

**B.A. Honours in History**

**Programme**

**From Session 2018-2019**



#### 4. Semesterwise Credit Distribution of 28 Four-Credit and 8 One-Credit Courses:

28 Courses of Four-Credit each and 8 Courses of One-Credit each will be taught in 8 Semesters as follows:

<u>Year</u>	<u>Semester</u>	<u>Credit/Courses</u>	<u>Total Credits</u>
1 <sup>st</sup> Year	1 <sup>st</sup>	3 four-credit and 1 one-credit	13
1 <sup>st</sup> Year	2 <sup>nd</sup>	3 four-credit and 1 one-credit	13
2 <sup>nd</sup> Year	3 <sup>rd</sup>	3 four-credit and 1 one-credit	13
2 <sup>nd</sup> Year	4 <sup>th</sup>	3 four-credit and 1 one-credit	13
3 <sup>rd</sup> Year	5 <sup>th</sup>	4 four-credit and 1 one-credit	17
3 <sup>rd</sup> Year	6 <sup>th</sup>	4 four-credit and 1 one-credit	17
4 <sup>th</sup> Year	7 <sup>th</sup>	4 four-credit and 1 one-credit	17
4 <sup>th</sup> Year	8 <sup>th</sup>	4 four-credit and 1 one-credit	17
4 Years	8 Semesters	28 four-credit & 8 one-credit courses	120 credits

#### 5. Teaching and Evaluation of the 28 Four-Credit Courses of 100 marks each:

- The courses earmarked for a semester must be taught in that semester, and mid-semester and semester final examinations must be given in that semester.
- Each course will be taught and evaluated by two teachers of the Department.
- Both course-teachers will have 2 classes per week of 60 minute each for 15 weeks.
- If a single teacher teaches a course then the teacher must have per week 4 classes of 60 minute each.
- Even when a single teacher teaches a course, the semester final examination scripts are obligatorily evaluated by two teachers, one of whom must be the course teacher, and another, a suitable second examiner who may be either from the Dhaka University or outside.
- Each course will have 4 classes per week of 60 minutes duration each
- Total classes in a semester for each course in 15 weeks:  $15 \times 4 = 60$
- Total contact/teaching hours in a semester for each course: 60
- The concerned teachers will post on the notice board the marks obtained by the students in the mid-semester tests as soon as the results are ready.
- The course teachers will also post the marks for attendance and participation on the notice board immediately after completion of the assigned part of the four-credit courses.

#### 6. Marks Distribution for each Four-Credit Course:

- Two Mid-semester tests of 15 marks each: **15 + 15 = 30 Marks**  
One test of one-hour duration will be taken by each course teacher at his/her convenience. Marks of two tests will be added. If a single teacher teaches a course, two tests will be taken by the same teacher.
- Class Attendance and Participation: **5 + 5 = 10 Marks**  
Each teacher will give marks out of 5. Total of the given marks will be counted as the final marks of class attendance and participation.  
**Attendance in 90% or above classes may be given 5; 85% to less than 90% - 4; 80% to less than 85% - 3; 75% to less than 80% - 2; 60% to less than 75% - 1; below 60% - 00.**  
**If a single teacher teaches a course, marks will be given out of 10.**

- c. Semester Final Examination of 3-hour duration: **4 x 15 = 60 Marks.**

Two teachers will set questions and evaluate the scripts. Marks obtained in the semester final examinations will be the average of the two marks. There may be 4 broad questions or a combination of broad questions, short notes, etc.

### **7. Teaching and Evaluation of 8 One-Credit Courses of 25 marks each:**

- a. Each class may be divided into small groups of 10 to 15 students.
- b. One teacher will meet the students of one group once a week for one hour and will give marks out of 5.
- c. The students will not be given any written test. They will be encouraged to discuss some topics and/or make oral presentations on some topics included in the syllabus.
- d. Total classes in a semester for each course in 15 weeks: 15
- e. Total Contact/teaching Hours in a semester for each course: 15
- f. The Examination Committee will hold oral examination at the end of every semester.

### **8. Marks Distribution for each One-Credit Course:**

Total Marks:  $5 + 20 = 25$

- a. Class Attendance and Presentation: 5
- b. Oral Examination: 20

### **9. Class Representatives:**

Each batch/section of students will have two class representatives (preferably one male and one female) to maintain liaison with the semester coordinator and the course teachers regarding their class progress and problems.

### **10. Attendance:**

- a. Attendance in the four-credit courses only will be taken into consideration to determine the eligibility of a student for examination.
- b. Students with 75% attendance and above in each course will be eligible to sit for examinations. Students with attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for the examinations only after paying the required university fines.
- c. Students with attendance below 60% will not be eligible to appear at the examinations.

### **11. Grading Scale and Grades:**

- a. At the time of evaluation all marks will be entered in numerical form. Only at the time of submitting the final grade sheet and finalizing the results in the tabulation sheet grades will be entered in both numerical form and letter form.
- b. Marks can be given in fraction up to two decimals. If the total marks of a course are in fraction, they should be raised to the higher whole number.
- c. GPA and CGPA can be in fraction up to two decimals. The second decimal will be raised to the next higher number if the third decimal number is 5 or above.
- d. Transcripts issued to the students will include Letter Grades, Grade Points (GP), Grade Point Average (GPA)/Cumulative Grade Point Average (CGPA).  
**Transcripts will not include numerical grades.**
- e. Numerical Grades, Letter Grades, Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) will be given according to the following scale:

<u>Numerical Grades</u>	<u>Letter Grades</u>	<u>Grade Points (All Courses)</u>
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
Incomplete (Does not take an examination) I		0.00
Withdrawn (Does not attend any class and take any examination) W		0.00

## 12. Promotion and the Final Degree:

Minimum credits required for the Four-Year B.A. Honours Degree: 120.

- a. Promotion will be year-wise. The minimum CGPA (Cumulative Grade Point Average) 2.00 in the four-credit courses will be required for promotion from 1<sup>st</sup> year to 2<sup>nd</sup> year (2<sup>nd</sup> semester to 3<sup>rd</sup> semester), 2<sup>nd</sup> year to 3<sup>rd</sup> year (4<sup>th</sup> semester to 5<sup>th</sup> semester), 3<sup>rd</sup> year to 4<sup>th</sup> year (6<sup>th</sup> semester to 7<sup>th</sup> semester). In such cases grades in the first seven one-credit courses will not be taken into consideration.
- b. Promotion from 1<sup>st</sup> semester to 2<sup>nd</sup> semester, 3<sup>rd</sup> semester to 4<sup>th</sup> semester, 5<sup>th</sup> semester to 6<sup>th</sup> semester, and 7<sup>th</sup> semester to 8<sup>th</sup> semester will be provided automatically to students having minimum of 60% attendance in the concerned semester.
- c. For obtaining the **B.A. Honours Degree** after the 8<sup>th</sup> Semester (4<sup>th</sup> year) final examination a student must not have F grade in any of the four-credit courses as well as in the combined eight one-credit courses. The minimum GP 2.00 in each four-credit course and GPA 2.00 in the eight one-credit courses altogether will be required for awarding the B.A. Honours Degree.
- d. GPA of the eight one-credit courses will be calculated only after the 8<sup>th</sup> Semester (4<sup>th</sup> year) final examination by adding the numerical marks obtained in all 8 semesters and dividing the total by 2. The numerical marks obtained out of 200 must be converted into out of 100 to find out the corresponding Letter Grade and Grade Point which, in this case, will be treated as GPA because it is the average of all 8 credits.
- e. The Degree must be earned within the limit of 12 semesters, i.e. six years from the date of admission to First Semester.
- f. GPA for each semester will be calculated by multiplying the course credits by the GP obtained in the courses and dividing the summation of the multiplied figures by the total credits. CGPA of more than one semester will be calculated by adding the GPA of the semesters concerned multiplied by the semester credits and dividing the result by the total credits of the semesters.

### For example:

$$\text{GPA of One Semester} = \frac{1^{\text{st}} \text{ Course Credits} \times \text{GP} + 2^{\text{nd}} \text{ Course Credits} \times \text{GP} + 3^{\text{rd}} \text{ Course Credits} \times \text{GP}}{\text{Total Credits of the three courses}}$$
$$\text{CGPA of One Year} = \frac{\text{GPA of 1}^{\text{st}} \text{ Sem} \times 1^{\text{st}} \text{ Semester Credits} + \text{GPA of 2}^{\text{nd}} \text{ Sem} \times 2^{\text{nd}} \text{ Semester Credits}}{\text{Total Credits of 1}^{\text{st}} \text{ and 2}^{\text{nd}} \text{ Semesters}}$$
$$\text{CGPA of Eight Semesters} = \frac{1^{\text{st}} \text{ Sem GPA} \times \text{Sem Credits} + 2^{\text{nd}} \text{ Sem GPA} \times \text{Sem Credits} + 3^{\text{rd}} \text{ Sem GPA} \times \text{Sem Credits} + 4^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 5^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 6^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 7^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 8^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + \text{GP (1 Credit Courses)} \times 8 \text{ Credits}}{\text{Total Credits, i. e. 120}}$$

### 13. Readmission:

- a. If a student is not eligible to appear at the examination due to inadequate attendance, he/she must seek readmission to study with the next batch.
- b. A student failing to get the requisite CGPA, i.e. 2.00, for promotion from one year to the next year must seek readmission and will attend classes and take examinations with the first semester students of the concerned year if he/she fails to obtain GPA less than 2.00 in the 4-credit courses of 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> semester respectively. But if he/she has the minimum GPA 2.00 in the four-credit courses of 1<sup>st</sup> semester of any year he/she will take readmission and attend classes and take examinations with the students of the 2<sup>nd</sup> semester of the following year.
- c. In the case of a student getting W in any course, he/she must go for readmission to continue in a class. The Academic Committee of the Department must be convinced of the genuineness of his/her absence.
- d. A student may take readmission only two times. If required a student may take readmission twice in the same class and thus remain in the same class for three years, but the degree must be completed within twelve semesters, i.e. six years.
- e. Time limit for readmission is up to a maximum of 15 days after the publication of result. In the case of readmission all grades earned earlier in the four-credit and one-credit courses of the particular semester/semesters will be cancelled.

### 14. Retaking of Examinations and Improvement of Grades:

- a. **Improvement of grade/grades is applicable only for the students who get promoted.**
- b. A student getting less than 'B' may improve his/her grades of any four-credit courses by retaking the examination/examinations of the course/courses only once with the available immediate next batch at his/her own risk because in such cases the grade/grades obtained earlier in the concerned course/courses will be considered cancelled although marks for attendance and mid-semester test will be retained.
- c. A student with F grade in any course/courses will be allowed to improve the grade/grades by retaking the examination/examinations of the concerned course/courses for the second time with the available following batch if he/she gets F in the first improvement test/tests.

- d. In the case of failure to take mid-semester test, the concerned course teacher will arrange a supplementary mid-semester test within two weeks of the first test. The students taking the supplementary mid-semester test must pay to the department office a fine of Tk 500.00 (Tk. Five Hundred) for each test.
- e. Retaking of mid-semester examinations will not be allowed.
- f. If a student has CGPA 2.00 in the 4<sup>th</sup> year, i.e. 7<sup>th</sup> and 8<sup>th</sup> semesters combined but has 'F' in any of the 7<sup>th</sup> or 8<sup>th</sup> semester four-credit courses or the aggregate of one-credit courses his/her result will be treated as Incomplete. To receive the degree the student will have the opportunity to improve his/her grade by retaking the four-credit course/s with 'F'. Besides, if a student has 'F' in the aggregate of eight one-credit courses, which together is called 'overall assessment', he/she must retake the final part of the 8<sup>th</sup> semester one-credit course. In either case marks for attendance and presentation will be retained.
- g. In addition to the usual fees, a fine will be imposed for each course to be retaken as per university rules.
- h. The student will have to be mentally prepared to take the test of a particular course even if it is held on the same day of his/her other examination.
- i. The same rules will be applicable in the case of any student getting 'I' (Incomplete) in any course/courses.

### **15. Drop Out:**

- a. A student failing to get a minimum CGPA 2.00 even after readmission to the semester of the same year for two times will be dropped out of the programme.
- b. If a student getting 'F' in any course fails to improve his/her grade even after retaking the examination twice will not be given any further chance for improvement and will be dropped out of the programme.

### **16. Dean's List of Meritorious Students:**

#### **a. Dean's Merit List of Excellence:**

The list will include the names and particulars of students who have CGPA 4.00 in the B.A. Honours Examination.

#### **b. Dean's Merit List of Honour:**

The list will include the names and particulars of students who have CGPA 3.85 and above but below 4.00 in the B.A. Honours Examination.

Maximum of two students with the highest CGPA of any Department in a particular session will be included in this list. In the case of more than one student getting the same CGPA the number will increase.

#### **c. Dean's Merit List of Academic Recognition:**

The list will include name of the student who has the highest CGPA among the students obtaining CGPA 3.60 and above but below 3.85 in the B.A. Honours Examination of a particular session of any Department which does not have anyone eligible for a or b above.

In the case of more than one student getting the same CGPA the number will increase.

Students who have taken readmission or have taken any improvement examination will not be considered for the Dean's list of meritorious students.

**17. Any major changes in the above rules will require approval of the Arts Faculty meeting and the Academic Council of the University. Minor changes may be made by the Dean and Chairmen of different Departments of Arts Faculty with approval of the Deans' Committee.**

**The Guidelines are based on Resolution No. 57. of the Syndicate meeting of 10.08.2011 on the basis of the recommendations of Faculty meeting of 28.07.2011 and Academic Council meeting of 07.08.2011, and Resolution No. 92 of the Academic Council meeting of 29.04.2013 on the basis of the recommendations of the Faculty meeting of 21.04.2013.**



**List of Courses in the B.A. Honours in History under the Semester System**  
**Programme Structure: 4 Years**  
**Total Semesters: 08**  
**Each Semester: 26 Weeks**

**First Year**

**1st Semester**

Course No.	Course Title	Credit
111	Introduction to History and Historiography	4 Credit
112	History of the Indian Subcontinent up to 1206	4 Credit
113	History of Bengal up to 1204	4 Credit

**2nd Semester**

Course No.	Course Title	Credit
121	History of the Indian Subcontinent, 1206-1707	4 Credit
122	History of Bengal, 1204-1765	4 Credit
123	Introduction to Sociology and Anthropology	4 Credit

**Second Year**

**3rd Semester**

Course No.	Course Title	Credit
211	History of the Indian Subcontinent, 1707-1947	4 Credit
212	History of Bengal, 1765-1947	4 Credit
213	Historical Geography (Emphasis on Indian Subcontinent and Bengal)	4 Credit

**4th Semester**

Course No.	Course Title	Credit
221	Ancient Civilizations	4 Credit
222	History of Bangla Language and Literature	4 Credit
223	History of Medieval Europe, 476-1453	4 Credit

**Third Year**

**5th Semester**

Course No.	Course Title	Credit
311	Emergence of Bangladesh	4 Credit
312	History of Political Thought and Forms of Government	4 Credit
313	History of Europe, 1453-1789	4 Credit
314	History of England, 1660-1919	4 Credit

**6th Semester**

Course No.	Course Title	Credit
321	Islamic Civilization up to 1258	4 Credit
322	History of Europe, 1789-1871	4 Credit
323	History of Philosophy (Select Topics)	4 Credit
324	History of USA, 1776-1945	4 Credit

## Fourth Year

### 7th Semester

<b>Course No.</b>	<b>Course Title</b>	<b>Credit</b>
<b>411</b>	<b>Principles of Economics and Economic Thought</b>	<b>4 Credit</b>
<b>412</b>	<b>History of Modern Russia and USSR, 1861-1991</b>	<b>4 Credit</b>
<b>413</b>	<b>Far East and Southeast Asia in Modern Times</b>	<b>4 Credit</b>
<b>414</b>	<b>History of Europe, 1871-1945</b>	<b>4 Credit</b>

### 8th Semester

<b>Course No.</b>	<b>Course Title</b>	<b>Credit</b>
<b>421</b>	<b>Europe and America since 1945</b>	<b>4 Credit</b>
<b>422</b>	<b>West Asia in Modern Times</b>	<b>4 Credit</b>
<b>423</b>	<b>History of Africa in Modern Times</b>	<b>4 Credit</b>
<b>424</b>	<b>South Asia since 1947</b>	<b>4 Credit</b>

<b>Course No.</b>	<b>Course Title</b>	<b>Credit</b>
<b>Tutorial &amp; Viva</b>	<b>1 Credit in Each Semester (8 X 1)</b>	<b>8 Credit</b>
<b>Total</b>	<b>4 Year B.A. Honours in History in 8 Semesters</b>	<b>120 Credits</b>

## First Year First Semester B.A. Honours

**Course Code** : 111  
**Course Title** : Introduction to History and Historiography  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

The course has two main sections. The first one gives the students a general perception of history, different approaches to defining history and basic issues like historical method, causation, relative importance of facts and their interpretation and others. The other section deals with an overview of the history of historical writing, beginning with the ancient period down to postmodern historiography.

### Aim:

The course has been designed to teach the history freshers the basic concepts/characteristics of history as an academic discipline.

### Objectives:

- Give students a comprehensive understanding of history as a branch of knowledge
- Introduce them with the basic understanding of research methodology in history
- Give an insight into history as a combination of objective and subjective factors
- Bring into light about relationship between history and other branches of knowledge
- Make them familiar with different phases of the development of the history of historical writing

### Learning Outcomes:

Upon successful completion students are expected to be able to comprehend the:

- basic characteristics of history as a branch of knowledge
- different aspects and different meanings of the term 'history'
- basic methods of conducting historical research
- importance of causation in history
- importance of multidisciplinary approach in the study of history
- development of historiography from the ancient to contemporary period

### Course Contents:

1. Meaning and Definition of 'History':
  - A. Origin and meaning of the term 'history' – different meanings
  - B. Problems of universal definition - finding out the main characteristics - a working definition of history as *res gestae* or the record of the past actions of human beings with special attention to the interaction between man and environment
2. Periodization and Chronology in history:
  - A. Pre-history, Proto-history and historical Periods
  - B. A.D. (CE) and B.C. (BCE), decade, century and millennium
3. Branches of history: Traditional and modern perceptions

4. Nature of history: Different views – history perceived as art, science and social science – specific characteristics of history as a branch of knowledge
5. History and other branches of knowledge: Relationship of history with Economics, Political Science, Sociology, Geography, Psychology, Statistics, Archaeology and Anthropology
6. Historical Method: Historical investigation based on available sources - classification of historical sources - steps of historical research: search for sources, inference from sources and synthesis
7. Historians and Facts: Facts and their interpretation, two major components of history, different views on their relative importance
8. Causation in history: Causation as a reflection of cause-effect relationship of events in reality, determinism and historical inevitability, chance factor in history, role of individuals and masses
9. Historiography:
  - A. Ancient period:    i. Herodotus                      ii. Kalhana
  - B. Medieval period: i. St. Augustine              ii. Ziauddin Barani      iii. Ibn Khaldun
  - C. Modern period:    i. Leopold von Ranke    ii. Karl Marx              iii. A J Toynbee
  - D. Postmodern Historiography

### Recommended Readings:

B Sheik Ali, *History: Its Theory and Method* (Trinity, 1978)

E H Carr, *What is History?* (Cambridge, 1961)

E Sreedharan, *A Textbook of Historiography* (Orient Longman, 2004)

R G Collingwood, *The Idea of History* (Oxford, 1956)

W H Walsh, *An Introduction to the Philosophy of History* (Harper Collins, 1977)

ই এইচ কার, *কাকে বলে ইতিহাস* (অনুবাদ: স্নেহোৎপল দত্ত ও সৌমিত্র পালিত) (কে পি বাগচী, কলকাতা, ১৯৬০)

এম দেলওয়ার হোসেন, *ইতিহাস তত্ত্ব* (বাংলা একাডেমী, ঢাকা, ১৯৯৬)

**Course Code       : 112**

**Course Title       : History of the Indian Subcontinent up to 1206**

**Course Credit     : 4**

**Full Marks         : 100**

### Introduction to the Course:

The course introduces the students to the rich and diverse history of ancient Indian Subcontinent. It has been designed primarily by looking chronologically at the historical progress and developments of ancient Indian Subcontinent as they took place over the centuries, touching upon each of the major milestones, events, changes and dynasties.

### Aim:

The course has been designed to introduce to the students the major events in the historical development of ancient Indian Subcontinent identifying the major trends there with the help of recent discoveries and analyses.

### Objectives:

- Familiarize students with major events of ancient history of the Indian subcontinent
- Explain the leading ideas, conflicts and role of individuals of the time

- Help them develop the skills of thinking and reading critically the events of the period
- Encourage students to analyze major trends, inconsistencies and their implications
- Help them build and improve the ability to research and create persuasive written arguments

### **Learning Outcomes:**

By the end of the course students should be able to:

- understand the various trends of the ancient history of the Indian subcontinent
- interpret how historians have examined different aspects of the period
- possess ideas about ancient Indian polity, economic pursuits, social relationship, religious beliefs and major cultural trends
- develop awareness of the major historiographical debates in ancient Indian history
- judge critically the events of the period from a modern present-day perspective
- acquire practice of writing a note or an essay on an event or personality of history

### **Course Contents:**

1. Introduction and physiography of Indian Subcontinent
2. Sources of ancient Indian history
3. Indus Valley Civilization
4. Aryan Civilization: Rig Vedic age
5. Aryan Civilization: Later Vedic period
6. Age of religious reactions in the 6th century BCE
7. Alexander's invasion of India
8. Political condition of north India in the 6th century BCE
9. Rise of the Mauryas, Chandragupta Maurya
10. Asoka and his time
11. Maurya administration, economy and society
12. The Kushanas
13. Rise of the Guptas, Chandragupta I, achievements of Samudragupta
14. Chandragupta II and the later Guptas, Gupta administration, society and economy
15. Pushyabhuti dynasty and Harshavardhana
16. Muslim conquest of Sind, invasions of Sultan Mahmud, conquests of Muhammad Ghuri

### **Recommended Readings:**

- A B M Habibullah, *Foundation of Muslim Rule in India* (Central Book, 1961)  
 D D Kosambi, *An Introduction to the Study of Indian History* (Popular, 1956)  
 Ishwari Prasad, *A Short History of Muslim Rule in India* (Indian Press, 1965)  
 R C Majumdar (Ed.), *History and Culture of the Indian People*, Vol I - IV (Bharatiya Vidya Bhaban, 1951-1960)  
 Ranabir Chakravarti, *Exploring Early India up to C. AD 1300* (Macmillan, 2010)  
 Romila Thapar (Ed.), *Recent Perspectives of Early Indian History* (Popular, 1995)  
 Romila Thapar, *Early India from the Origins to AD 1300* (Cambridge, 2005)  
 Upinder Singh, *History of Ancient and Early Medieval India* (Pearson, 2009)  
 প্রভাতাংসু মাইতি, *ভারত ইতিহাস পরিক্রমা* (শ্রীধর, কলকাতা, ১৯৯৪)

রনবীর চক্রবর্তী, ভারত ইতিহাসের আদি পর্ব (কলকাতা, ২০১৭)

**Course Code** : 113  
**Course Title** : History of Bengal up to 1204  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course focuses on the ancient history of Bengal up to CE 1204 based on available sources. In this period significant transformations of politics and polity took place and Bengal was moulded into distinct contours. The course is designed to focus on the early phase of state formation and gradual development of making Bengal as a geographical, historical and cultural territory/entity.

### **Aim:**

The course aims at offering insights into the historical changes and into the continuities that shaped Bengal in the ancient period. It is designed to familiarize the students with a variety of sources of ancient history and offers an understanding of how to use them. Epigraphic sources like copperplates and archaeological sources like pottery, coins, beads as well as other primary sources are the mainstay of reconstructing ancient history and the course aims at developing in the students a deep appreciation for them.

### **Objectives:**

- Familiarize the students with the major discourses in the history of ancient Bengal
- Give the students a comprehensive knowledge about the geographical contours of Bengal in ancient times
- Motivate the students to rely on primary sources - archaeological and literary
- Formulate knowledge about the chronological history of ancient Bengal
- Inculcate in the students an appreciation for further research in this specific area

### **Learning Outcomes:**

It is expected that at the end of the course students would be able to:

- have a broader understanding and further curiosity of the history and heritage of ancient Bengal and the development of politics and polity in this particular land
- understand the factual knowledge of a topic, develop skills in argumentation and analysis
- develop the linguistic skill and clarity of expression
- identify sources for reconstructing history of ancient and medieval period

### **Course Contents:**

1. Introduction: Geographical features of Bengal and ancient *Janapadas*
2. Sources: Dearth of literary sources leads to our reliance on epigraphic sources, Copperplates: How do they help? Archaeological sites, Coins, Beads, Terracotta, Pottery, resultant characteristics of history
3. Outline of Bengal history up to the Gupta period: Pre-history evidence from Pandu Rajar Dhibi, Bengal in classical literature, *Mahasthan Brahmi Inscription* and the evidence of Maurya rule in Bengal

4. Gupta rule in Bengal: Evidence, process of Gupta occupation, original home of the Guptas in Bengal (?), impact of Gupta rule in Bengal
5. Shashanka: Sources, rise to power, expansion of empire, involvement in northern Indian politics - estimate, first important king?
6. Rise of the Palas, the period of *Matsyanyayam*, Gopala's occupation of the throne, nature of occupation
7. Pala rule in Bengal:
  - A. Period of ascendancy: the reigns of Dharmapala and Devapala, Tripartite Struggle for the supremacy over northern India, achievements of Dharmapala and Devapala
  - B. Decline and revival: The empire at the accession of Mahipala I, Mahipala I's achievements and the extent of empire, implication of Sarnath Inscription
  - C. The Final phase: Mahipala II and the Samanta rebellion of northern Bengal, causes and nature of the rebellion in the light of the Ramacharitam, Rampala - northern Bengal retrieved, achievements
  - D. Glories of the Pala period
8. South-East Bengal: Separate politics and polity: The Devas and the Chandras, coming of the Chandras to power, achievements of Srichandra
9. Sena rule in Bengal: Rise under Vijayasena in the light of the *Deopara Prasasti*, Vallalaseana and Laksmanasena
10. Administration: Growth and development in the ancient period

### Recommended Readings:

- A M Chowdhury & Ranabir Chakravarti, *History of Bangladesh, Early Bengal in Regional Perspectives* (Bangladesh Asiatic Society, 2018)
- Amita Chakrabarti, *History of Bengal (550 AD-750 AD)* (University of Burdwan, 1991)
- Dilip K Chakrabarti, *Ancient Bangladesh* (Oxford, 1992)
- Jhunu Bagchi, *The History and Culture of the Palas of Bengal and Bihar* (Abhinav Publications, 1993)
- R C Majumdar (Ed.), *History of Bengal*, Vol. 1 (Dhaka University, 1963 / 1st edition 1943)
- R C Majumdar, *History of Ancient Bengal* (G Bharadwaj, 1971)
- Shariful Islam, *New Light on the History of Ancient Southeast Bengal* (Bangladesh Asiatic Society, 2014)
- Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Bangladesh Asiatic Society, 2012)
- আনিসুজ্জামান (সম্পাদিত), *বাংলা সাহিত্যের ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ২০০৮)
- এম এ রহিম ও অন্যান্য, *বাংলাদেশের ইতিহাস* (নওরোজ কিতাবিস্তান, ঢাকা, ১৯৭৪)
- দীনেশচন্দ্র সরকার, *পাল-পূর্ব যুগের বংশানুচরিত* (সাহিত্যলোক, কলকাতা, ১৯৮৩)
- দীনেশচন্দ্র সরকার, *শীলালেখা-তাম্রশাসনাদির প্রসঙ্গ* (সাহিত্যলোক, কলকাতা, ১৯৮২)
- নীহাররঞ্জন রায়, *বঙ্গালীর ইতিহাস আদি পর্ব* (দে'জ, কলকাতা, ১৪২০)
- রমেশ চন্দ্র মজুমদার, *বাংলাদেশের ইতিহাস* (প্রথম খণ্ড) (দিব্যপ্রকাশ, ঢাকা, ২০১৭)

## First Year Second Semester B.A. Honours

Course Code	: 121
Course Title	: History of Indian Subcontinent, 1206-1707
Course Credit	: 4
Full Marks	: 100

**Introduction to the Course:**

The Delhi Sultanate founded by Qutubuddin Aibak marked the commencement of a period of prolonged Muslim rule in India. In the Battle of Panipath in 1526 the last Lodi ruler Ibrahim Lodi was defeated and killed by Babur which marked the end of Delhi Sultanate and the establishment of Mughal Empire in India. The course begins with the foundation of Muslim rule in India and ends with the passing of Aurangzeb, the last strong ruler of the Mughal dynasty, after whom, historians agree, began the end of the Mughal Empire.

**Aim:**

The course focuses on the Delhi Sultanate and the Mughal rule in India from 13th to 18th century. It illustrates the political developments in India in these five centuries along with the social and religious institutions that grew due to Muslim rule. It also analyzes the different reforms and policies of the Delhi Sultanate and the Mughal rulers of Delhi and their role in shaping the state and society in the Indian subcontinent. It helps students understand the socio-political dynamics of present-day India.

**Objectives:**

- Introduce students to major political phases and events of the Indian subcontinent during the medieval period from 1206 to 1707
- Give ideas about the rulers especially Sultans, their campaigns, strategies, political ideas and also the condition of peasants, artisans, weavers and the mass people
- Provide an in-depth understanding of the political, administrative, economic and religious reforms of the Delhi Sultanate
- Familiarize with Mughal rulers from Babur to Aurangzeb and their contributions to different aspects of politics, society, economy, culture and administration
- Analyze critically the impact of Muslim rule upon social, cultural and religious life of the Indian subcontinent in the medieval period

**Learning Outcomes:**

By the end of the course students are expected to be able to:

- understand the major historical developments and trends that shaped the political life of the Indian subcontinent during the medieval period
- assess the socio-economic and cultural reforms of the rulers and their impact on society
- build capacity to present logical and coherent arguments referring to relevant sources
- evaluate the role of key rulers of the period from different perspectives
- gain skill to examine contemporary political events in the light of their historical roots
- demonstrate analytical writing and presentation skills

**Course Contents:**

1. Sources of the history of Delhi Sultanate: Historical literature, epigraphic and numismatic sources, travellers accounts
2. Early Turkish Sultans (The so-called Slave Dynasty):
  - A. Sultan Qutubuddin Aibak (1206-1210): Early life, viceroy of Mohammad Ghuri, first independent Sultan of Delhi
  - B. Sultan Shamsuddin Iltutmish (1210-1235): Suppression of rivals, expeditions, estimate, outline of an administrative system, real founder of the Delhi Sultanate



- C. Sultan Ghiyasuddin Balban (1266-1286): Early years, Theory of Kingship, Policy of Blood and Iron, measures of consolidation, suppression of rebels, rebellion of Tughril in Bengal, guarding the frontier against Mongol invasions
3. The Khiljis (1290-1320): Alauddin Kialji (1296-1316): Conquests in Northern India and in the Deccan, Mongol invasions, central and provincial administration, revenue, price control of the markets, military reforms
  4. The Tughlaqs (1320-1413): Muhammad bin Tughlaq (1325-1351): Projects: establishment of capital at Devagiri, introduction of token currency, enhancement of taxation in Doab, expeditions to Khorasan and Qarachil
  5. Firuz Shah Tughlaq (1351-1388): Administrative reforms, revenue, military, education, judiciary, public works, responsibility for the downfall of the Tughlaq dynasty
  6. An overview of the Sultanate Period:
    - A. Causes behind the decline of the Sultanate of Delhi
    - B. Impact of Muslim rule upon India - social, cultural and religious
  7. Sources of the history of Mughal rule in India: Historical literature, biographies, official records, travelogues, etc.
  8. Babur and the foundation of Mughal rule in India (1526-1530): Political condition of India and Central Asia in 1526, Battles of Panipat, Khanwa and Gogra, significance
  9. Humayun (1530-1540, 1556): Difficulties on accession, Mughal-Afghan contest for supremacy, defeat of Humayun and his flight
  10. Sher Shah and Afghan Interregnum (1540-1555): Sher Shah as founder of the Second Afghan Empire, reforms, re-entry of Humayun into India and his regaining of power
  11. Akbar (1555-1605): Expansion and consolidation of Mughal rule, Second Battle of Panipat, conquest of Rajputana, a unique policy of conciliation, Akbar as an administrator, land revenue experiments, eclectic religious views, reforms of the army, Mansabdari system
  12. Jahangir (1605-1627): Rebellion of Khusro, Nur Jahan and her influence, loss of Kandahar, slackening of administration
  13. Shah Jahan (1627-1658): Zenith of Mughal empire, improvement of the quality of administration, a more vigorous Deccan and Central Asian Policy
  14. Aurangzeb (1658-1707): Struggle for the throne, rebellions of the Jats, Satnamis, Rajputs and the Marathas, Deccan policy, Was he a reactionary?
  15. Mughal Administration: Society and culture, nature of Mughal administration, central government, provincial government, social and economic conditions of Mughal India, developments in literature, art and architecture

### **Recommended Readings:**

- A B M Habibullah, *The Foundation of Muslim Rule in India* (Central Book, 1961)
- Agha Mahdi Hasan, *The Rise and Fall of Muhammad bin Tughlaq* (Luzac, 1938)
- Agha Mahdi Husain, *Tughlaq Dynasty* (New Delhi, 1967)
- Aziz Ahmed, *Political History & Institute of the Early Turkish Sultans of Delhi* (Lahore, 1949)
- Edwards & Garrett, *Mughal Rule in India* (Oxford, 1930)
- Habib & Nizami, *Comprehensive History of India*, Vol. V (People's Publishing, 1993)
- I H Qureshi (Ed.), *A Short History of Pakistan, Book II, Muslim Rule Under the Sultans* (University of Karachi, 1967)
- Irfan Habib, *The Agrarian System of Mughal India 1556-1707* (Oxford, 1999)
- Ishwari Prasad, *A Short History of Muslim Rule in India* (Radha, 1992)
- Jadunath Sarkar, *Mughal Polity* (Idarah-i-Adabiyat-i-Delhi, 1984)

K S Lal, *History of the Khaljis* (Indian Press, 1950)  
Percival Spear, *A History of India*, Vol. II (Penguin, 1990)  
R P Tripathi, *Some Aspects of Muslim Administration* (Central Book Depot, 1956)  
R P Tripathi, *The Rise and Fall of the Mughal Empire* (Central Book Depot, 1960)  
Richard Burn (Ed.), *The Cambridge History of India*, Vol. IV: The Mughal Period (Cambridge, 1922)  
S M Ikram, *History of Muslim Civilization in India and Pakistan* (Kazi Publications, 1961)  
Stanley Lane-Poole, *Babur* (Oxford, 1957)  
আবদুল করিম, *ভারত উপমহাদেশে মুসলিম শাসন* (বাংলা একাডেমী, ঢাকা, ১৯৭৮)

**Course Code** : 122  
**Course Title** : History of Bengal, 1204-1765  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course has two sections. The first one gives the students a general outline of the political history of Bengal from the beginning of the 13th to the middle of the 16th century. It includes accounts of the sources used for writing the history of the period. The first section also focuses on few issues related to socio-religious conditions of Bengal. The second section deals with the history of the Mughal era in Bengal. It covers all the major political events of Bengal under the Mughals.

### **Aim:**

The course has been designed to give students a brief outline of the political history of Bengal from the beginning of the 13th century to the middle half of the 18th century. It has also included a few select topics on Bengal society, economy and culture of that period.

### **Objectives:**

- Introduce students to the various sources used for writing history of medieval Bengal
- Give an in-depth understanding of the major political events of the Sultanate period
- Give them an insight into history of the expansion of Mughal rule in Bengal in the beginning of the 17th century
- Help students think critically about the role of the local chiefs and *zamindars* of *bhati* area against Mughal imperial authority
- Offer a comprehensive idea about the circumstances leading to the Battle of Palashi
- Assist students to understand the different aspects of the spread of Islam in Bengal

### **Learning Outcomes:**

By the end of the course students are expected to be able to:

- narrate different types of sources for reconstruction of the history of Medieval Bengal
- describe major historical developments and trends that led to the formation of *Banglalah* as an independent geo-political authority in eastern India
- analyze the causes and effects of the major political changes of medieval Bengal

- judge the key factors that helped the local powers in the eastern part of Bengal to resist the Mughal imperial authority in the initial phase
- reevaluate the major events that led to the Battle of Palashi in 1757
- understand the major causes that paved the way for the conversion of the local people of Bengal to Islam

### Course Contents:

1. Sources of history of Sultanate Bengal:
  - A. Persian and Arabic works: *Tabaqat i Nasiri*
  - B. Bangla literature: *Yusuf Zulekha*
  - C. Hagiological literature
  - D. Accounts of the foreign travellers: Ibn Batutah, Ma Huan, Varthema and Barbosa
  - E. Archaeological sources: Inscriptions, coins and architectural remains
2. Expansion and consolidation of Muslim political authority:
  - A. First phase of Muslim conquest:
    - 1) Bakhtiyar Khilji (1204-1206): Conquest of Bihar and Nadia, Tibet expedition, death
    - 2) Giyasuddin Iwaz Khilji (1212-1227): Bakhtiyar's generals' struggle for power, military expeditions, Delhi's interruption in 1225 and 1227
    - 3) Shamsuddin Firuz Shah (1301-1322): Identity, conquests and estimation
    - 4) Circumstances leading to the independence of Bengal: Bengal as a province of Delhi, three administrative units, declaration of independence by Fakhruddin Mubarak Shah in 1339, taking of control over the three administrative units by Shamsuddin Iliyas Shah and title of *Shah i Bangalah*
  - B. Expansion and consolidation under Iliyas Shahi and Husain Shahi Dynasty:
    - 1) Shamsuddin Iliyas Shah: Origin, capture of power in Lakhnauti, conquests of Satgaon, Nepal and Sonargaon, Firuz Shah Tughluq's invasion to Bengal
    - 2) Raja Ganesh and family: Assumption of power, resistance by Sufis headed by Nur Kutub Alam and Ibrahim Sharqi
    - 3) Alauddin Husain Shah: Conquests and achievements
3. Socio-religious conditions:
  - A. Glories of the Independent Sultanate period
  - B. Islamization in Bengal
4. A. Territory and geography of Bengal, entries to Bengal, impact of large rivers in shaping Bengal's geography
  - B. Sources of Mughal history of the period: *Akbarnama*, *Ain i Akbari*, *Bahristan i Gayebi*, *Tabqat i Akbari*, *Muntakhab ut Tawariq*, *Tariqh i Firishta*, *Tujukh i Jahangiri*, *Masir ul Umara*, *Buranjis*, *Rajmala*, Abdul Latif's diary and accounts, accounts of foreign travellers, expeditors and Christian missionaries
5. Independent governing era of Sulaiman Khan Karrani (1565-1572)
6. Karranis and Akbar: Daud Khan Karrani's rule (1573-1576), Lodhi Khan's diplomacy, Battle of Rajmahal (1576), Akbar's victory and fall of the Afghans
7. Introduction of *Bhati's* Bara Bhuiyans and their emergence: Mughal aggression on Bara Bhuiyans, Islam Khan Chisti's arrival to Bengal, Bara Bhuiyans' resistance, Mughals' tactics, defeat of Musa Khan and Bara Bhuiyans, victory of the Mughals
8. Mughal Subadars of Bengal:
  - A. Mir Jumla (1660-1663): Appointment as subahdar, expansion and failure
  - B. Shaista Khan (1664-1678; 1679-1688): A successful subahdar, Chittagong victory, architecture, relations with the East India Company

- C. Murshid Quli Khan (1700-1727): Diwan and subahdar, first *Nawab* of Bengal, economic reforms
- D. Alivardi Khan (1740-1756): Capture of power, quashing the Marathas
- E. Sirajuddaula (1756-1757): Fighting against rebels and the East India Company
- F. Battle of Palashi (1757): Battleground, tactics, conspiracies, defeat and consequences
- G. Mir Qasim (1760-63): Background of assumption of power, reforms
- H. Battle of Buxar: Tactics, defeat, consequences

### Recommended Readings:

- Abdul Karim, *History of Bengal: Mughal Period*, Vol. 1 & 2 (IBS, Rajshahi, 1992 & 1995)
- Abdul Karim, *Social History of the Muslims in Bengal (Down to A.D. 1538)* (Asiatic Society of Pakistan, Dhaka, 1959)
- Akbar Ali Khan, *Discovery of Bangladesh: Explorations into Dynamics of a Hidden Nation* (UPL, 1996)
- Asim Roy, *The Islamic Syncretistic Tradition in Bengal* (Princeton, 1983)
- Jadunath Sarkar (Ed.), *History of Bengal*, Vol. 2 (University of Dhaka, 1947)
- Momtazur Rahman Tarafdar: *Husain Shahi Bengal A Socio-Political Study* (University of Dhaka, 1999)
- R M Eaton, *The Rise of Islam and the Bengal Frontier (1204-1760)* (Oxford, 1994)
- Sayed Ezaj Husain, *The Bengal Sultanate: Politics, Economy and Coins (AD 1205-1576)* (Monohar, 2003)
- Sirajul Islam (Ed.), *Banglapedia (Relevant Entries)* (Bangladesh Asiatic Society, 2012)
- অনিরুদ্ধ রায়, *মধ্যযুগের বাংলা আনুমানিক ১২০০-১৭৬৫* (প্রোগ্রেসিভ, কলকাতা, ২০১২)
- আবদুল করিম, *বাংলার ইতিহাস সুলতানী আমল* (বাংলা একাডেমী, ঢাকা, ১৯৮৭)
- আবদুল করিম, *বাংলার ইতিহাস মোগল আমল*, প্রথম ও দ্বিতীয় খণ্ড (জাতীয় গ্রন্থপ্রকাশ, ঢাকা, ২০০৭)
- সুখময় মুখোপাধ্যায়, *বাংলার ইতিহাসের দুশো বছর: স্বাধীন সুলতানদের আমল* (দিব্যপ্রকাশ, ঢাকা, ২০১৫)
- সুখময় মুখোপাধ্যায়, *বাংলার ইতিহাস ১২০৪-১৫৭৬* (খান ব্রাদার্স, ঢাকা, ২০০৫)

**Course Code** : 123  
**Course Title** : Introduction to Sociology and Anthropology  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

The course is an overview of the discipline of Sociology and Anthropology and introduces students to the complex and dynamic social world in which we live. Students will engage in critical thinking about social and cultural issues and gain exposure to different types of sociological and anthropological concepts, issues and research. Additionally, students will learn the sociological perspective and gain the ability to distinguish between facts, values and opinions.

### Aim:

The course aims at inculcating students with the basic reading skills that are necessary for understanding society and behavior. The course continues in its aim to familiarize the students with the central ideas of the discipline.

### Objectives:

- Provide introduction to sociology and anthropology in order to overview the core concepts
- Demonstrate understanding of fundamental sociological theories and concepts
- Explore how social factors contribute to social inequalities and create social change
- Encourage students to apply sociological concepts to everyday life to better understand how larger society affects individual behaviour and choices
- Compare and contrast major theoretical and evaluate the methodological perspectives
- Explain the process of sociological research
- Introduce students to the wealth of questions posed and researched by sociologists

### **Learning Outcomes:**

Following the completion of the course students will be able to:

- analyze contemporary social issues
- understand the ways in which social institutions are interdependent
- identify how culture impacts individual and group experience in society
- demonstrate an understanding of the perspectives, theories, methods or core concepts of the behavioural and social sciences
- discover and develop their own sociological imagination and apply it to societal issues
- think critically about the subject matter of the course and develop questions about social life

### **Course Contents:**

1. Introduction: What is Sociology, nature and scope of Sociology, origin and development of Sociology, relationship with other disciplines, basic concepts of Sociology
2. Introduction to Anthropology: What is Anthropology, types of Anthropology, cultural and physical Anthropology, importance of the study of Anthropology, relationship between Anthropology and History
3. Sociological theory and research: Sociological paradigms, major sociological perspectives, applying the paradigm, research methods, procedures and ethics in research
4. Culture and Civilization: Basics of culture, elements of culture, cultural complexities and diversity, how do we explain our culture, norms and values, language and culture, beliefs and material culture, cultural diversity, cultural lag, difference between culture and civilization
5. Socialization: Nature versus nurture, what is socialization, socialization and self, agencies of socialization, process of socialization
6. Groups and formal organization: Different types of groups and networks, social interaction and formal organization
7. Social institution: Family and marriage, economic, political and religious institutions
8. Social structure and society: Social structure and status, social structure and role, social structure in preindustrial, industrial and postindustrial societies
9. Social change and problem: Evolution, progress, development and change, theories of social change, determinants of social change, social movements, social problems

### **Recommended Readings:**

Carol R Ember & Melvin R Ember, *Anthropology: A Brief Introduction* (Prentice Hall, 2002)  
 Conrad P Kottak, *Anthropology: The Exploration of Human Diversity* (McGraw-Hill, 2004)

J R Eshleman & Others, *Sociology: An Introduction* (Pearson, 1993)  
Ritchard T Schaefer, *An Introduction to Sociology* (McGraw-Hill, 1994)  
W Kornblum, *Sociology in the Changing World* (Barnes & Noble, 1988)  
আনোয়ার উল্লাহ চৌধুরী ও অন্যান্য, *সমাজবিজ্ঞান শব্দকোষ* (অনন্যা, ঢাকা, ১৯৯৫)  
মুহাম্মদ হাবিবুর রহমান, *সমাজবিজ্ঞান পরিচিতি* (হাসান বুক, ঢাকা, ১৯৯৪)

## **Second Year Third Semester B.A. Honours**

**Course Code** : 211  
**Course Title** : **History of the Indian Sub-Continent, 1707-1947**  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course comprises the period from 1707 to 1947. With the death of the last strong Mughal Emperor Aurangzeb in 1707, the vast Mughal Empire started to decline and within about fifty years the empire totally disintegrated. In that situation, many European trading companies came to India for trading but engaged in rivalry amongst themselves to establish their dominance. Of them the English East India Company won in the rivalry and established political dominance in Bengal and later in India as a whole. Company rule continued till 1857. The great Indian revolt occurred in 1857 and after that the rule of the East India Company came to an end. The Company's Indian Empire along with the Princely States came under the direct rule of the British Crown. The rule of the British Raj continued till 1947.

### **Aim:**

The course has been designed to help students in obtaining a comprehensive idea about the political, economic and cultural history of the Indian subcontinent from the declining Mughal rule to the independence of India.

### **Objectives:**

- Give students a comprehensive understanding about the fall of the Mughal Empire, coming of the Europeans and rivalry among European powers
- Provide them with in-depth understanding of the major reforms undertaken by British Governor-Generals and the reaction of the Indians towards those reforms
- Introduce the nationalist movements against British colonial rule
- Motivate students to think critically about the economic, political, social and cultural impacts of British colonial rule
- Help them present different aspects of major events critically and analytically both in oral and written form

### **Learning Outcomes:**

On successful completion of the course students are expected to be able to:

- understand the causes that led to the establishment of British colonial rule in India
- examine critically the different colonial policies taken by the British rulers
- construct and deconstruct the ideas that led to nationalist movements in India

- analyze causes and effects of the major events and movements covered in the course including the major incidents leading to the political independence of India in 1947
- evaluate the positive and negative impact of British colonial rule
- demonstrate analytical writing and presentation skill to an informed audience

### **Course Contents:**

1. Introduction
2. Reasons behind the decline and fall of the Mughal Empire
3. The coming of the Europeans:
  - A. The Portuguese
  - B. The Dutch
  - C. The French
  - D. The British
4. Rise and growth of British Power:
  - A. Anglo-French rivalry in South India and the defeat of the French
  - B. Beginning of English supremacy in Bengal
5. Consolidation and expansion of British power:
  - A. Warren Hastings (1772-1785): Acts and reforms (Regulating Act, Pitt's India Act), foreign policy (First Anglo-Maratha War, First and Second Anglo-Mysore War)
  - B. Lord Cornwallis (1786-1793): Reforms and Third Anglo-Mysore War
  - C. Lord Wellesley (1798-1805): Diplomacy (Subsidiary Alliance), War (Fourth Anglo-Mysore War, Second Anglo-Maratha War)
  - D. William Bentinck (1828-1835): Reforms
  - E. Lord Dalhousie (1848-1856): Diplomacy (Doctrine of Lapse), reforms and foreign policy (Anglo-Sikh War)
6. Mysore under Haider Ali and Tipu Sultan: Anglo-Mysore relation
7. Lord Canning (1856-1862): First Viceroy and Governor-General of India, Revolt of 1857- causes, causes of failure, nature, consequences
8. Lord Lytton (1876-1880): Reforms in India, famine policy, Vernacular Press Act, The Arms Act, Second Afghan War (1878-1880)
9. Lord Ripon (1880-1884): Reforms in India, introduction of local self-government acts, educational reforms, first Factory Act, Ilbert Bill agitation, first census of India
10. Lord Dufferin (1884-1888): Reforms and policies in India
11. Lord Curzon (1899-1905): Reforms, Educational Reforms Act of 1899, preservation of archaeological objects, his administrative measures
12. Lord Minto (1905-1911): Policy of Divide and Rule, formation of the Muslim League
13. Lord Chelmsford (1916-1921): Historical events during his viceroyalty
14. Lord Reading (1921-1926) to Lord Mountbatten (1947): Brief discussion on nationalist movements and the process to Partition of India (1947), end of the British Raj in India
15. British colonial government and the Princely States in India
16. Impact of the colonial rule:
  - A. Economy,
  - B. Education,
  - C. Society,
  - D. Communication

### **Recommended Readings:**

- A C Banerjee, *New History of Modern India 1707-1947* (Baghchi, 1983)
- Abdul Hamid, *Muslim Separatism and India and Pakistan (1858-1947)* (Oxford, 1962)
- C A Bayly, *Indian Society and the Making of the British Empire* (Cambridge, 1988)
- C H Philips (Ed.), *The Evolution of India and Pakistan, 1858-1947* (Oxford, 1962)
- H H Dodwell (Ed.), *Cambridge History of India, Vol. V: 1497-1858* (Cambridge, 1929)
- H H Dodwell (Ed.), *Cambridge History of India, Vol. VI: 1858-1918* (Cambridge, 1932)
- Kalikinkar Dutta & Subimal Sarkar, *Text Book of Modern Indian History* (Bihar Publishing House, 1934)

L Grover & S Grover, *A New Look at Modern Indian History: From 1707 to the Modern Times* (S Chand, 1977)  
P E Roberts, *British Rule in India* (Shree Publishers, 2011)  
P E Roberts, *History of British India* (AMS Press, 1966)  
Percival Spear, *The Oxford History of Modern India 1740-1975* (Oxford, 1965)  
R C Majumdar, *The Mutiny and the Revolt of 1857* (Firma KL, 1963)  
Ramsay Muir, *Making of British India 1756-1858* (Manchester, 1917)  
Sumit Sarkar, *Modern India, 1885-1947* (Macmillan, 1983)  
V D Mahajan, *Modern Indian History from 1707 to the Present Day* (S Chand, 1990)  
অমলেশ ত্রিপাঠী, *স্বাধীনতা সংগ্রাম ও ভারতের জাতীয় কংগ্রেস* (আনন্দ, কলকাতা, ২০১২)  
আবু মোঃ দেলোয়ার হোসেন, *বাংলাদেশের ইতিহাস, ১৯০৫-১৯৭১* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০১৩)  
তেসলিম চৌধুরী, *ভারতের ইতিহাস: আধুনিক যুগ (১৭০৭-১৯৬৪)* (মিত্রম, কলকাতা, ২০১১)

**Course Code** : 212  
**Course Title** : History of Bengal (1765-1947)  
**Course Credit** : 4  
**Full Marks** : 100

#### **Introduction to the Course:**

The course includes a significant period of Bengal history that eventually shaped the political future of the region. The course begins from the establishment of the East India Company's rule in Bengal and ends with the second Partition of Bengal in 1947.

#### **Aim:**

The course is designed to help students in getting a comprehensive idea about the history of Bengal from 1765 to 1947. Its goal is to provide the learners with an in-depth understanding of the major political, social, economic and cultural occurrences in the mentioned period.

#### **Objectives:**

- Gather an extensive idea about the history of Bengal between 1765 and 1947
- Understand the major historical events and trends in that period
- Introduce the major political events, prominent figures, ideologies and historical consequences of the period
- Develop historical arguments and reasoning about causation and contextualization
- Demonstrate the enduring effects of the history of the period
- Develop writing skills addressing the criticality of the historical arguments

#### **Learning Outcomes:**

By the end of the course students should be able to:

- narrate, relate and analyze the key events and movements occurred in Bengal between 1765 and 1947
- think critically and present different aspects of these events analytically in verbal and written form



- present logical and coherent arguments in an unbiased manner
- enhance oral aptitude for historical discourse of the period and reasoning via presentations

### Course Contents:

1. Establishment of the East India Company's rule in Bengal:
  - A. Grant of Diwani of Bengal, Bihar and Orissa to East India Company, Dual Government
  - B. Famine of 1769-70, end of Dual Government, assumption of direct power by Company
2. East India Company's land policy and introduction of the Permanent Settlement:
  - A. Land revenue experiments of the Company from 1765 to 1789,
  - B. Introduction of the Permanent Settlement – its features
3. Consolidation of British rule: Growth of East India Company's administration in Bengal, Reforms of Warren Hastings and Cornwallis
4. Initial reaction and resistance to the rule of the Company: Fakir-Sannyasi rebellion
5. Social and religious movements: Ram Mohan Roy and beginning of Hindu reform movements, Derozio and Young Bengal Movement
6. Socio-religious reform movements among the Muslims:
  - A. Faraizi movements,
  - B. Titumir's struggle
7. Educational development: East India Company's education policy and its effects on the Muslims
8. Muslim awakening in Bengal (Second half of the nineteenth century):
  - A. Efforts of Nawab Abdul Latif,
  - B. Efforts of Sayed Ameer Ali
9. Peasant Movements: Blue Mutiny
10. Partition of Bengal (1905): Background, arguments, towards the Partition of 1905, reaction of the Hindus and Muslims of Bengal, Swadeshi Movement and the annulment of the Partition (1911)
11. Bengal Politics after the partition and the events leading to the Partition in 1947:
  - A. Growth of communal politics and Bengal Pact (1923)
  - B. Provincial Politics, ministries, famine of 1943
  - C. Bengal Provincial Election, 1946

### Recommended Readings:

- A F Salahuddin Ahmed, *Social Ideas and Social Changes in Bengal (1815-1835)* (Leiden, 1976)
- A R Mallick, *British Policy and the Muslims in Bengal (1757-1858)* (Asiatic Society of Pakistan, Dacca, 1968)
- Blair Kling, *The Blue Mutiny* (University of Pennsylvania, 1977)
- David Kopf, *Orientalism and the Genesis of Bengal Renaissance* (University of Chicago, 1964)
- J M Ghose, *Sannyasi and Fakir Raiders in Bengal* (Bengal Secretariat Book Depot, 1930)
- M A Rahim, *Muslim Society and Politics in Bengal* (University of Dhaka, 1978)
- M Chatterji, *Bengal Under the Dewani Administration* (Cambridge, 1969)
- R Guha, *The Rule of Property for Bengal* (Mouton, 1963)
- Sirajul Islam, *The Permanent Settlement in Bengal* (Bangla Academy, 1979)
- Ramsay Muir, *The Making of British India* (University Press London, 1923)
- Thomas Spear, *Oxford History of Modern India* (S Chand, 1964)
- এ আর মল্লিক, *বৃটিশ শাসননীতি ও মুসলমান (১৭৫৭-১৮৫৬)* (বাংলা একাডেমী, ঢাকা, ১৯৮২)
- মুনতাসির মামুন (সম্পাদিত), *চিরস্থায়ী বন্দোবস্ত ও বাংগালী সমাজ* (মাওলা ব্রাদার্স, ঢাকা, ২০০২)
- সিরাজুল ইসলাম (সম্পাদিত), *বাংলাদেশের ইতিহাস, ৩ খণ্ড* (বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা, ১৯৯৩)

**Course Code** : 213  
**Course Title** : **Historical Geography (Emphasis on Indian Subcontinent and Bengal)**  
**Course Credit** : 4  
**Full Marks** : 100

**Introduction to the Course:**

Historical Geography is an independent discipline that suggests a variety of approaches - from the study of geographical explorations and of geographical sciences to the history of changing political frontiers and the study of the influences of geographical factors upon historical events. Historical Geography has been identified with special line of thoughts whose data are, of necessity, historical; but whose outlook is geographical. The course is designed in the light of the intense knowledge about the theory and reality of the subject in the context of Indian subcontinent in general and Bengal in particular.

**Aim:**

The course aims at offering insight into the historical geography of the Indian subcontinent in general and Bengal in particular where changes and continuities in the geographical and cultural landscape shaped the region in distinct contours.

**Objectives:**

- Give students a clear understanding of the geographical divisions and sub-divisions of the regions and sub-regions of India in general and Bengal in particular
- Present to the students a clear concept about the theories in historical geography
- Demonstrate how geographical factors create cultural diversity
- Demonstrate how investigation through geographical lens gives a better understanding of contemporary history
- Locate the region of Bengal as a hub of world maritime activity since ancient times

**Learning Outcomes:**

It is expected that at the end of the course students would be able to:

- have a broader understanding and further curiosity of the history and geography of India and Bengal
- understand the factual knowledge about geographical historical regions of India and Bengal
- get an intense knowledge about the theory and reality of the subject
- have the benefit in developing skills in argumentation and in analysis and the linguistic skill and clarity of expression

**Course Contents:**

1. Conceptual Part:

- A. Meaning and characteristics of 'Historical Geography', intimate relationship between History and Geography

- B. Concept of Region: Definitions, natural regions, cultural regions; Can Bengal be considered a geographical 'Region'?
  - C. Development of the theory of Geographical / Environment Determinism
  - D. Lucien Febvre's counter theory of Possibilism, theory of Probabilism by Spate, Neo-environmentalist view of Stop-and-Go Determinism
2. Historical Geography: Indian Subcontinent:
    - A. Introduction of the physical features of the Subcontinent: The Himalayas, the Vindhyas, the Seas, the Peninsular plateau, the Northern Indian plains with the river systems, the deserts, etc
    - B. Influence exerted by above features in shaping human activities throughout its history
    - C. The Subcontinent's location in Asia in relation to Europe and Africa, and Southeast Asia, routes of contact with the outside world
  3. Historical Geography: Bengal:
    - A. Geo-physical condition, geographical location and bordering areas, land formation – the geological context, the river-system and the 'Delta' formation
    - B. Bengal's geographical location and its influence in different periods of her history, Bengal in Monsoonic zone, influence on Bengal's culture
    - C. Ancient *Janapadas*: Geographical historical units of early Bengal, four major units: Pundravardhana, Radha, Vanga and Samatata, evolution of the name 'Bangalah' > Bengala > Bengal and Bangladesh
    - D. Bengal's pre-history and its connection with geography
    - E. Physical types, cultural diversity and assimilation and its connection with the geography of Bengal
    - F. Trade routes and cultural contact of Bengal with Southeast Asian countries and the archipelago
    - G. Sea ports and maritime activities: Naming of the Bay of Bengal: Gange, Tamralipti, Samandar, Sadkawan (Chatgaon, Chittagong), Hugli and Calcutta
    - H. Capitals - from earliest times to the present

### Recommended Readings:

- Abdul Momin Chowdhury & Aksadul Alam, 'Historical Geography', *History of Bangladesh - Early Bengal in Regional Perspectives* (Bangladesh Asiatic Society, 2018)
- Aksadul Alam, "Deconstructing the 'Nationalist' Construction of 'Indianisation' of Southeast Asia: Issues in Connectivity and Culture (up to 1300)", *Journal of the Asiatic Society of Bangladesh*, Vol 62, No 2, December 2017
- Amitab Bhattacharyya, *Historical Geography of Ancient and Early Medieval Bengal* (Sanskrit Pustak Bhandar, 1977)
- Barrie M Morrison, *Political Centers and Cultural Regions in Early Bengal* (Tucson, 1967)
- Encyclopaedia Britannica* (Relevant Entries) (Chicago, 2012)
- J Donald Hughes, *What is Environmental History?* (Cambridge & Malden, 2006)
- K M Panikkar, *Geographical Factors in Indian History* (Bharatiya Vidya Bhavan, 1969)
- Lucien Febvre, *A Geographical Introduction to History* (Kegan Paul, 1925)
- P Mittal & Geeta Dua (Eds.), *Historical Geography of India*, Vol 1-2 (Low Price Publications, 2005)
- R D Dikshit, *Geographical Thought* (PHI Learning, 2001)
- Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Bangladesh Asiatic Society, 2012)
- W Gordon East, *Geography Behind History* (W W Norton, 1999)

## **Second Year Fourth Semester B.A. Honours**

**Course Code** : 221  
**Course Title** : Ancient Civilizations  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course provides a chronological and theoretical overview of the history of ancient civilizations and its vibrant progress to learners. It begins with the definition and theories of civilization and then examines the features, development, achievements and contribution of major civilizations to world history. The unit provides the root knowledge and skill required for further studies in ancient civilization.

### **Aim:**

The course enables students to explore human civilizations across the world. It examines the main features and achievements of civilizations. The course would also run the process of cross-cultural encounters between different civilizations.

### **Objectives:**

- Analyze the growth and development of major ancient civilizations from a theoretical angle
- Develop the skill to identify, describe and compare advanced civilizations
- Recognize the geographical features that distinguished different civilizations in ancient period
- Explore the socio-economic genre, governments, religious beliefs, writing systems, art and culture of vibrant ancient civilizations
- Develop the ideas of philosophy from high-achieving civilizations
- Help students present different aspects of major civilizations critically and analytically both orally and in written form

### **Learning Outcomes:**

By the end of the course, students would be able to:

- possess a thorough understanding of social, political, religious, and economic trends of the ancient world
- explain the features and contributions of civilizations to world history
- differentiate and distinguish the characteristics of the major world civilizations
- read critically and analyze their enduring influences
- develop and communicate their ideas
- formulate their own arguments based on historical sources

### **Course Contents:**

1. Prologue of Civilization:
  - A. The Stone Age, Paleolithic Age and evolution of Man: Java Man, Peking Man, Neanderthal Man, Cro-Magnon Man - their achievements in the Later Paleolithic Age (30,000-10,000 BCE), Mesolithic Age
  - B. Neolithic Age and Neolithic Revolution: Characteristics and significance of Neolithic Revolution
2. Genesis of Civilization:
 

Growth of Civilization: Factors responsible for growth, various theories, the Adversity Theory (Arnold J Toynbee's Challenge and Response Theory)
3. Urban Revolution:
  - A. Background, criteria, social, economic and political importance of Urban Revolution
  - B. Trends of urbanization in ancient civilizations
4. Civilizations of the Ancient Near East:
 

Egyptian Civilization: a) conditions for the growth of civilization: Egypt regarded as 'the Gift of the Nile' (Herodotus) b) socio-economic condition c) religion, d) intellectual achievements: writing, science, art and architecture
5. Mesopotamian Civilization:
  - A. Sumerian Civilization: a) System of law (Code of Dungi) b) religion c) intellectual achievements: system of writing (Cuneiform), literature, art and science,
  - B. Babylonian Civilization: a) System of law (Code of Hammurabi) b) religion
  - C. Assyrian Civilization: a) Assyrian militarism b) law (c) literature d) art
6. Persian Civilization:
  - a) Persian government b) Persian culture: Religion - Zoroastrianism - a "Revealed" religion - Mithraism - Manicheism - Gnosticism - combined influence of the several offshoots of Zoroastrianism c) art and architecture
7. Phoenician Civilization:
  - a) Economy b) religion c) alphabet
8. Hebrew Civilization:
  - a) Origin of the Hebrews, their gradual expansion and settlement b) religious evaluation
  - c) intellectual achievements: law, literature
9. Chinese Civilization:
  - a) Feudalism b) administration and civil service c) philosophy d) art
10. Greek Civilization:
  - A. Hellenic and Hellenistic Civilization: Two distinct phases
  - B. The Homeric Age - evolution of City-States, armed camp of Sparta - evolution of democracy, the Athenian triumph - tragedy and political debacle - factors influencing the process of political development
  - C. The legacy of Greece: a) Art b) literature c) history d) philosophy and science
11. Roman Civilization:
  - A. The founding of Rome - system of government - early and late republics, from republic to empire
  - B. Class struggle between the Patricians and the Plebeians
  - C. a) Roman law b) religion c) philosophy d) art

### **Recommended Readings:**

- Arnold J Toynbee, *A Study of History*, 10 Volumes, Abridged (D C Somervell, 1962)  
 Chester G Starr, *A History of Ancient World* (Oxford, 1991)  
 E Burns & P Ralph, *World Civilizations* (W W Norton, 1974)

Edward Mcnall Burns, Robert Lerner & Standish Meacham, *Western Civilization Their History and their Culture* (W W Norton, 1984)

Gregory L Possehl, *Ancient Cities of the Indus* (Vikas, 1979)

H A Davis, *An Outline History of the World* (Oxford, 1975)

J E Swain, *A History of World Civilization* (S Chand, 1994)

T Walter Wallbank, Nels M Bailkey & Alastair M Taylor, *Civilization – Past & Present*, Vol. I (Scott Foresman & Co., 1972)

V Gordon Childe, *Man Makes Himself* (New American Library, 1961)

আবু মোঃ দেলোয়ার হোসেন ও মোঃ আব্দুল কুদ্দুস সিকদার, *সভ্যতার ইতিহাস প্রাচীন ও মধ্যযুগ* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০০৪)

এ এম আমজাদ, *সভ্যতার ইতিহাস প্রাচীন যুগ* (সাহিত্য বিলাস, ঢাকা, ২০০৭)

রতন লাল চক্রবর্তী, *সভ্যতার পটভূমি* (বাংলা একাডেমী, ঢাকা, ১৯৯৮)

সৈয়দ আনোয়ার হোসেন, *প্রাচীন চীন সভ্যতা* (বাংলা একাডেমী, ঢাকা, ১৯৮৫)

**Course Code : 222**

**Course Title : History of Bangla Language and Literature**

**Course Credit : 4**

**Full Marks : 100**

### **Introduction to the Course:**

Bangla is the language of the geographical region that is known in historical terms as 'Bengal'. A rich literature has developed in the Bangla language through the ages which forms the cultural backbone of the Bangla-speaking people of the region. The culture has separated Bangalees from other nations. Students of history benefit from the course by understanding that the culture of the region of Bengal has deep ancient roots that fuels the nationalistic fervour of the Bangalis.

### **Aim:**

The course has been designed to broaden the cultural and intellectual horizons of the students of Bangla language and literature.

### **Objectives:**

- Acquaint the students with correct spelling, syntax, sentence building and inner discipline of Bangla language
- Introduce them to the origin of the world languages
- Give ideas about how Bangla language came and from which original language
- Know the relationship of Bangla with Sanskrit language
- Inform students about the heritage and antiquity of Bangla literature
- Broaden the knowledge about ancient, medieval and modern Bangla literature

### **Learning Outcomes:**

On successful completion of the course students are expected to be able to:

- learn about the advent of languages in the world
- speak about the development of Bangla language from ancient to modern times
- write about the relationship between Sanskrit and Bangla language

- give a detailed idea of different levels of Bangla language

### Course Contents:

#### ১. ভাষা ও নির্মিতি:

- ক. স্বরবর্ণ, ব্যঞ্জনবর্ণ ও যুক্তবর্ণ
- খ. আঞ্চলিক ভাষারীতি, সাধু ভাষারীতি, চলিত ভাষারীতি (প্রমিত ভাষা)
- গ. বাংলা বানানের নিয়ম
- ঘ. প্রচলিত ভুল-শুদ্ধ (শব্দ ও বাক্য)
- ঙ. পত্রাদি লেখন
- চ. ক্ষুদেগল্প লেখা

#### ২. বাংলা ভাষার ইতিহাস:

- ক. ইন্দো-ইউরোপীয় থেকে বাংলা ভাষার বিকাশধারা
- খ. সংস্কৃত ও প্রাকৃতের সঙ্গে বাংলা ভাষার সম্পর্ক
- গ. বাংলা ভাষার বিভিন্ন স্তরের বৈশিষ্ট্য

#### ৩. বাংলা সাহিত্যের ইতিহাস:

- ক. চর্যাপদ
- খ. শ্রীকৃষ্ণকীর্তন এবং বৈষ্ণব পদাবলি
- গ. মঙ্গলকাব্যের প্রধান ধারাসমূহ: মনসামঙ্গল, চণ্ডীমঙ্গল, অনুদামঙ্গল ইত্যাদি থেকে নির্বাচিত অংশ
- ঘ. রোমান্সমূলক প্রণয়োপাখ্যানের ধারা – আরাকান রাজসভার বাংলা সাহিত্য
- ঙ. বাংলা গদ্যের বিকাশ
- চ. আধুনিক বাংলা সাহিত্যের ধারা – কবিতা, উপন্যাস, নাটক, ছোটগল্প ইত্যাদি।

### Recommended Readings:

- আহমদ শরীফ, *বাঙলা ও বাঙালী* (বাংলা একাডেমি, ঢাকা, ১৯৮৩)
- গোপাল হালদার, *বাঙলা সাহিত্যের রূপরেখা* (২ খণ্ড একত্রে) (ইত্যাদি, ঢাকা, ২০১৪)
- মুহম্মদ শহীদুল্লাহ, *বাংলা ভাষার ইতিবৃত্ত* (২ খণ্ড একত্রে) (বাংলা একাডেমি, ঢাকা, ১৯৬৮)
- মুহম্মদ শহীদুল্লাহ, *বাংলা ভাষার কথা* (বাংলা একাডেমি, ঢাকা, ১৯৬৬)
- শ্রীকুমার বন্দ্যোপাধ্যায়, *বাংলা সাহিত্যের বিকাশের ধারা* (২ খণ্ড একত্রে) (কলকাতা, ১৯৬৯)
- সুকুমার সেন, *বাঙ্গালা সাহিত্যের ইতিহাস* (১ম খণ্ড) (আনন্দ, কলকাতা, ২০১৩)

**Course Code : 223**

**Course Title : History of Medieval Europe, 476-1453**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

The course investigates in greater depth the historical development and processes of medieval Europe during the period 476-1453. The very time period marks the beginning of a new era through new enlightening initiatives of the Carolingian dynasty, includes some key developments of the time such as growth of monasticism, papacy, universities, feudalism, crusades and ends with the rise of medieval cities, trade and commerce. Understandably, the period therefore encompasses a crucial historical episode that indicated the very process of the end of the medieval time and heralded the dawn of the European renaissance. It is, therefore, the history of medieval Europe and its inevitable transition to Modern Europe.

**Aim:**

The aim of the course is to explore the historical development of the medieval period of Europe from 476-1453. It is designed to narrate the thematic progression of the period in combination of critical analytical perspective. A comprehensive and deeper understanding of the dynamics of the period and importance and influence of major historical developments of the time constitutes the main focus of the course that will help develop students' critical outlook and greater understanding of European history.

**Objectives:**

- Provide intensive understanding on some major socio-political, religious and economical developments of the period that helped shape the then medieval Europe
- Investigate the facts, factors, growth and nature of the select themes of the period, their interplay that ranges from meaning of medieval age to the rise of feudalism, crusade, cities and commerce
- Analyze and assess the significance of these developments and their implications on the later phase of European history

**Learning Outcomes:**

At the end of the course the students are expected to learn:

- in-depth understanding of the major historical developments of medieval Europe
- critical outlook on the select themes, their interplay and influence in shaping the period
- analytical skills to interpret diverse social, political and economical dynamics of medieval Europe's transition into the modern era

**Course Contents:**

1. "The Middle Ages" - meaning and periodisation
2. Spread of Christianity in Europe
3. Empire of Charlemagne and Carolingian Renaissance
4. Monasticism: Origin of the word 'Monakos', St. Basil, St. Benedict and St. Augustine
5. Rise of Papacy: Papacy, Holy Roman Empire, conflict between Church and the state, the War of Investiture, Pope Gregory VIII
6. Mediaeval education and rise of universities
7. Feudalism, Manor and Manorial system: Nature and origin, agriculture, distribution of land, farming method, administration of manor, status and duties of people in the manor, self-sufficiency of manor, weary peasant life in manor
8. Chivalry: Origin of the word, cultural and practical code of feudalism, code of chivalry, its effect on medieval civilization
9. Crusades (1095-1291): Period of the crusades, causes, facts and events, results of the crusades and significance
10. The rise of trade and towns: Revitalized trade routes, the Hanseatic League, new classes, merchant guilds, craft guilds, urban centres, results of the rise of towns

**Recommended Readings:**

Carl Stephenson, *Medieval Feudalism* (Cornell University, 1969)

George G Coulton, *Medieval Village, Manor, and Monastery* (Harper & Row, 1960)

Henri Pirenne, *Mohammed and Charlemagne* (George Allen & Unwin, 1954)



J E Swain, *A History of World Civilization* (S Chand, 1994)  
J W Thompson, *The Middle Ages 300-1500* (Alfred A Knopf, 1931)  
James Harvey Robinson, *An Introduction to the History of Western Europe* (University of California, 1934)  
James W Thompson & Edgar N Johnson, *An Introduction to Medieval Europe 300-1500* (W W Norton, 1937)  
Joseph R Strayer, *The Middle Ages 395-1500* (Harper Collins, 1959)  
Joseph R Strayer, *Western Europe in the Middle Ages A Short History* (Pearson, 1974)  
Perry Anderson, *Passages from Antiquity to Feudalism* (Verso, 2013)  
R W Church, *The Beginning of the Middle Ages* (Kessinger Publishing, 2004)  
R W Southern, *The Making of the Middle Ages* (Yale University, 1992)  
Sidney Painter, *A History of the Middle Ages 284-1500* (Alfred A Knopf, 1967)  
T Walter Wallbank, Nels M Bailkey & Alastair M Taylor, *Civilization – Past & Present, Volume 1* (Scott Foresman & Co., 1972)  
আবু মোঃ দেলোয়ার হোসেন ও মোঃ আব্দুল কুদ্দুস সিকদার, *সভ্যতার ইতিহাস প্রাচীন ও মধ্যযুগ* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০০৪)  
এ কে এম শাহনাওয়াজ, *বিশ্ব সভ্যতা মধ্যযুগ* (প্রতীক, ঢাকা, ১৯৯৬)  
নির্মলচন্দ্র দত্ত, *মধ্যযুগের ইউরোপ* (পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৯৫)  
নুরুল্লাহর বেগম, *মানুষের ইতিহাস, প্রাচীন যুগ* (সৃজনী, ঢাকা, ১৯৭৭)

## **Third Year Fifth Semester B.A. Honours**

**Course Code** : 311  
**Course Title** : Emergence of Bangladesh since 1947  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The emergence of Bangladesh as an independent country was not the outcome of only the Liberation War of 1971. It was the culmination of several successful movements against the British and Pakistani exploitation and deprivation of the people of the region. The course covers all important movements and events that led East Pakistan to mobilise a nationalistic movement and finally form Bangladesh as an independent country.

### **Aim:**

The course has been designed to help students in obtaining a comprehensive idea about the history of the emergence of Bangladesh.

### **Objectives:**

- Introduce to students the major movements that led to the emergence of Bangladesh
- Provide them with an in-depth understanding of the major political, economic and cultural events that shaped East Pakistan into the independent state of Bangladesh
- Help students relate to the major events and movements occurred in the then East Bengal and later East Pakistan between 1947 and 1971
- Motivate to think critically about the role of the key actors in the development of historical events leading towards the independence of Bangladesh
- Help them present different aspects of the major events critically and analytically both orally and in written form

### **Learning Outcomes:**

On successful completion of the course students are expected to be able to:

- describe the major historical developments and trends that led to the emergence of Bangladesh as an independent country
- explain different aspects of events and movements that occurred during 1947-71
- construct ideas that developed into the nationalist movement against West Pakistan
- analyze causes and effects of the major events and movements covered in the course
- integrate events and movements to get a coherent idea about the emergence of Bangladesh
- evaluate the role of key actors in an impartial and empathetic manner
- demonstrate analytical writing and presentation skills in front of an informed audience

### **Course Contents:**

1. Partition of Bengal in 1947: British position regarding the issue of partition of Bengal, consequences of the partition of Bengal
2. Political process in Pakistan: Rule of Muslim League in East Bengal (1947-1954), decline of Muslim League, growth and development of opposition politics (1947-1958)
3. Language Movement of 1948 and 1952: Early stage of the movement, Language Movement of 1948, Language Movement of 1952, impact of the movement
4. Election of 1954 and the United Front (UF): Electoral background, context in which the election was held, theories of political alliance and their termination, formation of UF in East Bengal, election manifesto, electorate system, election result and formation of government by the UF, termination of UF
5. Constitutional crisis and the adoption of 1956 Constitution: Constitutional background, constitution making dilemmas – character of the state, representation in the federal legislature, distribution of power between the federal and provincial government and the language question – adoption of 1956 Constitution
6. The Ayub Decade 1958-1969: Military rule in Pakistan, Basic Democracy, concepts, its introduction, formation, functioning of the Basic Democracy system and its failure
7. Constitution of 1962: Background, constitution-making, salient features, comparison with the Constitution of 1956
8. Six Point Programme of Awami League (1966): Background, launching of the Six Point movement by Bangabandhu Sheikh Mujibur Rahman, reaction, Six Point Movement the ‘Magna Carta’ of the Bangalis, impact on the struggle for independence, evaluation
9. Agartala Conspiracy Case (1968): Background, the case, the accused, plot and detection, trials and aftermath, ‘Agartala Conspiracy Case was not false’, its ramifications, Mass Movement and the 11 Points Programme of Students Action Committee in 1969, withdrawal of the case, Round Table Conference, fall of Ayub Khan in March 1969
10. Interwing disparity in Pakistan, 1947-1971: Administrative and political disparity, disparity in economic development, exploitation of the eastern wing, educational disparity, disparity in culture, in development planning, the Two Economy Theory
11. General Elections of 1970: Background, nominations, parties and candidates, campaigns in East and West Pakistan, results of elections for National and Provincial Assemblies, storm created by the election results, aftermath, reaction in East Pakistan
12. Bangladesh Liberation War of 1971: Background, postponement of the National Assembly session, reaction in East Pakistan, Bangabandhu’s call for non-violent and non-co-operation movement, Bangabandhu’s public meeting of 7 March 1971, preparation for a military crackdown, Operation Searchlight, Declaration of Independence, Mujibnagar Government and the Proclamation of Independence Order, Liberation War: 26 March to 16 December 1971, surrender of Pakistan army and aftermath
13. Bangladesh Liberation War and the role of Great Powers: Declaration of Independence and foreign reaction, role of India, role of Soviet Union, the United States and the role of China, role of the United Nations

### **Recommended Readings:**

- Ahmed Kamal, *State Against the Nation: The Decline of the Muslim League in Pre-independence Bangladesh, 1947-54* (UPL, 2009)
- Badruddin Umar, ‘Language Movement’ in Sirajul Islam (Ed.), *History of Bangladesh, 1704-1971*, Vol. 1 (Asiatic Society of Bangladesh, 2007)
- Charles Peter O’Donell, *Bangladesh: Biography of a Muslim Nation* (Westview, 1984)
- G W Choudhury, “Constitution-Making Dilemmas in Pakistan”, *The Western Political Quarterly*, Vol. 8, No. 4, December 1955 (Utah, 1955)

Ghulam Mustafa, "Alliance Politics in Pakistan: A Study of the United Front", *Pakistan Journal of History and Culture*, Vol. XXXI, No. 1 (Karachi, 2010)

Harun-or-Rashid, 'A Move for United Independent Bengal' in Sirajul Islam (Ed.), *History of Bangladesh, 1704-1971*, Vol 1 (Asiatic Society of Bangladesh, 2007)

Hasan Zaheer, *The Separation of East Pakistan: The Rise and Realization of Bangali Muslim Nationalism* (UPL, 1994)

Khan Md. Lutfur Rahman, *Nation Building Problems in Bangladesh: A Socio Economic Political Perspective* (UPL, 2009)

Louis D Hayes, *Politics in Pakistan: The Struggle for Legitimacy* (Westview, 1984)

Moudud Ahmed, *Bangladesh: Constitutional Quest for Autonomy, 1950-71* (UPL, 1976)

Muzaffer Ahmed Chaudhuri, *Government and Politics in Pakistan* (Puthigar, 1968)

Partha Chatterjee, 'The Second Partition of Bengal' in Kaushik Roy (Ed.), *Partition of India: Why 1947?* (Oxford, 2012)

Rangalal Sen, *Political Elites in Bangladesh* (UPL, Dhaka, 1986)

Rounaq Jahan, *Pakistan: Failure in National Integration* (Columbia University, 1972)

Sucheta Mahajan, 'Why Gandhi Accepted the Decision to Partition India' in Kaushik Roy (Ed.), *Partition of India: Why 1947?* (Oxford, 2012)

Syed Humayun, *Sheikh Mujib's 6-Point Formula: An Analytical Study of the Breakup of Pakistan* (Royal Book, 1995)

আবু মোঃ দেলোয়ার হোসেন, *বাংলাদেশের ইতিহাস ১৯০৫-১৯৭১* (ঢাকা বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০০৮)

মওদুদ আহমদ, *বাংলাদেশ: স্বায়ত্তশাসন থেকে স্বাধীনতা* (ইউপিএল, ঢাকা, ১৯৯৬) (অনুবাদ: জগলুল আলম)

মোঃ মাহবুবুর রহমান, *বাংলাদেশের ইতিহাস ১৯৪৭-১৯৭১* (সময় প্রকাশন, ঢাকা, ২০১৭)

মোঃ হাবিবুল্লাহ বাহার, *পাকিস্তানের আঞ্চলিক বৈষম্য ১৯৪৭-১৯৬৯: পার্লামেন্টের ভাষা* (বাংলা একাডেমি, ঢাকা, ২০১৭)

লেনিন আজাদ, *উনসত্তরের গণ অভ্যুত্থান: রাষ্ট্র, সমাজ ও রাজনীতি* (ইউপিএল, ঢাকা, ১৯৯৭)

সালাহ উদ্দীন আহমদ, *মোনায়েম সরকার ও নুরুল ইসলাম মঞ্জুর, বাংলাদেশের মুক্তি সংগ্রামের ইতিহাস (১৯৪৭-১৯৭১)* (আগামী প্রকাশনী, ঢাকা, ১৯৯৭)

সৈয়দ আনোয়ার হোসেন, *বাংলাদেশের স্বাধীনতা যুদ্ধে বৃহৎশক্তির ভূমিকা* (জাতীয় গ্রন্থ প্রকাশন, ঢাকা, ২০০৫)

**Course Code** : 312  
**Course Title** : History of Political Thought and Forms of Government  
**Course Credit** : 4  
**Full Marks** : 100

#### **Introduction to the Course:**

History of Political Thought and Forms of Government is the study of topics such as politics, liberty, justice, property, rights, law and authority. It helps readers know about these topics in the outline of what they are, why they are needed, what makes a government legitimate, what rights and freedom it should protect and why, what form it should take and why, what the law is and what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown, if ever. The course also deals with the systematic study of governmental system by applying the empirical and generally scientific methods of analysis.

**Aim:**

Political Science and History together have a close affinity. The course is designed for the students of history to expand their frontier of knowledge about the historical legacy of the political system and the current political institutions and issues of a modern democratic state.

**Objectives:**

- Make students acquainted with an understanding of political philosophy concerned primarily with political ideas and values such as rights, justice, freedom and political obligation
- Provide them with in-depth understanding about the forms of government
- Give students an understanding to examine the state and its institutions and the organs of government
- Show diverse ways of thinking and understanding the different political ideas and ideologies
- Provide students with an understanding of how contemporary political issues are intertwined with historical events and how to explain history and contemporary political questions using integrated analytical skills

**Learning Outcomes:**

After successful completion of the course students will be able to:

- describe the major political ideas and values
- explain the state and its institutions and the organs of government
- analyze the causes and effects of the major political events and movements on the basis of political theory
- construct different ideas regarding various local, national, regional and international political issues
- examine contemporary political events in light of political theory and philosophy
- evaluate the role of the government
- be engaged with problems existed in past and present national and international political issues using a range of political philosophies and theories

**Course Contents:****Part A: Political Organizations:**

1. Definitions: Political organizations/institutions, Political Science and Political Theory
2. State: Four elements of state, origin of state, different theories of origin of state: Divine origin, Natural, Force, Social Contract, Evolutionary; Structural theory: Liberal, Marxist and Neo-Marxist
3. Sovereignty: Meaning, characteristics, monistic and pluralistic interpretation
4. Law: Meaning, sources of law, different types of law and why people abide by law
5. Constitution: Meaning, characteristics of good constitution, constitution making and amending process, constitutional government
6. Organs of Government:
  - A. Executive: Composition, functions and significance
  - B. Legislature: Composition, functions in a modern state and significance

- C. Judiciary: Composition, function, judicial review, independence of judiciary and rule of law
- D. Theory of Separation of Powers: Meaning, necessity of originating the theory of separation of powers and significance
- 7. Political Party: Significance of political party in a functional democracy, difference between political party and Pressure Group
- 8. Public Opinion: Meaning, significance in a modern democratic state and role of different agencies of formulating public opinion
- 9. Bureaucracy: Meaning and the role of bureaucracy in a modern state
- 10. Political Culture: Meaning and significance of political culture for political development
- 11. Political Socialization: Meaning, different agents of political socialization and significance
- 12. Fundamental concepts: Politics, power, authority, rights and obligations, liberty, equality, citizenship, justice, freedom, nation and nationalism, internationalism, globalization, civil society, electorate, political development, governance and good governance, individualism, capitalism and socialism

**Part B: Forms of Government:**

- 13. Aristotle's classification of government, modern classification of government
- 14. Monarchy: Meaning, characteristics, merits and demerits of monarchy
- 15. Democracy: Meaning, characteristics, merits and demerits of democracy, preconditions for the success of democracy
- 16. Dictatorship: Meaning, characteristics
- 17. Unitary: Meaning, characteristics, merits and demerits of unitary form of government
- 18. Federation: Power distribution in a federation and preconditions of a federation
- 19. Parliamentary: Meaning, characteristics, power relationship among different organs of government in a parliamentary democracy, why decidedly better form of government
- 20. Presidential: Meaning, characteristics, power relationship among different organs of government in a presidential form of government

**Part C: Bangladesh:**

- 21. Constitution and constitutional journey
- 22. Historical journey of the political parties
- 23. Road to parliamentary democracy
- 24. Structure and functions of local government
- 25. Environmental governance
- 26. Foreign policy
- 27. Public policy - agriculture, education, gender policy

**Recommended Readings:**

- A Appadorai, *The Substance of Politics* (Oxford, 2006)
- Alan R Ball & B Guy Peters, *Modern Politics & Government* (Palgrave, 1993)
- G Gettell Raymond, *Political Science* (World Press, 1950)
- Harold D Lasswell, *Politics: Who Gets, What, When and How* (Peter Smith, 1990)
- Harold J Laski, *A Grammar of Politics* (Harper Collins, 1967)
- Herman Finer, *Theory and Practice of Modern Government* (Praeger, 1971)
- Ishtiaq Jamil, Salahuddin M Aminuzzaman, Steinar Askvik & Sk. Tawfique M. Haque (Eds.), *Understanding Governance & Public Policy in Bangladesh* (UPL, 2011)
- J Dunn, *The History of Political Theory and Other Essays* (Cambridge, 1968)
- James Good & Irving Velody, *The Politics of Postmodernity* (Cambridge, 1988)

Joseph L Palombara, *Bureaucracy and Political Development*, (Princeton, 1969)  
L Palombara & M Weiner, *Political Parities and Political Development* (Princeton, 1967)  
Mary Hawkesworth & Maurice Kogan (Eds.), *Encyclopedia of Government and Politics*,  
Vol. 1 & 2 (Routledge, 1992)  
Mustafa Kamal, *Bangladesh Constitution: Trends and Issues* (University of Dhaka, 1994)  
Rounaq Jahan, *Bangladesh Politics: Problems and Issues* (UPL, 2005)  
Rounaq Jahan, *Bangladesh: Promises and Performance* (UPL, 2000)  
Rounaq Jahan, *Pakistan: Failure in National Integration* (UPL, 1994)

**Course Code** : 313  
**Course Title** : **History of Modern Europe, 1453-1789**  
**Course Credit** : 4  
**Full Marks** : 100

**Introduction to the Course:**

The course introduces students to the political, economic, social, cultural, intellectual and religious developments that have shaped today's world. The course is divided into two parts. The first part focuses on important events that characterized the modern age in Europe - Renaissance, Reformation, geographical explorations and Commercial Revolution, all of which would help deepen the students' understanding of popular concepts like the emergence of middle class, humanism, secularism, colonialism and capitalism. The second part deals with a range of topics which include Spanish empire, Russian empire and the French monarchies. The course ends with the background of French Revolution occurred in 1789.

**Aim:**

The course has been designed to help students in obtaining an in-depth knowledge about the modern European history of the period from 1453 to 1789.

**Objectives:**

- Introduce to the students the major events taken place during the period which changed the course of European history and led to the beginning of a new era
- Make students acquainted with some iconic leaders of the time who made their country modern, prosperous and formidable in Europe
- Give students a thorough knowledge about religious conflicts in Europe that continued for almost 200 years
- Help students learn how France became the most powerful country during the reign of Louis XIV by surpassing Spain

**Learning Outcomes:**

At the end of the course the students are expected to:

- learn how after the discovery of America a new world emerged which changed the subsequent European political scenario
- gain deeper knowledge of the European affairs during the above-mentioned period

- understand how the Europeans solved their religious conflicts learning of which would hopefully help them attain the quality to maintain religious harmony in times of religious conflict
- identify the mistakes of the past and so learn the ways how the Europeans solved them
- know how the Europeans came forward and advanced over centuries and how they can be followed to achieve advancement

### Course Contents:

1. Basic factors in early Modern history
2. Civilization of the Renaissance:
  - A. Causes of the Renaissance B. Renaissance in Italy – literary and artistic culture
3. Age of Exploration:
  - A. Portuguese empire B. Spanish enterprise
  - C. English daring D. French explorations
4. Age of the Reformation:
  - A. Protestant Revolution: Causes, role of Martin Luther and John Calvin
  - B. Catholic Reformation: Various organs of Catholic Reformation, Council of Trent, Index and the Inquisition, Society of the Jesuits C. Results of the Reformation
5. Commercial Revolution:
  - A. Causes of the commercial revolution, B. Incidents of the commercial revolution
  - C. Results of the commercial revolution
6. Spain in the sixteenth century in Europe
7. The empire of Charles V (1516-1558)
8. Spain under Philip II (1558-1598)
9. Peter the Great of Russia (1682-1725)
10. The rise of absolute monarchy in France:
  - A. Henry IV B. Richelieu C. Mazarin
11. Germany and the Thirty Years War (1618-1648)
12. Louis XIV of France (1643-1715)
13. Louis XV of France and a brief history of France till 1789

### Recommended Readings:

- Carlton J H Hayes, *Modern Europe to 1870* (Macmillan, 1953)
- Edward M Burns, *Western Civilization: Their History and their Culture* (W W Norton, 1988)
- H S Lucas, *The Renaissance and the Reformation* (Harper & Brothers, 1960)
- Herbert Albert Laurens Fisher, *History of Europe*, Vol. I, II & III (Fontana, 1971)
- James Westfall Thompson, *Economic and Social History of Europe in the Later Middle Ages (1300-1530)* (F Ungar, 1960)
- L Mukherjee, *A Study of European History (1453-1815)* (M L Mukherjee, 2011)
- Robert Ergang, *Europe from Renaissance to Waterloo* (Literary Licensing LLC, 2011)
- এ কে এম শাহনাওয়াজ ও মোহাম্মদ আদনান আরিফ সালিম, *আধুনিক ইউরোপের ইতিহাস (১৪৫৩-১৭৮৯)* (নিউ নভেল, ঢাকা, ২০১১)
- ওয়াজেদ আলী, *ইউরোপের ইতিহাস ১৪৯৩-১৭৮৯* (অধুনা প্রকাশন, ঢাকা, ২০০৫)
- পুলকেশ রায় ও সায়ন্তন দাস, *উত্তরণের পথে ইউরোপ* (প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৪)
- বাসবেন্দ্র বসু, *আধুনিক ইউরোপের বিবর্তন* (মিত্রম, কলকাতা, ২০০৮)
- সুবোধ কুমার মুখোপাধ্যায়, *আধুনিক ইউরোপ, আদি পর্বের রূপান্তর (১৪০০-১৭৮৯)* (কে পি বাগচী, কলকাতা, ২০০৪)



**Course Code** : 314  
**Course Title** : **History of England, 1660-1919**  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course focuses on a period of British history that laid the foundations of British society, economy and polity as we know it today. Momentous political decisions were made during the period which transformed England from an absolute monarchy into a constitutional one. Dynastic changes were determined by religious beliefs, revolutionary changes in science and technology overhauled the traditional mode of production, and ground-breaking new ideas and ideologies had brought about unequivocal paradigm shifts in the way class conflict was analyzed. The Industrial Revolution which occurred in England during the period changed the course of history into one where industrialized nations began to dominate the world. Britain established herself as the largest, strongest and most technologically advanced colonial and imperial power the world had ever seen. The course ends with Britain's entanglement in European politics which led to the First World War.

### **Aim:**

The course has been designed to help students comprehend the complexity of political, economic and social developments that have transformed England from a feudal, agricultural economy into a capitalistic, industrialized colonial and imperial power. The course also aims to enable students to connect the myriad issues of political strife, religious conflicts, social upheaval and economic transformations to see history as a whole canvas instead of fragmented portions of the activity of humankind.

### **Objectives:**

- Introduce students to the evolution of British political system through a chronological narrative of historical milestones
- Provide them with analytical tools to judge for themselves the over-riding power of economic developments in changing the course of history
- Motivate students to evaluate the role of the key figures in the area of politics and government who have influenced the outcome of major events
- Provide in-depth understanding of the difference between issues of pre-industrial and post-industrial society
- Help students analyze the reasons behind colonialism and imperialism
- Provide knowledge about the build-up towards the great human tragedy of the beginning of the 20th century – the First World War

### **Learning Outcomes:**

On successful completion of the course students are expected to be able to:

- narrate the major historical events that led to the dynastic changes of the Tudors, the Stuarts and the Hanoverians
- describe chronologically the significant political developments that helped Britain evolve from an absolute monarchy to a democratic political entity

- evaluate the role of important figures in British history who have guided the course of events from the 16th to the 19th century
- analyze the causes and effects of major socio-political developments during the period
- discuss the diplomatic history of England during the three centuries prior to the First World War
- display an understanding of contemporary political events on the basis of their historical roots
- demonstrate analytical writing skills in describing world events

### **Course Contents:**

1. A brief overview of the Tudor and early Stuarts
2. The Restoration of 1660 – its nature and constitutional significance
3. The Glorious Revolution of 1688 – causes and importance
4. Constitutional importance of the period 1689-1714
5. Importance and result of the Hanoverian Succession
6. The Jacobite Risings of 1715 and 1745: Causes, course of events and causes of the failure of the risings
7. Sir Robert Walpole: Rise to power and contribution to the development of Cabinet System of government
8. Pitt the Elder: Achievements as War Minister and why he is called the Great Commoner
9. The Whig Supremacy (1714-1762): Nature and significance
10. Loss of Britain's American colonies: Causes and results of the War of American Independence
11. Pitt the Younger: Domestic and foreign policies
12. The effect of the French Revolution on British politics
13. The Industrial Revolution:
  - A. Meaning of the term and why the Revolution began in Britain
  - B. Social, economic and political effects of the Revolution in Britain
14. The Reform Bill of 1832:
  - A. Reasons necessitating reform of parliament
  - B. Agitation leading to the passing of the Reform Bill and its main provisions
  - C. Significance of the Reform Bill of 1832
15. The Chartist Movement:
  - A. Nature and causes of the Movement
  - B. Course of events and reasons for its failure
  - C. Significance of the Chartist Movement
16. Sir Robert Peel: Contributions as premier (1841-1846):
  - A. Financial reforms
  - B. Labour legislations
  - C. Abolition of Corn Laws
  - D. Irish policy
  - E. Foreign policy
17. Lord Palmerston: Foreign policy, an estimate
18. Lord Gladstone (1865-74, 1880-85, 1886, 1892-94):
  - A. Irish policy
  - B. Foreign policy
19. Benjamin Disraeli (1874-1880): Domestic and foreign policies
20. British foreign policy from 1892 to 1914: End of Splendid Isolation
21. Reform Act of 1911: Background, main provisions, importance
22. First World War and Britain: Why Britain joined, her role in the peace settlement of 1919
23. Growth of the Trade Union Movement and rise of the Labour Party in British politics

### **Recommended Readings:**

B Williams, *Whig Supremacy 1714-1760* (Oxford, 1939)  
Charles P Hill, *British Economic and Social History, 1700-1982* (Hodder Education, 1985)  
David Taylor, *Mastering Economic and Social History* (Macmillan, 1988)  
Derek Heater, *Citizenship in Britain A History* (Edinburgh University, 2006)  
E H Carter & R A F Mears, *A History of Britain* (Oxford, 1960)  
Eric Hobsbawm, *Industry and Empire: From 1750 to the Present Day* (Penguin, 1999)  
F J C Hearnshaw, *British Prime Ministers of the Eighteenth Century* (Ernest Benn, 1928)  
G M Trevelyan, *History of England* (Longman, 1973)  
G Robertson, *England under the Hanoverians* (Wentworth, 2016)  
George Macaulay Trevelyan, *A Shortened History of England* (Penguin Books, 1988)  
George Townsend Warner, Sir Henry K Marten & D Erskine Muir, *The New Groundwork of British History* (Blackie and Son, 1971)  
H L Peacock, *History of Modern Britain, 1815-1981* (Heinemann Educational Books, 1982)  
Kenneth O Morgan (Ed.), *The Oxford Illustrated History of Britain* (Oxford, 1992)  
Pauline Gregg, *A Social and Economic History of Britain, 1760-1980* (Nelson Thornes, 1984)  
Ramsay Muir, *A Short History of the British Commonwealth, Vol. II* (World Book, 1922)

### **Third Year Sixth Semester B.A. Honours**

**Course Code** : 321  
**Course Title** : Islamic Civilization up to 1258  
**Course Credit** : 4  
**Full Marks** : 100

#### **Introduction to the Course:**

The course is a survey of Arab/Islamic civilization from the 6th to 13th century. The course examines the socio-cultural and religious process that was shaped by the interactions between Muslim and non-Muslim civilizations. It also includes a brief description of the contributions of the Muslim scholars and scientists in the field of medical science, geography and history.

#### **Aim:**

The course has been designed to teach the students of history about the rise, expansion and the basic features of Islamic Civilization.

#### **Objectives:**

- Answer questions like why do we call it Islamic civilization when we do not call anything like Christian civilization or Buddhist civilization
- Introduce to students the political history of Islam from the *Ayyam i Zahiliyya* to the fall of Baghdad, the capital of the Abbassids

- Give an idea about the political expansion of the Islamic forces and how quickly it took control over a vast area of the world
- Introduce to students the salient features of *Sharia*
- Present a clear idea to the students about the complex Muslim society of Ummayyad and Abbassid eras which were far different from the egalitarian society prescribed by *Sharia*
- Make them familiar with the contributions of the Muslim scholars to different fields of knowledge and science

### **Learning Outcomes:**

On successful completion of the course students would be able to:

- describe the major characteristics of pre-Islamic Arabia
- give a brief biographical sketch of the Prophet (Sw) and important political events of his life
- give detail account of the major political events from the death of Prophet (Sw) to the fall of Baghdad
- explain various aspects of Islamic society in different phases
- narrate basic characteristics of Islamic economy under Ummayyad and Abbassid rulers
- analyze importance of *Baitul Hikmah* and its translation works in the development of knowledge
- assess importance of hospitals and medical institutions set up by Muslim rulers and relate them to modern day hospital management
- judge the factors that led to the rise and spread of sufism as a mystic form of Islamic philosophy

### **Course Contents:**

1. 'Muslim Civilization' or 'Islamic Civilization'? Rise and development, characteristics, why did it decline?
2. Pre-Islamic period
3. Hajrat Muhammed (Sw): Establishment of Islam as a religion and creation of a new state
4. Expansion of Islam and the Arab world:
  - A. Khulafa-i-Rashidin (632-661 AD)
  - B. The Ummayyads (661-750 AD)
  - C. The Abbassid Period (750-1258 AD)
5. Administration
6. *Sharia*: Definition and characteristics: Sources of *Sharia*, difference between *Sharia* and other laws
7. State philosophy: Concept of *Khilafat*, *Al Ahkamus Sultaniah*, *Siyasat Nama* and *Qabus Nama*, Al Farabi's view of state
8. Society:
  - A. Social structure
  - B. Place of women, non-Muslims, *Mawalib* and slaves in the society
9. Economy: Characteristics of Islamic economy, economic activities: agriculture, industry and trade
10. Science: Factors leading to the development of science, *Bitul Hikmah*, contribution of the Muslims to geography and medical science
11. *At Tarikh*: From *Sirat* to historical writings, characteristics of Muslim historiography

12. Sufism: Origin and development, Sufi practices and various sects
13. Political and religious sects: Rise and ideas, Shia, Kharijee, Mutajila

### **Recommended Readings:**

- Ameer Ali, *A Short History of the Saracens* (Routledge, 2008)  
Ameer Ali, *The Spirit of Islam* (Kitab Bhavan, 1997)  
Bernard Lewis, *The Arabs in History* (Oxford, 2002)  
Karen Armstrong, *Islam: A Short History* (Modern Library, 2000)  
M Abdul Rahman Khan, *A Brief Survey of Muslim Contribution to Science and Culture* (Muhammad Ashraf, 1959)  
Mafizullah Kabir, *Outlines of Islamic History* (Puthighar, 1967)  
Manzoor Ahmed Hanifi, *A Survey of Muslim Institutions and Culture* (Muhammad Ashraf, 1964)  
Masudul Hasan, *History of Islam, Vol. I* (Islamic Publications, 1987)  
P K Hitti, *History of the Arabs* (Macmillan, 1984)  
P M Holt & Others (Eds.), *The Cambridge History of Islam, Vol. 2B* (Cambridge, 1977)  
R M Savory (Ed.), *Introduction to Islamic Civilization* (Cambridge, 1976)  
S M Imamuddin, *A Political History of the Muslim, Vol. 2* (Najmah, 1967)  
W Montgomery Watt, *Muhammad, Prophet and Statesman* (Oxford, 1961)  
আমিনুল ইসলাম, *মুসলিম ধর্মতত্ত্ব ও দর্শন* (মাওলা ব্রাদার্স, ঢাকা, ২০০০)  
মফিজুল্লাহ কবির, *মুসলিম সভ্যতার স্বর্ণযুগ* (বাংলা একাডেমী, ঢাকা, ১৯৮৭)  
মফিজুল্লাহ কবির, *ইসলাম ও খিলাফত* (নওরোজ কিতাবিস্তান, ঢাকা, ১৯৭৪)  
মুসা আনসারী, *মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি* (বাংলা একাডেমী, ঢাকা, ১৯৯৯)

**Course Code** : 322  
**Course Title** : **History of Europe, 1789-1871**  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course includes some very crucial events of European history which took place within the stipulated time frame. Revolutions in France and other parts of Europe, Napoleonic Europe and its aftermath, ideas of nationalism and socialism, world powers' interest in Eastern Europe, unification and emergence of two nation-states, viz., Italy and Germany are some of these crucial events. These events carry tremendous importance to understand Europe as well as the world. In fact, the existing liberal world order has its roots in the events of 18th and 19th century Europe and the course will try to reach that very root of it.

### **Aim:**

The course has been designed to help students in obtaining a comprehensive idea about the history of Europe within the specific time limit as mentioned.

### **Objectives:**

- Introduce students to the major events of a very significant period of modern European history that hugely influenced the world history

- Provide them with in-depth understanding of major political and cultural events that shaped Europe during this period
- Help students understand the iconic personalities and their activities that influenced or changed the traditional patterns of society
- Help them think critically about the form and nature of European politics
- Prepare students to present different aspects of the major events critically and analytically both orally and in written form

### **Learning Outcomes:**

By the end of the course students are expected to be able to:

- describe the major historical developments and trends that led to the emergence of a transformed Europe
- analyze the causes and effects of the major events covered in the course
- present logical and coherent arguments referring to relevant sources
- judge the role of key actors in an impartial and empathetic manner
- examine contemporary political and social events in the light of their historical roots
- demonstrate analytical writing and presentation skill in front of an informed audience

### **Course Contents:**

1. Old Regime: Social, political, religious, economic condition of France before 1789, role of French philosophers to change French society, accession of Louis XVI, his ministers' efforts to save French economy, election of Estates General in 1789
2. French Revolution of 1789: Conflict between the three Estates, Tennis Court Oath, beginning of French Revolution, change of Estates General into National Assembly, storming of Bastille Fort, march of women to Versailles, transfer of government to Paris
3. National Constituent Assembly (1789-1791): Its works, framing of the first constitution of France in 1791, extensive reforms, criticisms
4. Legislative Assembly (1791-1792): Problems, reaction of the clergy, émigrés problem, war against Austria, Brunswick Manifesto, insurrection, September Massacre
5. National Convention: Political parties, trial and execution of the French king, reactions in Europe, conflict between the Jacobin and the Girondist Party
6. Reign of Terror (1793-1794): Committee of Public Safety, Committee of General Security, Revolutionary Tribunal, role of extremist leaders with emphasis on Robespierre and Danton, Thermidorian reaction
7. France under the Directory (1795-1799): Directory's misrule, rise of Napoleon Bonaparte
8. Reforms of Napoleon Bonaparte: Administrative, religious, social, economic, educational reforms, Napoleonic Code
9. Continental System and downfall of Napoleon: Napoleonic wars, Berlin Decree, Peninsular War, French invasion of Russia, European coalition against Napoleon, defeat of Napoleon, his exile and death
10. Congress of Vienna (1815), Concert of Europe, Metternich System, his internal and foreign policies
11. French Revolution of 1830: Causes of the revolution, result and impact
12. French Revolution of 1848: Reforms of Phillip the Orleans, causes and immediate results, internal and external impacts
13. French Revolutions of 1789, 1830 and 1848: An anatomy

14. New ideological forces:

A. Nationalism: Growth and impact B. Socialism: Growth, basic principles, impact

15. France under Napoleon III: Reforms, foreign policy in Europe and beyond

16. The Eastern Question: Identification and definition, historical background and immediate issues, the events of 1850's, interest of foreign powers, war and peace

17. Unification of Italy: Unification at a glance, obstacles to unification, Mazzini and the unification, role of De Cavour, Garibaldi and his Red Shirt, unification a reality

18. Unification of Germany: At a glance, early trends and tides, obstacles to unification, Bismarck Prussia and the unification, united Germany a reality

### Recommended Readings:

A R Hope Moncrieff, *Heroes of European History* (Gresham, 1911)

Alfred Cobban, *The Social Interpretation of the French Revolution* (Cambridge, 1999)

Carlton J H Hayes, *Modern Europe to 1870* (Macmillan, 1939)

Charles Downer Hazen, *Modern Europe up to 1945* (S Chand, 1956)

H A L Fisher, *Bonapartism* (Kessinger, 2004)

H A L Fisher, *History of Europe*, Vol I & II (Eyre and Spottiswoode, 1949)

Norman Hampson, *A Social History of the French Revolution* (Routledge, 1963)

Robert R Ergang, *Europe Since Waterloo* (D C Heath, 1954)

V D Mahajan, *History of Modern Europe since 1789* (S Chand, 2010)

William Doyle, *The Origins of the French Revolution* (Oxford, 1999)

William Doyle, *The Oxford History of the French Revolution* (Oxford, 2002)

আবুল কালাম, *ফরাসী বিপ্লবের পটভূমি* (বাংলা একাডেমী, ঢাকা, ১৯৭৪)

নুরুল নাহার বেগম, *মানুষের ইতিহাস (আধুনিক যুগ)* (আগামী প্রকাশনী, ঢাকা, ১৯৮৯)

**Course Code : 323**

**Course Title : History of Philosophy (Select Topics)**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

The course offers a survey of the history of philosophy, covering Eastern and Western philosophical thoughts. In Eastern philosophy focus will be on major trends of Muslim and Indian philosophy. The main topics covered in Muslim philosophy are theological and philosophical schools, and some important Muslim philosophers. Indian philosophy covers some important theistic and atheistic schools of thought. Modern Western philosophy will cover the philosophies of major philosophers from 17th to 20th centuries.

### Aim:

The course aims to briefly review the developments during the periods of the Renaissance, Reformation and the Scientific Revolution which set the stage for the appearance of the modern world view. It also aims to survey the philosophy of Descartes, the father of modern philosophy and then go on to discuss the philosophies of Spinoza, Leibniz, Locke, Berkeley, Hume, Kant and Hegel. Some important post-Hegelian philosophical thoughts from philosophers like Mill, Schopenhauer, Nietzsche, Darwin and Sartre will also make

appearances as the course aims to give a comprehensive understanding of the development of philosophical thought over three centuries.

### **Objectives:**

- Provide a good understanding of key problems and ideas which shaped the history of philosophy
- Provide a good understanding of the differences between the traditions of Western and Eastern thoughts, as well as an understanding of how the differences have continued to shape the course of the development of philosophy
- Improve students' ability to criticize and assess the views of Eastern and Western philosophers

### **Learning Outcomes:**

At the end of the semester the students should be able to:

- understand and differentiate between oriental philosophy and occidental philosophical thought
- name categorically important eastern and western philosophers who have laid the foundations of modern philosophical thought
- analyze critically the modern philosophical ideas of rationalism, empiricism, absolute idealism and be able to dissect history using the dialectic method
- have a clear understanding of the dualism of mind-body relationship and the theories of perception and causation
- emerge as a person capable of understanding and explaining the interdependence of the 'Self' and the 'Other' as a recurring theme that occurs in every social and political encounter throughout the history of mankind

### **Course Contents:**

1. Indian Philosophical Thought:
  - A. Introductory remarks: Characteristics of Indian philosophy
  - B. Selected theistic schools
  - C. Selected atheistic schools
2. Muslim Philosophical Thought:
  - A. Introductory remarks: Characteristics of Muslim philosophy
  - B. Politico-theological schools
  - C. Philosophical schools
  - D. Important Muslim philosophers
3. Modern Western Philosophy:
  - A. Introduction: Characteristics of modern philosophy
  - B. The Renaissance and the Reformation
  - C. The Scientific Revolution
4. Rene Descartes: Father of Modern Philosophy:
  - A. Descartes' rationalism: *Cogito ergo sum*
  - B. Existence of God and the external world
  - C. Dualism: mind-body relationship
  - D. Descartes and critics
5. Spinoza and Leibniz:
  - A. Substance, qualities and modes
  - B. Pantheism
  - C. Monads as substances
  - D. Pre-established harmony
6. John Locke and George Berkeley:
  - A. Locke's empiricism: Attack on innate ideas
  - B. Locke's theory of ideas and qualities
  - C. Attack on Locke's distinction between primary and secondary qualities
  - D. Subjective idealism: *esse est percipi*
7. David Hume: The Sceptic:



- A. Theory of perception: Impressions and ideas B. Theory of causation  
C. On self and external world D. Hume as a sceptic
8. Immanuel Kant: Synthesis of Rationalism and Empiricism:  
A. Various kinds of judgments: Synthetic a priori judgements  
B. Possibility of synthetic a priori judgements in mathematics, physics and metaphysics  
C. Space and time as a priori forms of intuition D. Twelve categories of understanding
9. G W F Hegel: Absolute Idealism:  
A. Hegel's absolute idealism B. Dialectical method C. Philosophy of history
10. Post-Hegelian Philosophers:  
A. John Stuart Mill B. Arthur Schopenhauer C. Friedrich Nietzsche  
D. Charles Darwin E. Jean Paul Sartre

### Recommended Readings:

- Bertrand Russell, *History of Western Philosophy* (George Allen & Unwin, 1946) [অনুবাদ: শ্রীদীপ রায়, *পাশ্চাত্য দর্শনের ইতিহাস* (ঢাকা, অবসর, ২০০৬)]
- Donald Rutherford (Ed.), *The Cambridge Companion to Early Modern Philosophy* (Cambridge, 2006)
- G H R Parkinson (Ed.), *Renaissance and Seventeenth-century Rationalism: Routledge History of Philosophy*, Vol. 4 (Routledge, 1993)
- M M Sharif (Ed.), *A History of Muslim Philosophy*, 2 Vols. (Otto Harrassowitz, 1963)
- Robert C Solomon & Kathleen M Higgins (Eds.), *The Age of German Idealism: Routledge History of Philosophy*, Vol. 6 (Routledge, 1993)
- Roger Scruton, *A Short History of Modern Philosophy: From Descartes to Wittgenstein* (Routledge, 2001)
- Syed Abdul Hai, *Muslim Philosophy* (Islamic Foundation, Bangladesh, 1982)
- S C Chatterjee & D M Datta, *An Introduction to Indian Philosophy* (University of Calcutta, 1969)
- S Radhakrishnan, *Indian Philosophy*, 2 Vols. (George Allen & Unwin, 1977)
- Stuart Brown (Ed.), *British Philosophy and the Age of Enlightenment: Routledge History of Philosophy*, Vol. 5 (Routledge, 1996)
- আমিনুল ইসলাম, *পাশ্চাত্য দর্শনের ইতিহাস: খেলিস থেকে হিউম*, ১ম খণ্ড (মাওলা ব্রাদার্স, ঢাকা, ২০০৯)
- আমিনুল ইসলাম, *পাশ্চাত্য দর্শনের ইতিহাস: রুশো থেকে সমকাল*, ২য় খণ্ড (মাওলা ব্রাদার্স, ঢাকা, ২০০৯)
- আমিনুল ইসলাম, *আধুনিক পাশ্চাত্য দর্শন* (মাওলা ব্রাদার্স, ঢাকা, ২০০৭)
- আমিনুল ইসলাম, *মুসলিম ধর্মতত্ত্ব ও দর্শন* (মাওলা ব্রাদার্স, ঢাকা, ২০০০)
- মো. আবদুল হালিম, *মুসলিম দর্শন: চেতনা ও প্রবাহ* (দিব্য প্রকাশ, ঢাকা, ২০০২)
- তারক চন্দ্র রায়, *পাশ্চাত্য দর্শনের ইতিহাস: নব্য দর্শন*, ২য় খণ্ড (কলিকাতা বিশ্ববিদ্যালয়, কলকাতা, ১৯৬২)
- রমেন্দ্রনাথ ঘোষ, *ভারতীয় দর্শন* (বাংলা একাডেমী, ঢাকা, ১৯৮২)

**Course Code** : 324  
**Course Title** : History of USA, 1776-1945  
**Course Credit** : 4  
**Full Marks** : 100

**Introduction to the Course:**

The course includes the detailed history of the rise and development of the United States of America as one of the most prominent countries of the world. It begins with the American War of Independence in 1776 and concludes with the end of World War II in 1945. The course depicts how the United States struggled to free herself from the colonial rule, overcome her internal scuffles including a bloody civil war and gradually to consolidate her position as a leading country through the two world wars.

**Aim:**

The course aims at presenting an intensive factual and analytical historical perspective of the history of the United States of America from 1776 to 1945.

**Objectives:**

- Conceive a comprehensive idea about the history of USA between 1776-1945
- Understand the major political events and their consequences during this period
- Introduce the protagonists, their idealisms and enduring impacts over the society
- Develop historical arguments and reasoning about causation and contextualization
- Improve writing skills addressing complex historical arguments
- Enhance oral aptitude for historical discourse of the period and reasoning through presentations

**Learning Outcomes:**

By the end of the course students would be able to:

- acquire a deep understanding of the detailed history of the USA during this period
- analyze the idealisms and activities of the leading figures of the USA in the period
- scrutinize the causes and effects of the political upheavals including the civil war that the country went through
- explore the initiatives taken to consolidate the political and economic capabilities of the country
- analyze critically the long-lasting influences of the country on the world

**Course Contents:**

1. Background of the American War of Independence: British policy towards the American colonies, British policy after 1763, colonial reaction, Declaration of Independence in 1776
2. Federalist Confederation: Articles of Confederation, its weakness and failure, Philadelphia Conference of 1787, framing of the constitution, its salient features
3. Federalist regime: Government of George Washington, financial reforms of Alexander Hamilton, Federalist foreign affairs
4. Republican democracy and new nationalism (1800-1824): Thomas Jefferson and democratic ideals, Anglo-American War (1812), Monroe Doctrine (1823) and its impact on foreign policy
5. Westward movement: Its causes and significance
6. Andrew Jackson (1828-1840): Administration, Doctrine of Nullification and States' Rights Theory, Jacksonian Democracy

7. Slavery, sectionalism and the Civil War: How slavery became deeply rooted in American society, sectional conflicts and the background of the Civil War
8. Reconstruction after the Civil War: Problems of reconstruction, reconstruction plans of Lincoln and Johnson, radical reconstruction plan, why did it fail?
9. Agricultural Revolution and Populist Movement: What led to the agricultural revolution in America, discontents of the agriculturists and farmers, rise of the Populist Party, its success and failure in American politics
10. Labour movement in America: Industrial Revolution, rise of the labour organizations
11. Progressive Movement: What is Progressive Movement? role of President Theodore Roosevelt as the leader of the movement
12. Rise of USA as world power (1898-1920): End of American Policy of Isolation, Pan-Americanism and the expansionist policy, Spanish-American War (1898), relation with the Far East, America joined the First World War, Paris Peace Settlement, role of President Woodrow Wilson
13. Economic progress, Depression and New Deal Reforms (1920-1938): Weakness in the economic system, Great Economic Depression, the New Deal Reforms of President Franklin D Roosevelt
14. Foreign policy between the two world wars: American foreign relations after the end of the First World War, causes and circumstances leading to her joining the Second World War

#### **Recommended Readings:**

- Arthur M Schlesinger, *The Rise of Modern America 1865-1951* (Macmillan, 1951)
- Chitwood, Owsley & Nixon, *The United States from Colony to World Power* (Van Nostrand, 1955)
- Frederick Jackson Turner, *The Frontier in American History* (Henry Holt, 1921)
- Henry B Parkes, *The United States of America A History* (Knopf, 1968)
- John C Miller, *Origins of the American Revolution* (Stanford University, 1959)
- John Hicks & George Mowry, *A Short History of American Democracy* (Houghton Mifflin, 1956)
- John Hicks, George Mowry & Robert Burke, *The American Nation* (Houghton Mifflin, 1963)
- Merrill Jensen, *New Nation: A History of the United States during the Confederation, 1781-1789* (Random House, 1966)
- Richard B Morris, *The American Revolution A Brief History* (Van Nostrand, 1955)
- S E Morrinson & H S Commager, *The Growth of American Republic*, 2 Vols. (Oxford, 1962)
- S F Bemis, *A Diplomatic History of the United States* (Holt, Rinehart and Winston, 1965)
- T Harry, Richard N Current & F F Williams, *A History of the United States to 1876* (Alfred A Knopf, 1964)

## **Fourth Year Seventh Semester B.A. Honours**

**Course Code** : 411  
**Course Title** : Principles of Economics and Economic Thought  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course discusses a broad range of economic concepts. It considers both microeconomics - the analysis of choices made by individual decision-making units (households and firms) - and macroeconomics - the analysis of the economy as a whole. In the other part the course intends to provide students with a general idea regarding history of Economic Thought. It aims to develop the understanding of students regarding how economic thought has evolved over time by critically comparing the contribution of main schools of economic thought.

### **Aim:**

The aim of the course is to familiarize the students with the basic concepts of economics along with evolution of different schools of thought in economics through the course of time.

### **Objectives:**

- Introduce the students with basic concepts of economics
- Provide knowledge related to market, equilibrium and elasticity
- Help them understand the consumers' behaviour
- Have a detailed knowledge regarding Business Cycle, GDP measurement and issues related to macroeconomics
- Have better understanding of Aggregate Demand and Aggregate Supply model
- Explain the evolution of different schools of thought and their contribution to the field of economics

### **Learning Outcomes:**

After successful completion of the course students are expected to be able to:

- describe the market equilibrium and the process of adjustment
- discuss the policy movement to have control over the market
- apply macroeconomic reasonings to explain economic functions in the country as a whole

### **Course Contents:**

#### **Microeconomics:**

1. Basic concepts of Economics: Scarcity, Choice and Opportunity Costs
2. Demand: The Law of Demand, the Demand Curve, Individual and Market Demand, factors affecting the Demand Curve, Shifts vs. Movement along the demand curve, Elastic and Inelastic Demand
3. Supply: Law of Supply, Supply Curve, factors affecting the Supply Curve, Shifts vs. Movement along the Supply Curve, Elasticity of Supply
4. Market Equilibrium: Interaction of Demand and Supply, effect of a shift in Demand or Supply or both, effect of a Tax or a Subsidy, Price Controls
5. Consumer Behaviour: Utility and Choice, Marginal Utility, Diminishing Marginal Utility, Equimarginal Principle, Indifference Curves and their properties, Budget Sets, Equilibrium of the Consumer with Indifference Curves and Budget Sets, Income and Substitution Effects, Deriving the Demand Curve from the Indifference Curves and Budget Sets, Complements and Substitutes, Consumer Surplus

#### **Macroeconomics:**

6. Macroeconomic Variables: National Income, Employment, Interest and Price
7. Measuring the Total Activity of an economy: GDP, Real vs. Nominal GDP, Price Deflators
8. GDP and its components: Consumption, Investment, Government Expenditure, Net Exports
9. Macroeconomic Equilibrium: Aggregate Demand – Aggregate Supply Model
10. Money and its evolution

#### **History of Economic Thought:**

11. Medieval economic thought and institutions
12. Mercantilism and emergence of Capitalism

#### **Economy of Bangladesh:**

13. Introduction: Brief profile of recent history
14. Growth and structural change: Population growth, labour force and its distribution, growth in GDP and Per Capita Income, structure and composition of GDP, macroeconomic change since independence
15. Fiscal sector: Budget and its structure, revenue: structure and growth, tax and non-tax revenue: structure and growth, expenditure: structure and trends, financing of the budget

#### **Recommended Readings:**

- A Abdullah (Ed.), *Bangladesh Economy 2000: Selected Issues*, (BIDS, 2001)
- A Bayes & A Muhammad (Eds.), *Bangladesh at 25: An Analytical Discourse on Development* (UPL, 1998)
- A R Khan & Mahbub Hossain, *The Strategy of Development in Bangladesh* (Macmillan, 1989)
- Centre for Policy Dialogue, *Independent Review of Bangladesh Development* (IRBD) (Different issues from 1995 to 2001) (UPL, 2001)
- G N Mankiw, *Macroeconomics* (Worth Publishers, 2012)

J Hirschleifer, A Glazer & D Hirshleifer, *Price Theory and Applications* (Cambridge, 2005)  
J Schumpeter, *A History of Economic Analysis* (Oxford, 1994)  
M Blaug, *Economic Theory in Retrospect* (Cambridge, 1997)  
Michael Parkin, *Macroeconomics* (Pearson, 2015)  
Nurul Islam, *The Making of A Nation: A Tale of An Economist* (UPL, 2007)  
P A Samuelson & W D Nordhaus, *Economics* (McGraw Hill, 2001)  
R J Barro, *Macroeconomics* (MIT Press, 1997)  
R S Pindyck & D L Rubinfeld, *Microeconomics* (Pearson, 2012)  
Robert B Ekelund Jr. & Robert F Hebert, *A History of Economic Theory and Method* (Waveland, 2014)  
Sirajul Islam (Ed.), *History of Bangladesh: 1704-1971*, Vol. 2 Economic History (Bangladesh Asiatic Society, 1992)

**Course Code : 412**  
**Course Title : History of Modern Russia and the USSR**  
**Course Credit : 4**  
**Full Marks : 100**

### **Introduction to the Course:**

The course provides a comprehensive overview of modern Russia and USSR embracing all aspects of Soviet history - political, economic, military, social or cultural – from 1861 to 1991. It includes an eventful and very momentous period of world history that eventually reshaped the world politics. The course covers the reforms of serfdom by Alexander II, growth of capitalism and imperialism, Marx, Lenin and the Bolshevics, the Revolution of 1917, the civil war, the formation of the USSR, the five years plan which forced industrialization and collectivization, the Second World War, Stalin's last years, the Cold War, Khrushchev's decade and reforms, Brezhnev and the stagnation, Gorbachev's Perestroika and Glasnost, transcending the Cold War, the August 1991 coup and the collapse of the USSR. It also gives thematic coverage of the role of Soviet Union as a world power.

### **Aim:**

The course has been designed to help students in obtaining comprehensive idea about the history of modern Russia and the USSR.

### **Objectives:**

- Help students understand the people, politics, economic patterns, culture, international relations of modern Russia and the USSR
- Introduce students to the major events of modern Russia and the USSR
- Help students improve their in-depth thinking in major political, economic and cultural events of the USSR
- Help students think critically about the socialism practiced in the USSR
- Introduce students to the major political events, prominent figures, idealisms and historical consequences of the USSR

### **Learning Outcomes:**

By the end of this course students should be able to:

- be familiar with the major events of modern Russia and the USSR
- analyze the various causes of revolutions and the emergence of socialism

- describe the major historical developments and trends that led to the emergence of a transformed Soviet Union
- analyze the causes and effects of the major events covered in this course
- examine contemporary political and social events in light of their historical roots
- develop writing skills addressing critically the historical arguments
- improve the individual oral and group skill by participating in individual and group assignments

### **Course Contents:**

1. Modernization of Russia – Reforms of 1860s:
  - A. Reforms of serfdom, local government, law, education, army etc. by Alexander II and growth of capitalism
  - B. Counter reforms of Alexander III after the assassination of Alexander II
  - C. Foreign policy in the second half of the 19th century
2. 19th century political movements and the Revolution of 1905:
  - A. Political ideologies and parties in the 2nd half of the 19th century
  - B. Revolutionary movement: Revolution of 1905 and its impact on Russian society
  - C. Revolution of 1905 and beyond D. Foreign policy
3. Spread of Marxism and rise of Lenin – from RSDLP to February Revolution 1917:
  - A. Marx and the Russian road B. The emergence of Bolshevism
  - C. Nationalism, imperialism and the Great War
4. Revolutions of Russia in 1917:
  - A. The February Revolution, the collapse of the Tsarist Regime
  - B. From Revolution to Revolution C. The October Revolution
  - D. The seizure of power E. The New Regime
5. The Birth of the Soviet State, 1917-1921:
  - A. Bolsheviks in power B. The Civil War C. War Communism D. Foreign policy
6. Power struggle within the Soviet Communist Party, formation of USSR and rise of Stalin:
  - A. NEP (New Economic Policy) B. Formation of the USSR
  - C. Death of Lenin D. Emergence of Stalin in 1924
7. Socio-economic reconstruction in 1930s - the New Revolution:
  - A. Collectivization, industrialization and the eradication of opposition, 1928-34
  - B. Soviet foreign policy 1928-1939 C. Economic and social developments 1933-1939
  - D. Terror and the Great Purge 1934-1939
8. The Great Patriotic War:
  - A. Preludes to War 1939-41 B. The War: Soviet-German Front, steps of the war, Moscow Battle, Leningrad blockade, Stalingrad Battle, Kursk Battle
  - C. Role of Soviet peoples in war-time
  - D. USSR and the Allies: International politics -- Moscow, Tehran and Yalta conferences
  - E. Victory in Germany 14 January 1944 - 9 May 1945
9. The Cold War:
  - A. Potsdam Conference and the end of the alliance 1945-1952
  - B. The Great Reconstruction C. Soviet foreign policy 1945-1953 and East Europe

- D. Containment and beyond E. Death of Stalin
- 10. The Soviet Union under Khrushchev (Khrushchev and Reform 1953-1964):
  - A. Democratization in the Soviet society and politics B. Destalinisation
  - C. Economic reforms, the new course and agricultural problems
  - D. The full-scale building of socialism E. Khrushchev's foreign policy
  - F. USSR and East Europe
- 11. The Soviet Union under Brezhnev:
  - A. Reform the political system and ban the 'Destalinization' B. Economic reform
  - C. Brezhnev Doctrine and East Europe D. Foreign policy and the world
- 12. Mikhail Gorbachev – decline and disintegration of the USSR (Crisis and fall of the Soviet system 1985-1991):
  - A. Perestroika and Glasnost B. Reform of government and internal politics
  - C. Reform of political system D. Reform of economic system
  - E. Transcending the Cold War F. Foreign policy and East Europe
  - G. Beyond Perestroika and Glasnost: Yeltsin resurgence, August 1991 coup, end of the USSR

### **Recommended Readings:**

- A J Toynbee (Ed.), *The Impact of the Russian Revolution* (Oxford, 1967)
- A Samsonov (Ed.), *A Short History of the USSR* (Progress Publishers, 1965)
- B Poromaryov, A Gromyko & V Khvostov, *History of the Soviet Foreign Policy (1945-1917)* (Progress Publishers, 1974)
- C Hill, *Lenin and the Russian Revolution* (Palmer Press, 2007)
- D J Dallin & Larson, *Soviet Politics since Khrushchev* (Prentice-Hall, 1968)
- D J Dallin, *Soviet Foreign Policy after Stalin* (Lippincott, 1960)
- E H Carr, *The Bolshevik Revolution (1917-1923)*, Vol. 1 & 2 (Macmillan, 1950)
- E H Carr, *The Russian Revolution from Lenin to Stalin* (Palgrave Macmillan, 1979)
- Ian Grey, *The First Fifty Years, Soviet Russia 1917-1967* (Hodder & Stoughton, 1967)
- J N Westwood, *Russia since 1917* (St. Martin, 1980)
- K Dwisha, *Eastern Europe, Gorbachev and Reform* (Cambridge, 1988)
- L Kochan, *The Making of Modern Russia* (Penguin Books, 1967)
- P Dukes, *A History of Russia* (Macmillan, 1974)
- W Kirchner, *A History of Russia* (Barnes, 1958)
- W Leonhard, *The Kremlin and the West* (Norton, 1986)

**Course Code : 413**  
**Course Title : Far East and Southeast Asia in Modern Times**  
**Course Credit : 4**  
**Full Marks : 100**

### **Introduction to the Course:**

The Far East and Southeast Asia happens to be a part of the Asian continent, but forms a region that is ethnically, culturally, politically, economically and socially totally different from the other Asian regions like Arabia and the Indian subcontinent. Historically speaking,



the region of the Far East and the Southeast Asia has developed separately from the rest of Asia. The course introduces the distinctive nature of the history of China, Japan, Indonesia, Malaysia, Thailand and Myanmar. It shows how European powers forced themselves on these countries and brought them under the direct or indirect control of colonialism. Finally, the course looks into how these Asian countries freed themselves from the control of European powers and became economic powers in modern times through nationalist struggles.

**Aim:**

The course aims at providing an understanding of the rapidly increasing importance of Southeast Asia and Far East in world affairs. The course analyzes the historical happenings of both Southeast Asia and Far East, various rules of colonial powers in Southeast Asia, their administrative systems and the nationalist movements of different countries of the region. The course is also designed to provide the learners with confident and bold introduction to the history of Chinese and Japanese peoples of 18th and 19th century.

**Objectives:**

- Help students understand the people, politics, economic patterns and culture of China and Japan
- Introduce them with the major events of Southeast Asia before and after colonial period
- Give students the ideas of nationalism
- Familiarize them with the conflicts amongst the peoples at times of social and political changes in the Far East
- Help students improve their in-depth understanding of the major political, economic and cultural events of the Southeast Asian countries during colonial period
- Make them able to think critically about the pattern of colonial rule
- Help them present different aspects of the entire course critically and analytically both orally and in written form

**Learning Outcomes:**

By the end of the course students are expected to be able to:

- describe the major historical developments of different countries of Southeast region leading finally to their nationalist movements
- find the historical roots of Far Eastern people, society, politics, economy and their interactions with the world
- analyze the causes and effects of the major events of the region
- examine contemporary political events in the light of political and administrative settings of different colonial powers
- judge the whole course in an impartial manner
- improve the individual oral and group skill by participating in individual and group assignments

**Course Contents:****Part A: Far East:**

1. Far East: Introduction of the region, major characteristics

2. China and the imperialist powers: Opening of China, background, Opium Wars, unequal treaties
3. Chinese reaction and resistance: Taiping Rebellion, Boxer Movement, Hundred Day's Reforms
4. Opening of Japan: The Perry Mission, the end of Shogunate, Meiji Restoration
5. Modernisation of Japan: Meiji reforms, reforms in politics, economy and society
6. Militarisation of Japan: Sino-Japanese War (1894-95), Treaty of Shimonoseki, Russo-Japanese War (1904-05), Treaty of Portsmouth

**Part B: Southeast Asia:**

1. Introduction: Concepts of Southeast Asia, characteristics of Southeast Asia, is it a region?
2. Burma (Myanmar): First Anglo-Burmese War, Second Anglo-Burmese War, British colonial rule, Anglo-Burmese conflict, political parties of Burma, nationalist movement
3. Thailand: Mangkut, Chulalongkorn, independent Thailand and her development
4. Malaysia: British occupation, colonial administration, foundation of Singapore, nationalist movement
5. Indonesia: Dutch colonial administration, Culture System, political parties of Indonesia, nationalist movement
6. Bandung Conference of 1955: First Afro-Asian Conference of the third world countries after the World War II, aims, objectives, significance of the Bandung Conference

**Recommended Readings:**

D G Hall, *Southeast Asia* (Macmillan, 1981)

D R Sardesai, *Southeast Asia: Past and Present* (Vikas, 1981)

Edward Farmer & Others, *Comparative History of Civilizations in Asia*, Vol. 2 (Westview, 1986)

H A Vinacke, *A History of the Far East in Modern Times* (Allen and Unwin, 1959)

Immanuel C Y Hsu, *The Rise of Modern China* (Oxford, 2000)

J B Crowley, *Modern East Asia: Essays in Interpretation* (Harcourt, 1970)

John Bastin and Harry J Benda, *A History of Modern Southeast Asia* (Prentice-Hall, 1968)

John F Cady, *Southeast Asia - Its Historical Development* (McGraw-Hill, 1964)

Paul H Clyde & Burton F Beers, *The Far East: A History of the Western Impact and the Eastern Response (1830-1970)* (Prentice-Hall, 1972)

W G Beasley, *The Modern History of Japan* (Allen and Unwin, 1975)

আবু মোঃ দেলোয়ার হোসেন, সুরমা জাকারিয়া চৌধুরী, সাজিদা নাসরিন ও মোঃ শফিকুর রহমান, *আধুনিককালে দূরপ্রাচ্য ও দক্ষিণ-পূর্ব এশিয়া* (অপরাজেয় বাংলা প্রকাশনী, ঢাকা, ২০১৬)

জহর সেন, *দক্ষিণ পূর্ব এশিয়ার ইতিহাস* (পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৮৫)

মোহাম্মদ মুসা আনসারী, *ইন্দোনেশিয়া ও মালয়েশিয়ার ঐতিহাসিক ক্রমবিকাশ* (বাংলা একাডেমী, ঢাকা, ১৯৯৩)

সিদ্ধার্থ গুহ রায়, *আধুনিক দূরপ্রাচ্য: চীন জাপানের ইতিহাস* (প্রগতিশীল প্রকাশন, কলকাতা, ২০১২)

**Course Code : 414**

**Course Title : History of Europe (1871-1945)**

**Course Credit : 4**

**Full Marks : 100**

**Introduction to the Course:**

The course includes an eventful and very significant period of European History that eventually reshaped world politics. The course begins with the aftermath of the Franco-Prussian war (1870-1871) and ends with the end of World War II in 1945 depicting how power struggle between the European nation-states have reshaped our present-day world view of war and peace. Starting from the tumultuous days of the 19th century, the course follows the political developments that occurred in the major European countries, the nature of the interactions between and among them, role of the key political figures of the time, the features of the major ideologies that influenced Europe, and of course the epic episodes of war and peace.

**Aim:**

The course aims to deliver a factual and analytical historical perspective of the history of Europe from 1871 to 1945.

**Objectives:**

- Gather a comprehensive idea about the history of Europe during 1871-1945
- Understand the historical events and trends that the period followed
- Introduce the major political events, prominent figures, idealisms and historical consequences of the period
- Develop historical arguments and reasoning about causation and contextualization
- Develop writing skills addressing the criticality of the historical arguments
- Enhance oral aptitude for historical discourse of the period and reasoning via presentations

**Learning Outcomes:**

By the end of the course students will be able to:

- possess a thorough understanding of the major events that distinguished Europe during the mentioned period
- analyze the dogmas that are enveloping the history of Europe
- differentiate and distinguish the characteristics of the leading figures of the period
- explore the multifaceted causes of war and conflict
- analyze the genre of establishment of peace
- read critically and analyze the enduring influences of the age
- develop and communicate ideas and formulate arguments based on historical sources

**Course Contents:**

1. Europe in 1871: The Paris Commune:  
A. Causes of the revolt of Paris B. Formation and policies C. Significance
2. Ascendancy of Germany under Bismarck:  
A. Domestic policy B. Foreign policy C. Colonial policy
3. Eastern Question reopened:  
A. Russo-Turkish War of 1877-78 B. Congress of Berlin C. First and Second Balkan War
4. Period of Armed Peace: Alliances and Counter-Alliances
5. First World War: 1914-1918:  
A. Causes of the First World War B. Outcome of the war  
C. Responsibility of Germany for the outbreak of the First World War

6. Peace of Versailles:
  - A. 14 Points of President Wilson
  - B. Attitude of the Allies towards Germany
  - C. Major provisions of the Treaty of Versailles
7. League of Nations:
  - A. Structure
  - B. Objectives
  - C. Mode of operation
  - D. Achievements and failures
8. France between two World Wars:
  - A. The security issue: Quest for security
  - B. Collective security measures
9. Germany during the inter-war period:
  - A. The Weimar Republic - achievements and weaknesses
  - B. Rise of Nazism
  - C. Foreign policy of Hitler
10. Fascist Italy:
  - A. Factors leading to the rise of Fascism
  - B. Foreign policy of Mussolini
11. Spanish Civil War (1936-39):
  - A. Causes of the civil war
  - B. Involvement of great powers
  - C. Significance of the event
12. The Policy of Appeasement:
  - A. Rationale of Appeasement
  - B. Munich Pact (1938) and German-Soviet Treaty (1939)
  - C. Consequences
13. Second World War:
  - A. Causes of the War
  - B. Course of the War
  - C. Its outcome

#### **Recommended Readings:**

- A J P Taylor, *Origins of the Second World War* (John Wiley, 1972)
- C D M Ketelbey, *A History of Modern Times form 1789* (Oxford, 2002)
- David Thomson, *Europe Since Napoleon* (Longmans, 1965)
- E H Carr, *International Relations Between the Two World Wars* (MacMillan, 1965)
- E Lipson, *Europe in the 19th and 20th Centuries* (Adam & Charles Black, 1963)
- Gaston Gaillard, *The Turks and Europe* (Thomas Merby, 1921)
- H W Koch, *The Origins of the First World War: Great Power Rivalry and German War Aims* (Macmillan, 1972)
- Longman Companion to History Series, *The Longman Companion to European Nationalism, 1789-1920* (Longman, 1994)
- Roland N Stromberg, *An Intellectual History of Modern Europe* (Prentice-Hall, 1975)
- Ruth Henig, *The Origins of the First World War* (Routledge, 1994)
- S H Hughes, *Europe in the Twentieth Century* (Knopf, 1956)
- T K Derry & T L Jarman, *The European World 1870-1945* (G Bell, 1950)

### **Fourth Year Eighth Semester B.A. Honours**

**Course Code : 421**  
**Course Title : Europe and America since 1945**  
**Course Credit : 4**

**Full Marks : 100**

**Introduction to the Course:**

This course is designed to evaluate the diplomatic and foreign policy behaviour of the European states and the USA during the post-Second World War period. The course therefore focuses more on diplomatic interactions and events of global importance than on issues and problems of domestic concern of the states concerned. The focus of the course remains on the Cold War Europe, though the post-Cold War period is also covered briefly.

**Aim:**

This course aims to acquaint the students with the background and implications of the Cold War as well as major events, concepts and international organizations related to Europe and the role of USA during the post-Second World War and post-Cold War periods.

**Objectives:**

- Introduce students to the effects of World War II on Europe
- Provide them with in-depth understanding about the origins of the Cold War
- Help students understand the main phases and events of the Cold War
- Make them familiar with major issues related to Cold War and post-Cold War Europe including disarmament and arms control
- Motivate students to learn about the genesis and development of international organizations like UNO, EU, NATO

**Learning Outcomes:**

On successful completion of this course students are expected to be able to:

- describe the origin and historical development of the Cold War
- explain the effects of World War II on Europe
- analyze issues and problems related to international politics in Europe vis-à-vis USA during the Cold War and post-Cold War periods
- gain advanced knowledge of the emergence of contemporary Europe as a global power
- examine the functioning of major international organizations
- demonstrate analytical writing as well as presentation skills in front of an informed audience

**Course Contents:**

1. Europe in the aftermath of World War II: Economic, political and social consequences of war
2. United Nations Organization: Genesis of the world body, organizational structure and characteristics, the UN, the UN Peacekeeping mechanism and international peacekeeping
3. Cold War: Ideological and political origins
4. Phases of the Cold War: Phase I: Cold War in Europe – Potsdam Conference – ‘Atomic Blackmail’ - Churchill’s ‘Iron Curtain Speech’- Truman Doctrine – Marshall Plan – Berlin Blockade and its effects; Phase II: Korean War and globalization of the Cold War – intensification of global rivalry between the superpowers in Vietnam, Cuba and elsewhere; Phases III: Détente - meaning and rationale; Phase IV: The ‘new Cold War’; Phase V:

- Towards greater understanding between superpowers and end of the Cold War – impact of the Cold War on Europe
5. US foreign policy since World War II: Phases, characteristics and doctrines
  6. The German Problem: Origins and manifestations, “Ostpolitik” of Willy Brandt, reunification
  7. European Integration: Genesis of European integration, process of integration from EC to EU, structure and activities of EU, expansion of EU in the post-Cold War period
  8. NATO and European security: Development of NATO as the defender of West Europe during the Cold War, expansion and changed role of NATO in the post-Cold War period
  9. Disarmament and arms control: The concept of disarmament and arms control, major treaties and agreements since World War II, disarmament and world peace
  10. Disintegration of USSR: Causes and effects
  11. The Balkan conflicts: Origins and issues, response of NATO and EU
  12. Post-Cold War Europe: Changes, events and trends

### **Recommended Readings:**

- B Roberts (Ed.), *Order and Disorder After the Cold War* (Cambridge, 1995)
- C L Robertson, *International Politics Since World War II A Short History* (ME Sharpe, 1997)
- D F Fleming, *The Cold War and its Origins, 1917-1960* (Doubleday and Co., 1961)
- D W Urwin, *A Political History of Western Europe Since 1945* (Routledge, 1997)
- Ernest B Haas, *The Uniting of Europe* (University of Notre Dame, 2004)
- H G Nicholas, *The United Nations as a Political Institution* (Oxford, 1959)
- Hans J Morgenthau, *Politics Among Nations* (Scientific Book Agency, 1967)
- Hugh Higgins, *The Cold War* (Heinemann Educational Books, 1984)
- Peter Calvocoressi, *World Politics Since 1945* (Longman, 1989)
- Roy C Macridis (Ed.), *Foreign Policy in World Politics* (Prentice-Hall, 1989)
- Samuel P Huntington, “The Lonely Superpower”, *Foreign Affairs*, Vol. 78, No. 2, March/April 1999
- Samuel P Huntington, “The Clash of Civilizations”, *Foreign Affairs*, Vol. 72, No. 3, Summer 1993
- W C McWilliams & Harry Pitrowski, *The World Since 1945: A History of International Relations* (Viva Books, 2016)

**Course Code** : 422  
**Course Title** : West Asia in Modern Times  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

The course provides an introduction to the modern history of West Asia. It covers the period from World War I until the beginning of World War II. Geographically, it looks into modern day Egypt, Iraq, Syria, Lebanon, Jordan, Israel/Palestine, the Saudi Arabia, Turkey and Iran. Major themes include imperialism, the growth of state power, political, social, economic, intellectual and cultural developments in the region including the formation of states, role of

imperialist and colonial powers, emergence of nationalism and authoritarianism, and the modernizing of the newly formed states.

**Aim:**

The course has been designed to help students in obtaining comprehensive idea about the history of West Asia of the first half of the twentieth century.

**Objectives:**

- Identify the ways in which historical events and long-term processes have transformed the social and political realities in West Asia
- Promote multicultural communication by broadening students' understanding of the West Asian societies, politics and cultures
- Acquaint students with the dilemmas in the region during the 1920s
- Understand how the societies of West Asia such as that of Iran and Saudi Arabia transformed from traditional to modern societies and the level of challenges the reformers faced there
- Explore the relations between the imperialist powers and the West Asian political entities during this period
- Understand the process of decolonization and the development of nationalism in West Asia
- Guide the students to figure out the foreign policies and interests of the western powers in the newly formed West Asian countries

**Learning Outcomes:**

Upon successful completion of the course students would be able to:

- demonstrate knowledge and understanding of the important events, places, and time periods in the development of West Asia
- demonstrate the ability to comprehend historical and political developments and how they relate underlying cultural, social, and religious trends in the region and broader forces such as imperialism, conflict and radicalism
- analyze critically some of the developments in West Asia and to question whether these trends and forces have made West Asia unique or exceptional
- gain an in-depth understanding of a large region that is of central importance in the contemporary world
- understand that study of West Asia has grown into a multi-disciplinary and cross-cultural academic phenomenon attracting strong interests for political, cultural and social reasons

**Course Contents:**

1. Rise of West Asia as a region, geography and climate, language and religion
2. Growth of Arab Nationalism in the Arab lands: Background: Contribution of Muhammad Ali and Ibrahim Pasha of Egypt, revival of learning in Syria, learned societies, secret societies

3. Post-World War I Settlements: Secret treaties during the war: Sherif-McMahon Correspondences, Sykes-Picot Agreement, Balfour Declaration, Paris Peace Conference, King-Crane Commission, Mandates
4. Iran: Reza Shah and his reforms, his foreign policy, Russo-Iranian relation (1919-1939)
5. Iraq: Under British mandate, Anglo-Iraqi Treaty of 1930, provisions and significance
6. Syria and Lebanon: Under French Mandate, freedom movements, treaties with France in 1936, British intervention in the Levant, independence of Syria and Lebanon (1941)
7. Palestine: Under British Mandate, Arab-Jewish hostility, issues, Jewish immigration and sale of land, White Paper of 1939, Anglo-American Committee of Inquiry, the Partition Plans, end of the mandate, birth of Israel (1948)
8. Saudi Arabia: Foundation and consolidation of the Saudi kingdom, Sultan Abdul Aziz ibn Saud, modernization and reforms
9. The Arab League: Background of the League, Nuri-as Said of Iraq, idea of Arab League, unification of the Fertile Crescent, Amir Abdullah of Jordan, the Arab Federation, Alexandria Protocol and a loose federation, formation of the Arab League (1945), the constitutional frameworks

### Recommended Readings:

- Albert H Hourani, *Syria and Lebanon A Political Essay* (Oxford, 1946)  
 Bernard Lewis, *The Arabs in History* (Oxford, 1993)  
 Donald N Wilber, *Iran: Past and Present* (Princeton, 1975)  
 Edward Atiyeh, *The Arabs* (Penguin, 1955)  
 Fred J Khouri, *The Arab-Israeli Dilemma* (Syracuse University, 1968)  
 George Antonius, *The Arab Awakening* (GP Putnam's Sons, 1946)  
 George E Kirk, *A Short History of the Middle East: From Rise of Islam to the Modern Times* (Surajeet, 1981)  
 George Lenczowski, *The Middle East in the World Affairs* (Cornell University, 1985)  
 Hisham B Sharabi: *Nationalism and Revolution in the Arab World* (D Van Nostrand, 1966)  
 Maxime Rodinson, *Israel and the Arabs* (Pantheon, 1968)  
 Peter Mansfield, *A History of the Middle East* (Viking, 1991)  
 Shlomo Avineri, *The Making of Modern Zionism* (Basic Book, 1981)  
 Sydney N Fisher, *The Middle East: A History* (Knopf, 1969)  
 ইয়াহিয়া আরমাজানী, *মধ্যপ্রাচ্য অতীত ও বর্তমান* (অনুবাদ: মোহাম্মদ ঈমাম-উল-হক) (বাংলা একাডেমী, ঢাকা, ১৯৭১)  
 এম এ কাউসার, *মধ্যপ্রাচ্যের ইতিহাস* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০১৬)  
 রেজাউল করিম, *ফিলিস্তিন সমস্যার ক্রমবিবর্তন* (ইসলামিক ফাউন্ডেশন, ঢাকা, ১৯৯৫)  
 সফিউদ্দীন জোয়ার্দার, *আধুনিক মধ্যপ্রাচ্য* (বাংলা একাডেমী, ঢাকা, ২০০৭)

**Course Code** : 423  
**Course Title** : Africa in Modern Times  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

The rapidly increasing importance of Africa in world affairs is now only too apparent and Africa attracts the attention of all. Africa experienced European colonization up to the 1960's. And that event had a great impact on the continent. The course is designed to provide



an introduction to the understanding of events in Africa during the colonial period especially in Sub-Saharan Africa. The course begins with discussion on the colonization process in Africa along with the motives of the Europeans. There would also be a discussion on the reactions of the native Africans to the European rule and the different administrative or ruling policies of the Europeans during the colonial period. The course then analyzes the impact of European colonial rule in different fields after the completion of the colonization process in Africa. In this part an in-depth study about the nationalism of the Africans and its various phases would be made. Here the course also examines the different aspects of the Pan-African movement.

**Aim:**

The course is designed to help the students obtain a comprehensive idea about the history of Africa in colonial period emphasising the Sub-Saharan region.

**Objectives:**

- Familiarise students with the continent of Africa along with the etymology, land and people of the continent
- Introduce them to the different phases of imperialism in Africa
- Provide an in-depth study on the term ‘Scramble for Africa’, its motives and the colonization of Africa by the major European powers
- Think critically the positive and negative impacts of colonialism with special reference to Africa
- Develop the ability to identify the major trends of the growth of African nationalism, factors that helped grow it and its phases
- Help students present the different aspects of colonialism in Africa both orally and in written form

**Learning Outcomes:**

By the successful completion of the course students are expected to be able to:

- understand the causes of the imperialist policy and establishment of colonies by the industrialised capitalistic countries
- analyze the causes and intensity of movements and rebellions of the African peoples and also construct the theoretical framework on resistance
- examine the different colonial policies taken by the major powers of Europe
- analyze the colonial impacts with its positive and negative nature
- construct ideas about the growth of nationalism and nationalistic movements in Africa
- demonstrate analytical writing and presentation skills in front of an informed audience

**Course Contents:**

1. Introduction: Etymology, land, geographical characteristics, people and ethnic features
2. Africa under imperialism: Background: Three phases: A. Greek and Roman  
B. Islam C. Europeans, opening of the Atlantic by the Europeans
3. Scramble for Africa, 1880's: Scramble on Paper: Background, motives, Berlin Conference of 1884-85

4. Scramble on Ground: Colonization of Africa by Britain, France, Portugal, Belgium, Spain, Germany and Italy
5. Reaction of the Africans to colonialism: Cooperation or resistance, causes of resistance, theory on resistance, phases of resistance
6. Colonial rule in Africa: Types of colonial rule, variables in colonial administration
7. Colonial impacts: Positive and negative, nature of impact of colonialism in Africa
8. Rise and growth of African nationalism: Definition, external factors in the growth of African nationalism, internal factors in the growth of African nationalism, different phases
9. Pan-Africanism: Definition and theories, factors in the growth of Pan-African movement, Back to Africa Movement
10. Pan-African Congresses: Ideas and purposes, Pan-African Congresses from London to New York, Manchester Pan-African Congress
11. Africa: The road to independence

### **Recommended Readings:**

- Arthur Hazelwood (Ed.), *African Intergration and Disintegration* (Oxford, 1967)
- Basil Davidson, *Africa: A Social and Political History* (Longman, 1994)
- Colin Legum, *Africa: A Handbook* (Anthony Blond, 1961)
- Colin Legum, *Pan-Africanism: A Short Political Guide* (Praeger, 1962)
- G W Shepherd, *The Politics of African Nationalism* (Praeger, 1962)
- Hans Kohn & W Sokolosky, *African Nationalism in the Twentieth Century* (Princeton, 1965)
- Immanuel Geiss, *The Pan African Movement* (Methuen, 1974)
- Joan G Roland (Ed.), *Africa: The Heritage and the Challenge* (Fawcett, 1974)
- John Hatch, *Africa: Today and Tomorrow* (Dennis Dobson, 1965)
- Oliver Roland, *A Short History of Africa* (Penguin, 1962)
- P J M McEwan (Ed.), *Twentieth Century Africa* (Oxford, 1968)
- R W July, *A History of the African People* (Charles Scribners, 1970)
- Roland Oliver & Anthony Atmore, *Africa Since 1800* (Cambridge, 1967)
- Roland Oliver & M Crowder (Eds.), *The Cambridge Encyclopedia of Africa* (Cambridge, 1981)
- আবু মোঃ দেলোয়ার হোসেন, মোহাম্মদ গোলাম সাকলায়েন সাকী ও মোরাদ হোসেন খান, *আফ্রিকার ইতিহাস* (ঢাকা বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০১১)

**Course Code** : 424  
**Course Title** : South Asia Since 1947  
**Course Credit** : 4  
**Full Marks** : 100

### **Introduction to the Course:**

For over three thousand years though South Asia in a way maintained its regional isolation through its difficult geographical barriers, it had not been able to deter peoples from outside to get inside and settle. Centuries after, the region therefore now presents great diversities in race, culture, language, religion, polity and economy. Independence from colonial rule gave way to the creation of a number of nation-states but forced each of them to engage in a long-drawn struggle for nation-building, political stability and economic development. The course

is an attempt to look at these engagements of the eight South Asian countries that form the region.

**Aim:**

The course aims to examine the contemporary history of the South Asia region by focusing primarily on political developments of each of the countries within it. This includes attempts of each of them at national integration, conflicts over centralization of power and demands for sharing it, creation of economic opportunities for all sections and building of a common national and cultural identity. The course will eventually prepare the students for a primary but updated survey of the countries and the region in order to see how both strive for development in the post-independence period.

**Objectives:**

- Introduce the countries of South Asia as they started their journey after independence for political and socio-economic development
- Explain the achievements made by these countries and the goals yet to achieve along with the causes and implications of failing to do that
- Get the knowledge to interpret more critically the narratives on one country or the other
- Motivate the students to connect and compare one or the other event/s or trend/s with similar or different country/ies in or beyond the region
- Build and improve the ability to research on the region and create persuasive written arguments at the examinations and in other academic pursuits

**Learning Outcomes:**

By the end of the course students should be able to:

- understand the various political and socio-economic trends of the countries of South Asia region since independence
- interpret the ways in which the historians and experts have narrated and explained the different aspects of these countries during the period
- possess an idea about South Asian polities, nation-building processes, attempts at social and cultural integration and the pursuits for stability and development in the region
- develop an awareness of the major debates on these issues in the countries of the region
- judge more critically each and every country of the region from the perspective of its own political and socio-cultural setting
- extend and apply oral and group skill through an interactive presence and participation in the classes on an issue, a scenario or a problem of the region or a country of the region with caution and impartiality

**Course Contents:**

1. South Asia Region:

A. Introduction and definition B. Basic features and characteristics

2: Colonialism and decolonization in South Asia:

A. Colonial rule in South Asia: Policies and practices

B. Anti-colonial movements and rise of nationalism C. End of colonialism in South Asia

3: India after independence:

- A. Constitution framing, basic features
  - B. Process of nation-building and the Nehru era
  - C. Post-Nehru politics, Indira Gandhi, rise of BJP and the politics of coalition
  - D. Socio-economic issues and India's rise as a power
4. Pakistan after 1947:
- A. Crisis in nation-building
  - B. Politics of confrontation, democracy and authoritarianism
  - C. Background of the emergence of Bengali nationalism
  - D. Quest for political stability in the post-1971 phase
5. Bangladesh after independence:
- A. Struggle for independence
  - B. Constitution of 1972: Framing and basic features
  - C. Post-war reconstruction and political consolidation: Mujib era
  - D. Authoritarianism and democracy (1975-90)
  - E. Politics of confrontation: Post-1991 phase
  - F. Human development and rise to a Middle Income Country
6. Sri Lanka since independence:
- A. Attempts at consolidation
  - B. Political progress (1948-71)
  - C. Tension and insecurity (1972-2017)
  - D. Stability versus internal confrontation: Tamil conflict and the civil war
7. Nepal in the modern era:
- A. Rise of a powerful monarchy and rise of political parties
  - B. Monarchy versus democratic forces
  - C. Radicalism, confrontation, abolition of monarchy
8. Bhutan: Rise as a modern state:
- A. Monarchy and political institution-building
  - B. Constitutional monarchy and the idea of Gross National Happiness
9. The Maldives since independence:
- A. Political consolidation
  - B. Search for an institutionalized democracy
10. Afghanistan in the modern times:
- A. Problems of political consolidation
  - B. External pressures and internal responses
11. South Asia: Democracy, governance and leadership: An overview

### Recommended Readings:

- Amin Saikal, *Modern Afghanistan: A History of Struggle and Survival* (I B Tauris, 2004)
- Bipan Chandra, Mridula Mukherjee & Aditya Mukherjee, *India After Independence, 1947-2000* (Penguin, 2000)
- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan & K N Panikkar, *India's Struggle for Independence, 1857-1947* (Penguin, 1989)
- C Maloney, *People of the Maldives Islands* (Orient Blackswan, 2013)
- Francis Robinson (Ed.), *The Cambridge Encyclopedia of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives* (Cambridge, 1989)
- K M de Silva, *A History of Sri Lanka* (Penguin, 2005)
- L E Rose & J T Scholz, *Nepal: Profile of A Himalayan Kingdom* (Westview, 1980)
- L E Rose, *The Politics of Bhutan* (Cornell University, 1977)
- Louis Dupree, *Afghanistan* (Princeton, 1980)
- Paramanand, *Political Development in South Asia* (Academic Publishers, 1988)
- Rounaq Jahan, *Bangladesh Politics: Problems and Issues* (UPL 2005)
- Rounaq Jahan, *Pakistan: Failure in National Integration* (UPL, 2001)
- Rounaq Jahan, *Political Parties in Bangladesh Challenges of Democratization* (UPL Prothoma Prokashan, 2015)
- সৈয়দ আনোয়ার হোসেন, *বাংলাদেশ, দক্ষিণ এশিয়া ও বহির্বিষয়* (আগামী প্রকাশনী, ঢাকা, ১৯৯৪)