm, *Nations and Nationalism*.

Charles and Barbara Jelavich, *Establishment of the Balkan National States, 1840 to 1920*.

James Joll, *Origins of the First World war*.

Jaon B. Landes, *Women and the Public Sphere in the Age of the French Revolution*.

Colin Licas, *The French Revolution and the Making of Modern Political Culture, Volume 2*.

Nicholas Mansergh, *The Irish Question, 1840 - 1921*.

K.O. Morgan, *Oxford Illustrated History of Britain, Volume 3, 1789 - 1983*.

R.P. Morgan, *German Social Democracy and the First International*.

N.V. Riasanovsky, *A History of Russia*.

J.M. Robert, *Europe 1880 - 1985*.

J.J. Roth (ed.), *World War I: A Turning Point in Modern History*.

Albert Soboul, *History of the French Revolution* (in two volumes).

E.P. Thompson: *Making of the English Working Class*.

Michel Vovelle, *Fall of the French Monarchy*.

H. Seton Watson, *The Russian Empire*.

T.S. Hamerow, *Restoration, Revolution and Reaction: Economics and Politics in Germany, 1815 - 1871*.

E.J. Hobsbawm, *The Age of Revolution*.

Lynn Hunt, *Politics, Culture and Class in the French Revolution*.

James Joll, *Europe Since 1870*.

David Landes, *Prometheus Unbound*.

George Lefebvre, *Coming of the French Revolution*.

George Lichtheim, *A Short History of Socialism*.



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4<sup>th</sup> Year  
**Semester VII**

**Course Code: 8CC-HI-16**  
**DSC-16 (MAJOR): Making of Contemporary World**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To make a critical review of the historical evolution of the contemporary world since 1945.
- To explore the major issues like colonialism and nationalism, the Cold War, the political economy of development and underdevelopment, globalization, movements of the margins and the cultural transition
- To stimulate the learners to critically rethink about the major concerns of the contemporary world like the social movements, feminism, ecological issues, and the question of human rights, cultural issues, media and emerging trends of consumption.
- To provide an overview of the various debates in global governance, development, and sustainability during the period under review.

### Course Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the state of the world politics and international relations in post-Second World War era.
- Analyse the Cold War and its impact on the global political relationships.
- Review the communist nations and their policies.
- Examine the role of the non-aligned movement in the international world order.
- Explore development of a multi-dimensional world: the issues of development and underdevelopment, ecological issues and the question of sustainability, the notion of human rights, feminism etc.
- Elucidate the cultural transformation of the modern world; the role of media, culture and consumption in the making of the contemporary world.

### Block I: Colonialism and Nationalism

Unit 1 - Colonialism and Nationalism: Definition and Different Interpretations



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Unit 2- Decolonization: Different Theories, Causes, Regional Variation with special importance on Asia and Africa

Unit 3- Impact of Decolonization and Afro-Asian Freedom Movement on International Politics

Unit 4 - Neo-Colonialism: Definition, Characteristics, Several Devices

### Block II: Aftermath of the Second World War

Unit 5 - Cold War - Definition, Different Views regarding the Origins, Characteristics, Background and onset of the Cold War, Initiation of the Cold War

Unit 6 - The Founding of the United Nations: Attempts to the lay of foundation, a synoptic view of the organisation, The Activities of the U.N.O with special emphasis on UNESCO, Comparison between League and U.N.O.

Unit 7- The Emergence of the Third World and the Non-Alignment Movement: Definition and dimension of the Third World, Origin of the Third World, Common Features of the Third World, Impact of the Cold War on the Third World, Role of the Third World in Contemporary World, Policy of the Non-Alignment and its salient features, Brief history of NAM and Contemporary relevance.

Unit 8 - Tensions in the Soviet Bloc: Stalinization and its nature, Sovietization of Eastern Europe, De-Stalinisation and its Impact on Soviet Bloc, The Prague Spring of 1968, Collapse of USSR.

### Block III: Perspectives on Development and Underdevelopment

Unit 9 - The World Division: North and South- An overview.

Unit 10 - Globalization: Background, Introduction and Characteristics features, Impact of Globalization upon Third World with special emphasis on India.

Unit 11 - Globalization and Multinational Corporation (MNC), Information Technology, Transfer of Technology- An interrelation.

Unit 12 - Globalization and 'debt trap'-Myth or Reality?

### Block IV: Social Movements in the North and the South

Unit 13 - Global environmental debate and the North-South Divide

Unit 14 - Issues in the 20th Century World-Feminist Movement: Ideologies, Various Schools, Women's movement with special emphasis on India.

Unit 15 - A Brief History of Human Rights Movement, The practice of Human Rights Activism and the Role of NGOs, Various kinds of issues relating to Human Rights, Criticism.

### Block V: Modernity and Cultural Transformation

Unit 16 - Aspects, Meanings and Beginnings of Modernity-Cultural Themes of Modernity-Media and Modernity: An interrelation Urbanism and Modern Consumption

Unit 17 - Is Modernity a Western project- An Overview.

### Suggested Readings



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

E.J. Hobsbawm, *The Age of Extremes 1944-1991*, New York, Vintage, 1996.

Norman Lowe, *Mastering Modern World History*, London, Palgrave Macmillan, 1997.

Peter Calvocoressi, *World Politics Since 1945*, Pearson, 2004.

Wayne C. McWilliams and Harry Piotrowski, *The World Since 1945*, Lynne Rienner Publishers, London, 1997.

C. Rajkumar and K. Chocklingam(ed.), *Human Rights, Justice and Constitutional Empowerment*, New Delhi, OUP, 2007.

David Arnold and Ramchandra Guha (ed.), *Nature, Culture, Imperialism*, New Delhi, OUP, 1995.

Ramchandra Guha, *Environmentalism: A Global History*, New Delhi, OUP, 2000.

A. Giddens, *The Consequences of Modernity*, Cambridge, England, Polity Press, 1990.

Malcolm Waters (ed.), *Modernity: Critical Concepts*, vol.1, Routledge, 1999.

Stuart Hall and others (ed.), *Modernity: An introduction to Modern Societies*, Polity Press, 1995.

Nivedita Menon (ed.), *Gender and Politics in India*, New Delhi, OUP, 1999.

V. Geetha, *Gender*, Calcutta, Stree, 2002.

Radha Kumar, *The History of Doing*, New Delhi, Kali for Women, 1998.

অমিয়কুণ্ডার বাগচী (সভাপত্রি) ও জৈমিণি পুখার্জী এবং অন্যান্য সম্পাদিতি, মুক্তায়ন ভাবন্দা-  
পুত্রভাবন্দা (থমি ও মতীয় খW).

রাধারিণ চক্রবী, সিসামিয়ক আন্তর্জ্ঞানিক সম্পর্ক

4<sup>th</sup> Year

Semester VII

**Course Code: 8CC-HI-17**

**DSC-17(MAJOR): HISTORY OF SOUTHEAST ASIA (19<sup>th</sup> & 20<sup>th</sup> CENTURIES)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To study the economy and society of Southeast Asia in early 19<sup>th</sup> century
- To understand the process of colonial control in Southeast Asia
- To analyse the changes in the socio-economic, cultural and educational arena as a consequence of colonial transformation
- To theorise the making of new identities of colonial resistance in Southeast Asia



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- To identify the emergence of modern nations and states in Southeast Asia

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Discuss the patterns of agriculture, crafts, trade and banking in early 19<sup>th</sup> century in Southeast Asia
- Understand folk, classical and popular culture of 19<sup>th</sup> century Southeast Asia
- Rural and urban transformation in the colonial period
- Creation of national culture and growth of education
- Examine Vietnamese Revolution (1920-1946) and Indonesian Revolution (1945-1949) in details
- Elucidate emergence of modern nations of Burma (Myanmar), Indonesia, Cambodia

### Block-I Economy and Society in early 19th Century

Unit-1 Patterns of Production in agriculture and the crafts.

Unit-2 Organization of trade and banking.

Unit-3 Cultural expressions: Folk and Classical.

Unit-4 Islam and popular culture

### Block-II Colonization and Colonial Transformations

Unit-5 Processes of colonial control and the Informal Empire in Thailand.

Unit-6 Peasant society and agrarian transformations, plantations, forests, mining

Unit-7 Urbanization: Colonial cities in Plural Societies.

Unit-8 Colonial Discourses: Culture

Unit-9 Creation of National Culture

Unit-10 Oral traditions, literacy and the case of Malay Hikayats

Unit-11 Creation of Perfect Natives

Unit-12 Education

### Block-III: Movements of Resistance and the making of new identities

Unit-13 Emergence and phases of nationalism in South-East Asia

Unit-14 Peasant resistance

Unit-15 Radicalism and the Origins of the Vietnamese Revolution, 1920-1946

Unit-16 Indonesian Revolution, 1945-1949

### Block-IV: Emergence of Modern Nations and States

Unit-17 The Union of Burma (Myanmar), 1948-1962- Indonesia, the Sukarno Era, 1949-1965- Cambodia under Norodom Sihanouk, 1955-1970

### Suggested Readings

B. Anderson, *Imagined Communities*.

H. Benda, *The Crescent and the Rising Sun*.

Furnivall, *Colonialism and the Plural Society*.



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G. Hart, ed., *Agrarian Transformations: Local Processes and the State in South-East Asia*.

J. Kemp, ed., *Peasants and Cities, Cities and Peasants: Rethinking Southeast Asian Models*.

Milton Osborne, *South East Asia: An Introductory History*. Nicholas Tarling, ed., *Cambridge History of South-east Asia, Vol.II*

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

C. Van Dijk, *Trousers, Sarongs and Jubbahs*

C. Dobbin, *Islamic Revivalism in a Changes Peasant Economy (1784-1847)*.

Charles F. Keys, *The Golden Peninsula*.

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

Victor Purcell, *The Chinese in Southeast Asia*.

Tongchai Winichakul, *Siam Mapped*.

4<sup>th</sup> Year  
**Semester VII**

**Course Code: 8CC-HI-18**

**DSC – 18 (MAJOR): HISTORY OF EAST ASIA - I (1840-1950)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To broadly conceptualize of the historical evolution of the history of East Asia between 1840 and 1950.
- To trace the transformation of China from a feudal country to a socialist republic.
- To learn the profound changes in the realm of society, economy, politics and culture of China during the period under review.
- To highlight the role of imperialism, nationalism and socialism in the making of the modern China as an integral part of the East Asia's history and politics.
- To assess the role of the political parties including the Communist Part of China in the formation of modern China will be also highlighted in the course.



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### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Develop a clear perception and logical understanding of the events, processes and causal development of the history of modern China during the period under review.
- Acquire a focused and articulate idea regarding the interplay of three major forces in the modern history of China, that is, imperialism, nationalism and socialism.
- Get a comprehensive understanding of the decay of feudalism and the rise of a modern China through the trajectory of nationalism and socialism.
- Clearly understand the eventual transition of China towards a communist republic.
- Critically analyze about the historiographical shifts of modern history of China.

### Block -I: Imperialism and China during the 19th century

Unit 1: The transformation of China into an informal colony; the Opium Wars Unit 2: Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.

Unit 3: Agrarian and Popular Movements: Taiping and Yi Ho Tuan.

Unit 4: Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.

### Block-II: The Emergence of Nationalism in China

Unit 5: Boxer Rebellion and its consequence, failure etc.

Unit 6: The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution

Unit 7: Sun Yat-sen and his contribution; principles and politics

Unit 8: The formation of the Republic; Yuan Shih Kai; Warlordism (1916-1925) Unit 9: May Fourth Movement of 1919: origin, nature and significance

### Block III: History of China, c1919-1949

Unit 10: Nationalism & Communism in China (1921-1937)

Unit 11: Formation of CCP; and the Kuomintang (National Party of KMT)

Unit 12: The First United Front- Ten years of Nanking Government

### Block IV: The Communist Movement (1938-1950)

Unit 13: The Jiangxi Period

Unit 14: The rise of Mao Tse Tung, Communist Party under Mao Tse Tung,

Unit 15: Red Army, Second United Front and Long March-- Sino Japanese war 1937

Unit 16: Chinese revolution 1949; ideology, causes and significance-- The establishment of People's Republic in China

### Suggested Readings

George Allen, *A Short Economic History of Japan*.

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

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



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

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

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

Y. Immanuel Hsu. *The Rise of Modern China*

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

Nathaniel Peffer, *The Far East: A Modern History*.

Victor Purcell, *The Boxer Uprising: A Background Study*.

Kenneth B. Pyle, *The Making of Modern Japan*.

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

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

Hu Sheng, *Imperialism and Chinese Politics*

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

*Mao Tse tung's Selected Writings*, National Book Agency, Calcutta. Mary C. Wright, *China in Revolution: The First Phase, 1900 -1913*.

George M. Beckmann, *Modernization of China and Japan*.

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

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

Jean Chesneaux, *Peasant Revolts in China, 1840 to 1949*

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

Wolfgang Franke, *A Century of Chinese Revolution*.

John W. Hall, *Japan from Prehistory to Modern Times*.

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

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

Franz Michael, *The Taiping Rebellion*.

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

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

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

4<sup>th</sup> Year  
Semester VII

**Course Code: 8CC-HI-19**

**DSC-19 (MAJOR): HISTORY OF EAST ASIA - II (1868-1945)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:



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- To understand the historical evolution of East Asia between 1868 and 1945 with special reference to the history of Japan and Korea.
- To examine the development of the major dynamics of the history of Japan in the broader context of transition from feudalism to capitalism.
- To aim to analyze the development of fascism in Japan and its impact on the international politics.
- To be acquainted with the historical growth of modern Korea and its interactions with the contemporary powers.
- To understand the post-Second World War changes in the both Japan and Korea.
- To critically address the historiographical issues related to the history of these two countries.

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Critically understand the political, social, economic and cultural history of East Asia between 1868 and 1945, especially in the specific context of Japan and Korea.
- Acquire a thorough knowledge regarding the transformation of Japan from a feudal socio-economic and political setup to modern capitalist nation.
- Understand the historical evolution of Japan towards fascism.
- Assess the causal origin of fascism in the Asian context.
- Get a comprehensive knowledge in the history of modern Korea.
- Understand the historical transformation of Korea from old order to modernity in the broader context of the history of East Asia.
- Assess the historiographical issues in the history of Korea.

### Block-I: Transition from feudalism to capitalism: Japan (c.1868-1945)

Unit 1: Crisis of Tokugawa Bakuhān system

Unit-2: Meiji Restoration: Its nature and Significance

Unit 3: Political Reorganization and Military Reforms

Unit 4: Social, cultural and educational reforms (bunmeikaika)

Unit 5: Financial reforms and educational development in the ‘Meiji’ era-- Meiji Constitution

### Block- II: Japanese Imperialism

Unit 6: China

Unit 7: Manchuria

Unit 8: Korea

### Block III: Democracy and Militarism/Fascism

Unit 9: Popular/People’s Rights Movement

Unit 10: Nature of political parties

Unit 11: Rise of Militarism-Nature and significance

Unit 12: Second World War; American occupation



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#### Block-IV: Emergence of Modern Korea

Unit 13: The old order and Institutional Decay: Joseon Korea

Unit 14: Korea's interactions with the western powers and Korea's unequal treaties with Japan

Unit 15: Attempts at social, political and economic reforms in Korea

Japan's colonization

Unit 16: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945

Unit 17: Post-War Changes

#### Suggested Readings

George Allen, *A Short Economic History of Japan*.

G. Beasley, *The Modern History of Japan*.

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

Mikiso Hane, *Modern Japan: A Historical Survey*.

Y. Immanuel Hsu, *The Rise of Modern China*.

Jon Livingstone, et. al., *The Japan Reader (Imperial Japan: 1800 to 1945)*, Vol-I

E.H. Norman, *Japan's Emergence as a Modern State* Nathaniel Peffer, *The Far East: A Modern History*. Kenneth B. Pyle, *The Making of Modern Japan*.

Chow Tse Tung, *The May Fourth Movement: Intellectual Revolution in Modern, China. 1913*.

Michael J. Seth, *A concise history of Modern Korea*

Nathaniel Peffer, *The Far East: A Modern History*.

Bruce Cummings, *Korea's place in the Sun: Modern History*

Ramon H. Mayers and Mark R. Peattie (ed.), *The Japanese Colonial Empire, 1895-1945*

4<sup>th</sup> Year

Semester VIII

**Course Code: 8CC-HI-20**

**DSC-20 (MAJOR): HISTORY OF THE USSR – I (C.1917-1964)**

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To study the Russian society, economy before the revolutions
- To analyze the Revolutions of February and October 1917
- To understand the course of the Civil War and War- communism 1918-21
- To learn about the Bolsheviks in Power
- To interpret the debates on the New Economic Policy (NEP)
- To understand the struggle for power in Soviet Russia after Lenin
- To assess the Soviet Foreign Policy 1917 to 1928



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#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyze the revolutionary traditions of 1905 and its impact
- Debate over the character of February and October Revolutions
- Discuss the Economic policies 1918 to 1921
- Understand the significance of the establishment of Soviet power
- Elucidate the debates on New Economic Policy
- Assess the collectivization of Soviet Agriculture post-Lenin
- Understand the relationships between Soviet Russia and the World

#### Block-I: The Revolutions of February and October 1917

Unit -1 The February Revolution of 1917

Unit -2 Dual power-- The Provisional Government--The Crisis of Summer

Unit -3 The October Revolution

Unit -4 Debates over the Character of February and October Revolution

Unit -5 The Establishment of Soviet Power

#### Block -II: Civil War and War-Communism 1918-1921

Unit -6 The First Eight Months--Red and Whites.

Unit -7 Economic Policies

#### Block -III: The Bolsheviks in power

Unit – 8 The Establishment of Soviet Power

Unit -9 Nationalities Question

#### Block -IV: The New Economic Policy (NEP)

Unit -10 Political Debates

Unit -11 Economy and Society and Culture-Social Institutions and Gender Relations

Unit -12 Birth of The Soviet Union

#### Block -V: Soviet Russia after Lenin

Unit - 13 Struggle for Power.

Unit – 14 The Disintegration of The NEP System and the Search for New Solutions: The Great Debate over Soviet Industrialization

Unit -15 Collectivization of Soviet Agriculture

#### Block-VI: Soviet Russia and The World

Unit -16 Soviet Foreign Policy (1917 -1928)

Unit -17 The Comintern

#### Suggested Readings

E.H. Carr, *A History of Soviet Russia*, 4 Volumes.

Stephen F. Cohen, *Bukharin and the Bolshevik Revolution: A Political Biography, 1888 - 1938*.

Isaac Deutscher, *Stalin*.

Maurice Dobb, *Soviet Economic Development Since 1917*. Marc Ferro, *The Russian Revolution of February 1917*.



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

Sheila Fitzpatrick, *Cultural Revolution in Soviet Russia*. Arch Getty, *The Origins of the Great Purges*.

Graeme Gill, *Peasants and Government in the Russian Revolution*.

John Keep, *The Last of the Empires: A History of the Soviet Union, 1945 to 1991*. John Keep, *The Russian Revolution: A Study in Mass Mobilization*.

A. Kollontai, *Selected Writings*.

Moshe Levin, *The Making of the Soviet System*.

Roy & Zhores Medvedev, *Khrushchev: The Years in Power*.

Alec Nove, *An Economic History of the USSR*.

Richard Pipes, *Russia of the Old Regime*.

L.Szamueli, *First Models of Socialist Economic Systems*.

Trotsky, *The History of the Russian Revolution* (translated by Max Eastman).

A.B. Ulam, *Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 to 67*.

K. Vaidyanathan, *The Formation of the Soviet Control Asian Nation*

4<sup>th</sup> Year

Semester VIII

**Course Code: 8CC-HI-21**

**DSC-21 (MAJOR): HISTORY OF THE USSR – II (C.1917-1964)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand how socialism developed in Soviet Russia
- To formulate an idea about 'High Stalinism'
- To assess the role of Russia during the Second World War
- To interpret the developments in the last phase of the Stalin period
- To reflect on the changes in Russia during the Kruschev period
- To analyse the political, social, economic and cultural changes 1928 to 1964
- To get an idea about the Cold War and the Soviet foreign policy till 1964

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the introduction of planned economy from 1928 to 1932
- Discuss the period of terror and economic changes under Stalin
- Elucidate the impact of the Second World War and the Soviet people
- To get a clear idea of De-Stalinisation in the Khruschev Era
- Analyse the social, economic and cultural changes under the Soviet state
- Define the Cold War and the Russian foreign policy



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#### **Block – I: Socialism in one country- Soviet Russia under Stalin (1928-1932)**Unit -1

Introduction of planned economy and the First Five Year Plan (1928 - 1932)

Unit -2 Industrialization- Creation of an urban labour force

Unit-3 Collectivized agriculture

#### **Block – II: Soviet Russia from 1933 -1938 –High Stalinism**

Unit -4 Terror

Unit -5 Economic progress

(a) Industry

(b) Agriculture

#### **Block -III: Soviet Russia (1939 - 1945)**

Unit -6 Russia and the Second World War (1939-1941)

Unit -7 Russia against the Axis Powers (1941-1945)

Unit -8 The War and the Soviet People

#### **Block -IV: Soviet Russia under Stalin (1945 - 1953) –The Last Phase**

Unit -9 Industrial and Agricultural Reconstruction

Unit -10 Political Culture

#### **Block – V: The Khruschev Era**

Unit -11 Power Struggle after Stalin and Khruschev's Victory--De-Stalinization

Unit -12 Soviet Economy under Khruschev

(a) Industry

(b) Agriculture

Unit -13 Khruschev's Defeat

#### **Block -VI: Political, Social, Economic and Cultural Changes (1928-1964)**

Unit -14 Economic and Demographic Changes-Workers and Industrialization

Unit -15 Women and the State

Unit -16 Science, Technology and Modernity-Soviet Culture

#### **Block -VII: Foreign Policy of Soviet Russia (1928-1964)**

Unit -17 Soviet Foreign Policy (1928-1941)

(a) Wartime Diplomacy –Cold War –Sovietization of the Eastern Europe.

(b) Soviet Foreign Policy under Khruschev

#### **Suggested Readings**

E.H. Carr, *A History of Soviet Russia*, 4 Volumes.

Stephen F. Cohen, *Bukharin and the Bolshevik Revolution: A Political Biography, 1888 to 1938*

Isaac Deutscher, *Stalin*.

Maurice Dobb, *Soviet Economic Development Since 1917*. Marc Ferro, *The Russian Revolution of February 1917*.

Sheila Fitzpatrick, *Cultural Revolution in Soviet Russia*. Arch Getty, *The Origins of the Great Purges*.

Graeme Gill, *Peasants and Government in the Russian Revolution*.

John Keep, *The Last of the Empires: A History of the Soviet Union, 1945 - 1991*. John Keep, *The Russian Revolution: A Study in Mass Mobilization*.

A. Kollontai, *Selected Writings*.



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

Moshe Levin, *The Making of the Soviet System*.

Roy & Zhores Medvedev, *Khrushchev: The Years in Power*.Alec Nove, *An Economic History of the USSR*.

Richard Pipes, *Russia of the Old Regime*.

L.Szamuel, *First Models of Socialist Economic Systems*.

Trotsky, *The History of the Russian Revolution* (translated by Max Eastman).

A.B. Ulam, *Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 -67*.

K. Vaidyanathan, *The Formation of the Soviet Control Asian Nationalities*.

4<sup>th</sup> Year

**Semester VIII**

**Course Code: 8CC-HI-22**

**DSC-22 (MAJOR): HISTORY OF THE USA I (c. 1776-1945)**

### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To provide an overview and background of the History of the USA
- To trace the history of its colonization and the impact on early society and politics
- To explain the process of making of the American Republic
- To assess the features of evolution of the American democracy and foreign policy
- To provide an account of slavery and the Civil War
- To set the limits of American democracy in relation to the rights of the Blacks and Women

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the impact of colonization of the indigenous people of America by the Europeans
- Assess the significance of the American War of Independence
- Debate the labour, black and women rights movements in the USA
- Analyse the foreign policy of the USA

### Block I: The Background

Unit 1: The land and indigenous people

Unit 2: Settlement and colonization by Europeans

Unit 3: Early colonial society and politics; indentured labour- White and Black

### Block II: Making of the Republic



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Unit 4: Revolution - Sources of conflict - Revolutionary groups, Ideology- The War of Independence and its historical interpretations

Unit 5: Processes and Features of Construction making - Debates, Historical interpretations

### Block III: Evolution of American Democracy

Unit 6: Federalists- Jeffersonianism-Jacksonianism, Rise of political parties- 1840 – 1960; Judiciary and role of the Supreme Court

Unit 7: Expansion of Frontier- Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh , Shawnee Prophet.

Unit 8: Limits of Democracy: Blacks

Unit 9: Limits of Democracy: Women

### Block IV: Early Capitalism and the Agrarian South

Unit 10: Beginnings of Industrialization

Unit 11: Immigrants and changing composition of Labour; Early Labour Movements

Unit 12: The Agrarian South-

(a) Plantation economy

(b) Slave Society and Culture: Slave resistance

### Block V: Ante Bellum Foreign Policy

Unit 13: War of 1812- Monroe Doctrine- Manifest Destiny

### Block VI: Civil War

Unit 14: Civil War-

(a) Abolitionism and Sectionalism

(b) Issues and interpretations

(c) Rise of Republicanism, Emancipation and Lincoln

### Suggested Readings

Bailyn Bernard, *The Great Republic*, 1985.

Bailyn Bernard, *The Ideological Origins of the American Revolution*. Harvard University Press,1967

Beard Charles, *An Economic Interpretation of the American Constitution*. Macmillan, 1921

Brown Dee, *Bury My Heart at Wounded Knee, An Indian History of the American West*.

Grover Gardner 1970

Carroll Peter and Noble David, *Free and Unfree: A New History of the United States*.

Penguin Books, 1977.

Davis David B., *The Problem of Slavery in the Age of Revolution 1770-1823*. New York: Oxford University Press, 1999.

Faulkner U., *American Economic History* . New York, Harper, 1960

Fogel Robert, *Railroads and American Economic Growth* Baltimore: Johns Hopkins Press, 1964.

Foner Eric, *America's Black Past*. Harper Collins, 1970

Franklin, John Hope, *From Slavery to Freedom*. New York: Alfred A Knopf, 1947

Grobb Gerald N., and Billias George A., *Interpretations of American History: Patterns and Perspectives*, 2 Vols. New York, Free Press 1972.

Hofstadter Richard, *The Age of Reform, From Bryan to FDR*. Vintage Books, 1955

Kerber Linda, *Women's America: Refocussing the Past*. Oxford University Press, 1991



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

Potter David M., *The Impending Crisis*, HarperCollins, 1977

Pratt W., *A History of the United States Foreign Policy*. Prentice-Hall, 1965

Randail James, *The Civil War and Reconstruction*. W. W. Norton & Company ,1937

Randall J.G and Donald David, *The Civil War and Reconstruction*. Pickle Partners Publishing, 2016

Stampp Kenneth, *The Peculiar Institution, Slavery in the Antebellum South*, New York: Alfred A. Knopf, 1956

Jackson Frederick Turner, *The Frontier in American History*. Henry Holt, 1921

Wiebe Robert, *The Search for Order*. Farrar, Straus and Giroux, 1967

Benson Lee, *The Concept of Jackson Democracy: New York as a Test Case*, Princeton Legacy, Library 1961

Billington Ray A., *Westward Expansion*. UNM Press, 2001

Boyer Paul, Sitkoff Harvard, Woloch Nancy, *The Enduring Vision : A History of the American People*, Vols. 1 and 2. Houghton Mifflin; 5th Revised edition 2003

Cochran Thomas, *The Inner Revolution*, Harper Torchbooks, The Academy Library), 1964.

Craven A.O., *The Growth of Southern Nationalism, 1848 – 1861*. Louisiana State University Press, 1953.

Davis lance E.,(ed.), *American Economic Growth*. Harper & Row; First edition 1972

Degler Carl N., *At Odds: Women and Family in America from the Revolution to the Present*, Oxford University Press, 1980

Fogel and Engerman, *Time on the Cross*. Brown and Company, 1974.

Gould Lewis L., (ed.), *The Progressive Era*. Longman, 2001

Hicks, John D., *The Federal Union : A History of USA since 1865*. Houghton Mifflin, 1964

Kaushik R.P., *Significant Themes in American History*. Ajanta Publications, 1983

Kennedy, David M., Bailey Thomas and Piehl Mel, *The Brief American Pageant*. Cengage Learning, 1999.

Kristol Irving, Wood Gordon and others, *America's Continuing Revolution*. Washington : American Enterprise Institute for Public Policy Research, 1975

Leopard Richard W., *The Growth of American Foreign Policy*. Alfred A. Knopf 1967

Miller Perry, *From Colony to Province*. Harvard University Press, 1953

Nash Gary (ed.), *Retracing the Past*. Longman, 2000

Pelling Henry, *American Labor*. University of Chicago 1960

Pessen Edward, *Jacksonian Panorama*. Bobbs-Merrill, 1976

Sellers Charles, May Henry and McMillen Neil, *A Synopsis of American History*; 2 volumes. Rand McNally College Pub. Co., 1976

Tripathi Dwijendra and Tiwari S.C., *Themes and Perspectives in American History*, American Studies Research Centre, 1978.

Weinstein James, *The Corporate Ideal in the Liberal state. 1900-1918*, Beacon Press, 1985

4<sup>th</sup> Year  
Semester VIII

Course Code: 8CC-HI-23



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### DSC-23 (MAJOR): HISTORY OF THE USA II (c. 1776-1945)

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To reconstruct the phases of political and agrarian changes in the USA
- To recount the growth of industrial and capitalist system in the USA
- To trace the history of different phases of American Colonisation
- To elucidate the evolution of various human rights movements
- To understand the Religious, Cultural and Intellectual Trends in American historical dynamics

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Attain a distinct idea of the conservative and radical phases in politics of the USA
- Grasp the impact of the Industrial Revolution in the USA including the conflicts of capitalism
- Understand the significance of American imperialism on world politics
- Analyse the various trends in Afro-Asian, Women and Intellectual movements

#### Block I: Reconstructions: Political changes and agrarian transformation:

Unit 1: Conservative and Radical phases

Unit 2: The New South : Participants and Reactions, Carpetbaggers; Scalawags, Blacks, Ku Klux Klan

#### Block II: Industrial America- Resistance and Reform

Unit 3: Growth of Capitalism and Big Business-Business cycles; Depression

Unit 4: Labour movements and Unionization

Unit 5: Agrarian crisis and populism-Urban corruption and progressivism

Unit 6: New Deal

#### Block III: U.S. Imperialism

Unit 7: Spanish-American War

Unit 8: Expansion in the Far east and Latin America

Unit 9: World War I and Fourteen Points

Unit 10: Isolation

Unit 11: Americans in World War II: Bombing of Hiroshima and Nagasaki

#### Block IV: Afro-American Movements and Women's Movements

Unit 12: Black Movements: Booker T. Washington, W.E.B Dubois, NAACP and Marcus Garvey

Unit 13:

(a) Rise of the Lowell Factory System

(b) Abolitionists and Women's rights movement

(c) Suffrage

(d) Afro-American Women



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### Block V: Religious, Cultural and Intellectual Trends

Unit 14: Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance

Unit 15: Mass Culture (circa 1900 – 1945)

Unit 16: Major Literary trends (circa 1900 – 1945)

### Suggested Readings

Bailyn Bernard, *The Great Republic*, 1985

Bailyn Bernard, *The Ideological Origins of the American Revolution*. Harvard University Press, 1967

Beard Charles, *An Economic Interpretation of the American Constitution*, Macmillan, 1921

Brown Dee, *Bury My Heart at Wounded Knee, An Indian History of the American West*.

Grover Gardner 1970

Carroll Peter and Noble David, *Free and Unfree: A New History of the United States*.

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Davis David B., *The Problem of Slavery in the Age of Revolution 1770-1823*. New York: Oxford University Press, 1999.

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Foner Eric, *America's Black Past*. Harper Collins, 1970

Franklin, John Hope, *From Slavery to Freedom*. New York: Alfred A Knopf, 1947

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Randall J.G and Donald David, *The Civil War and Reconstruction*. Pickle Partners Publishing, 2016

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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

Degler Carl N., *At Odds: Women and Family in America from the Revolution to the Present*, Oxford University Press, 1980

Fogel and Engerman, *Time on the Cross*. Brown and Company, 1974.

Gould Lewis L., (ed.), *The Progressive Era*. Longman, 2001

Hicks, John D., *The Federal Union : A History of USA since 1865*. Houghton Mifflin, 1964

Kaushik R.P., *Significant Themes in American History*. Ajanta Publications, 1983

Kennedy, David M., Bailey Thomas and Piehl Mel, *The Brief American Pageant*. Cengage Learning, 1999.

Kristol Irving, Wood Gordon and others, *America's Continuing Revolution*. Washington : American Enterprise Institute for Public Policy Research, 1975

Leopard Richard W., *The Growth of American Foreign Policy*. Alfred A. Knopf 1967

Miller Perry, *From Colony to Province*. Harvard University Press, 1953

Nash Gary (ed.), *Retracing the Past*. Longman, 2000

Pelling Henry, *American Labor*. University of Chicago 1960

Pessen Edward, *Jacksonian Panorama*. Bobbs-Merrill, 1976

Sellers Charles, May Henry and McMillen Neil, *A Synopsis of American History*; 2 volumes. Rand McNally College Pub. Co., 1976

Tripathi Dwijendra and Tiwari S.C., *Themes and Perspectives in American History*, American Studies Research Centre, 1978.

Weinstein James, *The Corporate Ideal in the Liberal state. 1900-1918*, Beacon Press, 1985

## DSE (MINOR) SYLLABUS

**All DSE courses have 4 credits each**

**1<sup>st</sup> Year**

**Semester I**

**Course Code: NEC-HI-01**

**DSE – 1 (MINOR): BENGAL: POLITICAL HISTORY I (EARLIEST TIMES TO 1203/1204)**

### Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To identify the geography, regional subdivision and population structure of Ancient Bengal
- To study the political developments in early Bengal
- To analyse the growth and development of Bengal in Gupta and post-Gupta period
- To learn about the rulers of the Pala and Sena dynasty in Bengal
- To get an overview of Bengal administration, society and culture in the ancient period

### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the ecological, regional patterns and demography of ancient Bengal and eastern India



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- Discuss the historical development of early Bengal from pre-Gupta rule to post-Gupta rule
- Identify the political trajectory of Bengal under the Pala dynasty
- Examine the origin and growth of the Sena dynasty
- Elucidate the basic features of administrative structure in eastern India
- Critically analyse the society and economy of eastern India till 1203/04

### **Block I: Ancient Bengal: Geography, Regional Subdivision and Population Structure**

Unit 1: Eastern India: Geography (Landscape, River System and Ecological Pattern)

Unit 2: The Regional Subdivisions of Ancient Bengal (Gauda, Vanga, Samatata, Harikela, Chandradvipa, Vangala, Pundra and Varendri, Tamralipta, Pundravardhana-bhukti, Vardhamana-bhukti, Kankagrama-bhukti) and Physical Connectivity

Unit 3: The Population Structure (Understanding Population Studies, Caste and Population, The Bengalis in the Indian Population Structure, Language, Material Culture and the Bengalis)

### **Block II: Early History of Bengal up to the Rise of Sasanka**

Unit 4: Bengal in the Classical Literature; Gangaridai;

Unit 5: Bengal during the Gupta Rule; Independent Kingdoms in Bengal; The Kingdom of Samatata or Vanga

Unit 6: Rise of Gauda

Unit 7: Sasanka

### **Block III: The Pala Empire**

Unit 8: Condition of Bengal before the Formation of Pala Empire: Political Disintegration and Social Instability; Origin and the Early History of Palas;

Unit 9: The Pala Empire under Dharmapala (c. 770-810 A.D.) and Debapala (c. 810-850 A.D.)

Unit 10: The Decline and Fall of the Pala Empire

Unit 11: Minor Independent Kingdoms during the Pala Period: I. The Chandras; II. The Varmanas

### **Block IV: The Sena Dynasty**

Unit 12: The Origin of the Sena Kings

Unit 13: The Sena Kings: I. Samantasena, II. Hemantasena, III. Vijayasena, IV. Vallalsena, V. Lakshmanasena

Unit 14: The Successors of the Lakshmanasena

### **Block V: Administration**

Unit 15: Overview of the Administration: Basic Features and Evolution

### **Suggested Readings**

R. C. Majumdar (ed.), *History of Bengal, Vol I, Hindu Period*, B. R. Publications, 1943

A. Bhattacharyya, *Historical Geography of Ancient and Early Medieval Bengal*, Calcutta: Sanskrit Pustak Bhandar, 1977.

A. Maitreya, *Gauda Lekhamala (Rajshahi)*



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

Barry.M.Morrison, *Political Centers and Cultural Region in Early Bengal*, Arizona: University of Arizona Press, 1970.

B.N.Mukherjee, *Coins and Currency System of Early Bengal*, Calcutta, Progressive Publishers, 2000.

....., *Coastal and Overseas Trade in Pre-Gupta Vanga and Kalinga*.

B.C.Sen, *Some Historical Aspects of the Inscriptions of Bengal*, Calcutta 1942

D.C.Sircar, *Epigraphic Discoveries In East Pakistan*, Calcutta,1973

....., *Pal-Purba Yuger Vangshanucharita*, Calcutta,1985

....., *Pal-Sen Yuger Vangshanucharita*, Calcutta,1982

**All NEC courses have 4 credits each**

**1<sup>st</sup> Year**

**Semester II**

**Course Code: NEC-HI-02**

**DSE – 2 (MINOR): BENGAL: POLITICAL HISTORY II (1203/1204-1757)**

#### **Course Learning Objectives**

The course objectives for the undergraduate History learners can be elucidated as follows:

- To examine the political consequences of advent of Islam in eastern India from c.1203/04 to 1757
- To identify the political developments in eastern India after Mughal conquest
- To showcase the development of Bengal as a regional power till 1757
- To study the economy and society of medieval Bengal
- To learn about the religion and culture of medieval Bengal

#### **Course Learning Outcomes**

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the political development of Bengal under the Muslim rulers of Bengal
- Discuss the Mughal conquest of Bihar and Bengal and its impact
- Understand the development of Nawabi Bengal as a regional power from Murshid Quli Khan to Siraj-ud-daulah
- Gain knowledge about the significance of Battle of Plassey (1757)
- Acquire an overview of the medieval agrarian structure and development of trade and urbanization in Bengal
- Elucidate Bengal society and literature in the period under review
- Understand the growth of different religious strands within Hinduism and Islam
- Discuss the flowering of a composite culture in medieval Bengal

#### **Block I: Medieval Bengal: Political Development (1201-1575)**

Unit 1: The Expansion of Islam in Bengal



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Unit 2: The Political Development in Bengal (The Mamluks, 1227-87)

Unit 3: Bengal under The Ilyas Shahi Dynasty

Unit 4: The Husain Shahi Dynasty

Unit 5: Afghan Rule in Bengal

### Block II: Medieval Bengal: Political Development (1575 – 1707)

Unit 6: Mughal Conquest of Bihar and Bengal

Unit 7: The Mughal Rule in Bengal: Bengal under Jahangir and Shah Jahan

Unit 8: Bengal under Aurangzeb

### Block III: Medieval Bengal: Political Development (1707-1757)

Unit 9: The Rise of Murshid Quli Khan

Unit 10: The Development of Nawabi Bengal as a Regional Power

Unit 11: Bengal under Siraj-ud-daulah

Unit 12: The Battle of Plassey (1757): Causes and Consequences

### Block IV: The 18<sup>th</sup> Century Crisis and Transition towards Colonialism

Unit 13: The Crisis of the 18<sup>th</sup> Century: Centre and Periphery: The Decline of Medieval Imperial Structure and Ideology

Unit 14: The Role of the European Traders

Unit 15: Bengal as the British Bridgehead

### Suggested Readings

Jadunath Sarkar (ed.), *A History of Bengal, Muslim Period*, Vol II

R M Eaton, *The Rise of Islam and the Bengal Frontier*

Tapan Raychaudhuri, *Bengal under Akbar and Jahangir: An Introductory Study in Social History*

Asim Roy, *The Islamic Syncretistic Tradition in Bengal*

Anjali Chatterjee, *Bengal in the Reign of Aurangzeb, 1658-1707*

Kalikinkar Datta, *Alivardi and His Times*

Atul Chandra Roy, *History of Bengal: Mughal Period, 1526-1765*

Sirajul Islam, *History of Bangladesh, 1704-1971, Vol 1,2, and 3*

Suniti Kumar Chatterjee, *The Origin and Development of Bengali Language, Vol 1,2 and 3*

গগালামি পুরামি, হার্জার বছৱৱৱৰ বাঙ্গামল

সংস্কৰ্ম কালীথসন্ন বৰ্যাপাধঘায়, ধিঘঘুৱগ বাংলা

আৰ্বুল কমৱি, বাংলাৰ ইমিহাস, সুলিন্তী

আল

2<sup>nd</sup> Year

Semester III

Course Code: NEC-HI-03

DSE – 3 (MINOR): BENGAL: POLITICAL HISTORY III (1757-1947)



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#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To acquire knowledge about the ecology and demography of eastern India especially Bengal
- To understand the formation of the colonial state
- To learn about colonial agrarian social structure and trade
- To analyse the social and cultural developments in Bengal in the 19<sup>th</sup> and 20<sup>th</sup> centuries
- To identify the various approaches to political challenge to imperialism
- To showcase the growth of working-class and peasant movements
- To delve into the development of caste consciousness and the gender question

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the ecological and demographical factors shaping the history of eastern India from 1757 to 1947
- Discuss the changing structures of agrarian social structure, trade and industry under colonial rule in eastern India
- Elucidate the spread of English education and the rise of the middle class in colonial Bengal
- Understand the impact of socio-religious movements and the Bengal renaissance
- Develop nationalist feelings by tracing the growth of nationalist consciousness and nationalism
- Analyse the institutional, revolutionary and subaltern approaches challenging colonialism
- Debate about 'different nationalisms' within the developing nation-state
- Reflect on the forging of class consciousness among the working-class and the peasants
- Understand the struggle of the depressed classes which was taking a political shape gradually
- Define the struggle for equality and liberation by the women of eastern India

#### Block I: The Rise of Colonialism and Foundation of Colonial State

Unit 1: Consolidation of Colonial Rule in Bengal

Unit 2: The Colonial Administrative Structure: Early Phase

Unit 3: The Expansion of Colonial Rule: From Warren Hastings to Lord Dalhousie

Unit 4: The Impact of Colonialism: Law, Judiciary, Education

#### Block II: Political Development: Colonialism Challenged

Unit 5: Growth of Nationalism and Nationalist Consciousness

Unit 6: Colonialism Challenged I: The Institutional Approach

Unit 7: Colonialism Challenged II: The Revolutionary Approach

Unit 8: Colonialism Challenged III: The Subaltern Approach



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### Block III: Political Development: The Other Sides

Unit 9: Communalism or ‘Different Nationalisms’? The Debate

Unit 10: The Forging of Class Consciousness I: Trade Union Movement and Working-Class Consciousness

Unit 11: The Forging of Class Consciousness II: Krishak Sabha and Peasant Movements

Unit 12: The Caste Question and Politics of Depressed Social Classes: The Alternative Vision

Unit 13: The Women Movement and Gender Question: Struggle for Equality and Liberation

### Block IV: Towards the End of Colonialism

Unit 14: Society at Crossroads and Crisis: War and Famine

Unit 15: The Communal Politics in Late Colonial Bengal

Unit 16: Partition and Independence: A New Society?

### Suggested Readings

Ranjan Chakrabarti, *Dictionary of Historical Places: Bengal 1757-1947*

Ranjan Chakrabarti,

*Climate, Calamity and the Wild: An Environmental History of the Bengal Delta, c.1737-1947*

Sirajul Islam, *History of Bangladesh, 1704-1971*, Vol 1,2, and 3

Sugata Bose: *Peasant Labour and Colonial Capital: Rural Bengal since 1770*

Sugata Bose, *Agrarian Bengal, 1919-1947*

Ratnalekha Ray, *Change in Bengal Agrarian Society*, Manohar, 1979

Joya Chatterjee, *Bengal Divided: Hindu Communalism and Partition, 1932-1947*

Joya Chatterjee, *The Spoils of Partition: Bengal and India, 1947-1967*

Sabyasachi Bhattacharya, *The Defining Moments in Bengal, 1920-1947*

Rafiuddin Ahmed, *The Bengal Muslims, 1871-1906, A Quest for Identity*

Sekhar Bandyopadhyay, *Caste, Politics and Raj: Bengal, 1872-1937*

Sekhar Bandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Bengal*

Sekhar Bandyopadhyay (ed.), *Bengal: Rethinking History: Essays in Historiography*

Meredith Borthwick, *The Changing Roles of Women in Bengal, 1844-1905*

Partha Chatterjee, *Bengal: The Land Question, 1920-47*

J.H. Broomfield, *Elite Conflict in Plural Society: Twentieth Century Bengal*

Nilesh Bose, *Recasting the Region: Language, Culture and Islam in Colonial Bengal*

Leonard A. Gordon, *Bengal: The Nationalist Movement, 1876-1940*

Harun-or Rashid, *The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1936-47*

Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-8*

Shila Sen, *Muslim Politics in Bengal, 1937-47*

Dipesh Chakrabarty, *Rethinking Working-Class History: Bengal, 1890-1940*



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**2<sup>nd</sup> Year**

**Semester IV**

**Course Code: NEC-HI-04**

**DSE – 4 (MINOR): Contextualizing Bengal: Society, Economy and Culture (From Earliest Times to 1947)**

#### **Course Objectives**

This course is designed in such a way that it can offer a comprehensive view of the social, economic and cultural history of Bengal from earliest times to 1947. It in fact contextualizes the socio-economic and cultural development of Bengal through a timespan of more than thousand years; this course is a long-term interpretative assessment of Bengal's socio-economic and cultural evolution in three distinct phases of history, namely, ancient, medieval and modern. The fundamental objectives of this course are as follows:

- To understand the theoretical paradigm of the social history of Bengal. It will be an 'Introduction' to the study of the socio-economic and cultural history of Bengal through the ages.
- This course will help the learners to understand the social formation, economic development and socio-religious evolution in ancient Bengal.
- The distinct development of Bengali language and literature will be another area of study.
- The learners will be offered to have knowledge in the socio-economic, cultural and religious development of medieval Bengal.
- The rich, multifaced and diversified expression of the Bengali language and literature during the medieval period will also be taught in detail in this course.
- The course will present a systematic understanding of the eighteenth-century Bengal's society, economy, religion, culture and literature with an emphasis on the transitional nature of this century, - transition from precolonial to colonial.
- The learners will get a detailed and analytical view of modern Bengal's socio-cultural and economic development in the larger context of colonial ideology and nationalist consciousness.
- The learners will get focused idea on the contesting interpretations about impact of colonialism on the agrarian and non-agrarian sectors of the economy of Bengal, the question of social and religious reforms movement, and the 'Bengal renaissance'.
- The finest expressions of the Bengali literature during the nineteenth and twentieth centuries will be major area of study.

#### **Course Learning Outcomes**

The economic and socio-cultural history of Bengal through the ages is extremely rich, complex, diversified and complex. It is completely associated with the



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development of the Bengali nationality in cultural and political sense. This course intends to contextualize this broader issue of Bengali identity formation. The Course Learning Outcome will be as follows in this perspective:

- The learners will get a clear overview of the economic and socio-cultural evolution of Bengal since its ancient period in a systematic manner.
- One of the major outcomes of this course will be the analytical understanding of the role of religion and culture in the history of Bengal.
- The major economic changes of Bengal during the period under review will be clear before the learners.
- The present course will enable the learners to know about the long-term historical evolution of Bengal's cultural and literary expressions in an interpretative manner during its ancient, medieval and modern era.
- The last major outcome of the course is that it will make the learners conscious about the Bengali identity formation in an analytical manner with an emphasis on the historiographical critique.

### **Block I: Writing Social History of Bengal: Theoretical Paradigm and Historical Probe**

Unit 1: Socio-Economic and Cultural History of Bengal: An Introduction

### **Block II: Ancient Bengal: Society, Economy, Religion, Culture, and Literature**

Unit 2: Social Formation in Ancient Bengal: Pre-Aryan Social Structure, the Advent of the Aryans, the Development and Consolidation of the Brahmanical Society, the Condition of Women in Society

Unit 3: The Economy (Agrarian and Non-Agrarian Sectors)

Unit 4: The Socio-Religious Development (Brahmanical and Non-Brahmanical Ideologies)

Unit 5: The Bengali Language and Literature: Early Development

### **Block III: Medieval Bengal: Society, Economy, Religion, Culture, and Literature**

Unit 6: The Economy (Agrarian and Non-Agrarian Sectors)

Unit 7: Social Formation – I: The Spread of Islam

Unit 8: Social Formation – II: The Caste Structure

Unit 9: Religious Formation: Vaishnavism, Shakta, Tantra, and Other Religious Forms

Unit 10: The Bengali Language and Literature: Medieval Period

### **Block IV: The 18th Century Bengal: Society, Economy, Religion, Culture, and Literature**

Unit 11: The Economy (Agrarian and Non-Agrarian Sectors)

Unit 12: Society, Culture and Literature

### **Block V: Modern Bengal: Society, Economy, Religion, Culture, and Literature**

Unit 13: Colonialism and the Economy of Bengal-I (Famine, the Drain of Wealth, Agrarian Economy)



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Unit 14: Colonialism and the Economy of Bengal-II (Trade and Commerce, De-industrialization, Industrial Economy)

Unit 15: The Socio-Cultural Transformation (Spread of English Education, the Religious Reform Movement, the Ramakrishna-Vivekananda Movement, the Social Reform Movement)

Unit 16: The Development of Modern Bengali Language and Literature: A Paradigm Shift?  
(From Rammohun to Rabindranath – the Rabindra Era)

Unit 17: The Bengal Renaissance in the Historical Perspectives

### Multi-Disciplinary Courses (MDC)

All MDC courses 4 credit each.

1<sup>st</sup> Year

Semester I

**Course Code: NMD-HI01**

**MDC-1: SOME ASPECTS OF INDIAN HISTORY: SOCIETY AND CULTURE (EARLIEST TIMES TO MID- 20<sup>TH</sup> CENTURY)**

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To focus on important aspects of the Society and culture of Ancient India
- To focus on important aspects of the Society and culture of Medieval India
- To focus on important aspects of the Society and culture of Early Modern India
- To focus on important aspects of the Society and culture of Modern India

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the evolution of society, culture, religion, science and technology and art in Ancient India
- Assess the impact of the Bhakti and Sufi movements in evolving a syncretic Indian culture



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- Draw significant lessons from the varying responses to colonialism and westernization by the traditional Indian society and a nation in making
- Debate on the issues of caste, women's rights, war, famine and refugees that are left out from discussions of political freedom

### **Block-I: Ancient India: Society and Culture**

Unit-1: The Harappan Civilisation

Unit -2: Social life, Scientific consciousness and Religious culture

Unit- 3: Art history: Stupa, Chaitya and Temple Architecture, Sculpture, Painting and Terracotta

### **Block-II: Medieval India- Society and Culture**

Unit- 4: The nature of the impact of Islam on Indian Society- Sufism emergence of syncretic ideas and beliefs- The Bhakti Movement-Role of the Indo-Saracenic style in architecture

Unit 5: Religious Syncretism-Art & architecture in Mughal era

### **Block III: Early Modern India (1757-1857) : Society and Culture**

Unit-6: The Colonial Impact: The New Administrative framework: Law- Judicial reforms—Penal Law—Educational policy

Unit-7: Westernization and its impact on Indian society; Three different responses: Eclectic, Conservative and Radical

Unit-8: Society in arms- First Phase of Resistance Against Colonial Rule

Unit 9: Society in arms- Second Phase of Resistance Against Colonial Rule

Unit-10: The Revolt of 1857: Context-Historiography

### **Block IV: Modern India (1858-1947): Society and Culture**

Unit 11: The Caste Question and Politics of Depressed Social Classes: The Alternative Vision

Unit 12: The Women Movement and Gender Question: Struggle for Equality and Liberation

Unit 13: Society at Crossroads and Crisis: War and Famine

Unit 14: Partition and Independence: Making of a New Society

### **Suggested Readings:**

R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007.

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.

A. L. Basham, *The Wonder that Was India*, 1971.

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996.



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Website: [www.wbnsou.ac.in](http://www.wbnsou.ac.in)

K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.

Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

Irfan Habib, *A People's History*-Vol. -1, *PreHistory*, 2001.

Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.

Rajan Gurukkal, *Social Formations of Early South India*, 2010.

B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.

D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.

D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.

R.S.Sharma, *Urban Decay in India*, c.300-C1000, *Delhi*, Munshiram Manohar Lal, 1987

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.

N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed., 1996.

J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.

P. L. Gupta, *Coins*, 4th ed., 1996.

Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2009

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

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

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

S.A.A. Rizvi, *A History of Sufism in India*, Vol. I.

Amit Dey, *Sufism in India*, Ratna Prakashan, 1996.

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

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.

Satish Chandra, *Essays on Medieval Indian History*.

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

Catherine Asher, *Architecture of Mughal India*

Sumit Sarkar, *Modern India 1885-1947*.

Ranjan Chakrabarti, *A New History of Modern India: An Outline*.

Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Longman, 2004.

C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.

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

Niharajan Ray, *Bangalir Itihas, Adi Parba* (in Bengali), 3rd revised edition, Calcutta: Paschimvanga Niraksharata Durikaran Samiti, 1980

R.C. Majumder, *History of Ancient Bengal*, Calcutta, G. Bharadwaj and Co., 1971.

Rakhaldas Bandyopadhyaya, *Bangalar Itihas*: first edition, Calcutta

Sekhar Bandyopadhyay, *Caste, Politics and Raj: Bengal, 1872-1937*

Sekhar Bandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Bengal*



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J.H. Broomfield, *Elite Conflict in Plural Society: Twentieth Century Bengal*  
Meredith Borthwick, *The Changing Roles of Women in Bengal, 1844-1905*  
Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-8.*

### **Skill Enhancement Course (SEC)**

**All SEC courses are of 4 credits  
each**

**1<sup>st</sup> Year**

**Semester I**

**Course Code: NSE-HI-01**

**SEC I: UNDERSTANDING ARCHIVES AND INTERPRETING ARCHIVAL  
DOCUMENTS**

### **Course Objectives**

The course objectives for the undergraduate History learners can be elucidated as follows:

- To know about archives and archiving.
- To understand the importance of archives.
- To learn the history of archives, of the foundation of National Archives of India, categories of archives, archival laws etc.
- To discuss the role of archives in social life and in researches, particularly in subjects like history
- To focus on how to locate, read and interpret archival documents

### **Course Learning Outcomes**

- The participants will become familiar with archives and archival documents
  - They will develop an understanding of how to use and interpret archival documents
    - This course will give an idea to the learners about archiving which will help them in enhancement of their skills
    - Thereby expanding opportunities of employment in museums and archives and galleries

### **Block -I: What are Archives?**

**Unit 1: Definition and Importance**



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Unit 2: Difference between Archives and Library

#### **Block-II: Foundation of the National Archives of India**

Unit 3: The Transition of the Imperial Records Department 1891 to the National Archives of India

Unit 4: Different Types of Archives

#### **Block-III: Importance of Archives in History Writing**

Unit 5: Archival Documents and Historian's Skill

Unit 6: Significance of Primary and Secondary Sources in History Writing

#### **Block-IV Change in the Methodology of History Writing: A New Age**

Unit 7: Writing History: A scientific Perspective

Unit 8: Leopold Von Ranke

#### **Block-V Limitations of Writing Impartial History: The Annales School**

Unit 9: Is Writing of Impartial History Possible?

Unit 10: The Annales School Perspective

#### **Block-VI: How far are the Documents of the Colonial Masters Reliable in Writing History of India?**

Unit 11: Limitations of the Colonial Documents

Unit 12: Ways to overcome the limitations

#### **Block-VII : Archivists and Archives**

Unit 13: How to become an Archivist?

Unit 14: Some important information about Public Records Rules

#### **Suggested Readings:**

Bhattacharya, Sabyasachi. 2019. *Archiving the British Raj History of the Archival Policy of The Government of India, with Selected Documents 1858- 1947*. New Delhi, Oxford University Press.

Hunter, W.W. *The Imperial Gazetteer of India* Vol. I Internet Archive <https://archive.org/details/details.history>

National Archives Official Website- <http://nationalarchives.nic.in>

Sarmah, Mrinal. 2023. *Archives and Museums A textbook for PG and UG students*. New Delhi. Global Net Publication. New Delhi. Global Net Publication

Sharma, Tej Ram. 2005. *Historiography: A History of Historical Writing*. New Delhi. Concept Publishing Co.

Sreedharan, E. 2004. *A Textbook of Historiography*. Hyderabad. Orient Black Swan.

Tripathi, Amal. 2022(reprint). *Itihaas O Aitihasik*. West Bengal State Book Board

Leggers, Georg G. et.al. 2008. *A Global History of Historiography*. U.K. Routledge



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1<sup>st</sup> Year

Semester II

**SEC 2: Computer Skills for Humanities and Allied Disciplines**

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand basic computer operations
- To be able to format documents on the computer
- To get an idea of basic software
- To grasp the significance of internet ethics

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Use computers to format documents and spreadsheets
- Learn the skill of mailing and using ICT for academic purpose
- Browse the web for research in an ethical manner

#### Block 1: Computer Skills for Humanities and Allied Disciplines

Unit 1: Computer Application in Humanities and Allied Disciplines

Unit 2: Basic Computer Operations and Operating Systems

Unit 3: Formatting Documents

Unit 4: Proof Reading

#### Block 2: Software Applications and Data Management

Unit 5: Introduction to Basic Software

Unit 6: Word Processing

Unit 7: Spreadsheets

Unit 8: Presentations and Data Visualization Basics

#### Block 3: Digital Communication and Networking

Unit 9: Email and Communication Tools

Unit 10: Web Browsing for Research

Unit 11: Project Management Tools

Unit 12: Internet Ethics

#### Suggested Readings:

Chris Ewin, Carrie Ewin and Cheryl Ewin by *Computers for Seniors: Email, Internet, Photos, and More in 14 Easy Lessons*

*Computer Science Distilled* by Wladston Ferreira Filho

*How Computers Work* by Ron White

*Computer Networking: Beginners Guide* by Ramon Nastase



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**2<sup>nd</sup> Year**  
**Semester III**

### SEC 3: Human Rights

#### Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the nature and evolution of Human Rights
- To be able to analyse the significance of various group rights
- To get an idea of national and international laws
- To analyse the challenges of globalisation

#### Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the significance of the Universal Declaration of Human Rights
- Know about Women's and Child Rights
- Understand the importance of national and international laws
- Fathom the challenges of terrorism and globalisation

#### Block I: Introduction

Unit 1: Meaning, Nature and Evolution

Unit 2: Universal Declaration of Human Rights

Unit 3: Civil and Political Rights

Unit 4: Economic, Social and Cultural Rights

Unit 5: Major Human Rights Conventions

#### Block II: Rights of Various Groups

Unit 6: Women's Rights

Unit 7: Rights of the Child

Unit 8: The Rights of Persons Belonging to Minorities

Unit 9: Rights of Refugees and Migrant Workers

Unit 10: Indigenous People and Human Rights

#### Block III: Issues and Concerns

Unit 11: National Institutions and Laws

Unit 12: Humanitarian Law and Rights

Unit 13: Vienna and other UN Conferences



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Unit 14: Terrorism and Fundamentalism

Unit 15: Challenges of Globalization

### Suggested Readings

*Universal Human Rights in Theory and Practice*" by Jack Donnelly

*The Universal Declaration of Human Rights*" by the United Nations

*Globalization and Its Discontents* by Joseph Stiglitz

*Culture Matters: How Values Shape Human Progress* edited by Lawrence Harrison and Samuel Huntington

*Design Justice: Community-Led Practices to Build the Worlds We Need*" by Sasha Costanza-Chock