

# **Shri Rawatpura Sarkar University, Raipur**



## **Examination Scheme & Syllabus**

**for**

**B.A. History (Hons.)**

**Semester (III)**

(Effective from the session: 2022-23)



**Faculty of Arts & Humanities**  
**Shri Rawatpura Sarkar University, Raipur**

**B.A. History (Hons.)**

**Semester-(III)**

**Examination Scheme**

**(Effective from the session: 2022-23)**

S.N	Paper Code	Th/Pr	Name of Paper	Type Of Paper	Teaching Hours Per Week				Examination Scheme				Total Marks
					L	T	P	TC	Theory		Practical		
									Ex.	In.	Ex.	In.	
1	AAH05-301	Th	History of india – IV	Core	4	1		5	70	30			100
2	AAH05-302	Th	Rise of The Modern West-II	Core	4	1		5	70	30			100
3	AAH05-303	Th	History of the United states of America -I	Core	4	1		5	70	30			100
5		Th	Hindi language	AECC	3	1		4	70	30			100
<b>Total Contact Hrs. Per Week: 16</b>				<b>Total Credit: 19</b>				<b>Grand Total Marks:400</b>					



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<b>Course Title</b>	<b>HISTORY OF INDIA – IV(1206-1526)</b>				
<b>Course Code</b>	<b>AAH05-301</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>4</b>	<b>1</b>		<b>5</b>	
<b>Prerequisites</b>	History of India- IV				
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>● To understand the nature of the sources of the Delhi Sultanate—literary (Persian and Vernacular) and epigraphic.</li> <li>● To know the political structure of the Delhi Sultanate and as well as provincial powers—their expansion, consolidation, theories of kingship and composition of ruling elites.</li> <li>● To be acquainted with the nature of social and economic activities of the time.</li> <li>● To understand the religious beliefs and cultural trend of the period with references to Sufi and Bhakti movement and literary and architectural activities.</li> </ul>				
<b>Course Contents</b>	<p><b>UNIT I :Interpreting the Delhi Sultanate</b>  Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy</p> <p><b>UNIT II : Sultanate Political Structures:</b>  (a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur’s invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat  (b) Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage</p> <p><b>UNIT III : Saltanate Political Structures</b>  (a) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal  (b) Consolidation of regional identities; regional art, architecture and literature</p> <p><b>UNIT IV : Society and Economy</b>  (a) Iqta and the revenue-free grants  (b) Agricultural production; technology  (c) Changes in rural society; revenue systems  (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade</p> <p><b>UNIT V : Religion, Society and Culture</b>  (a) Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles  (b) Bhakti movements and monotheistic traditions in South and North India; Women</p>				



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	Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition (c) Sufi literature: malfuzat; premakhayans
<b>Course outcomes</b>	On completion of this course, the students shall be able to: <ul style="list-style-type: none"><li>• Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.</li><li>• Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.</li><li>• Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times</li></ul>
<b>Text Books &amp; Reference Books</b>	<ul style="list-style-type: none"><li>• Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.</li><li>• Satish Chandra, Medieval India I.</li><li>• Catherine Asher and Cynthia Talbot, India Before Europe.</li><li>• Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.</li><li>• K.A. Nizami, Religion and Politics in the Thirteenth Century.</li><li>• W.H. McLeod, Karine Schomer, et al, Eds, The Sants.</li><li>• S.A.A. Rizvi, A History of Sufism in India, Vol. I.</li><li>• Mohibul Hasan, Historians of Medieval India.</li></ul>



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<b>Course Title</b>	<b>Rise of The Modern west-II</b>				
<b>Course Code</b>	<b>AAH05-302</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>4</b>	<b>1</b>		<b>5</b>	
<b>Prerequisites</b>					
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>● To make the students aware of the meaning and significance of the revolution in printing and war techniques.</li> <li>● To understand the socio-economic and political dimensions of the crisis in Europe in the 17th century.</li> <li>● To be acquainted with the political and intellectual issues related to the English Revolution.</li> <li>● To understand the nature and impact of the scientific revolution and the origin of the enlightenment.</li> <li>● To acquire knowledge about the economic doctrine like mercantilism and factors leading to the industrialization.</li> <li>● To learn European politics in the 17th and 18th with reference to parliamentary monarchy and patterns of absolutism in Europe.</li> </ul>				
<b>Course Contents</b>	<p><b>UNIT- I :</b></p> <p><b>17th century European crisis :</b> economic, social and political dimensions.</p> <p><b>UNIT- II</b></p> <p><b>The English Revolution:</b> major issues; political and intellectual currents.</p> <p><b>UNIT- III</b></p> <p>Rise of modern science in relation to European society from the Renaissance to the 17th century.</p> <p><b>Mercantilism and European economics;</b> 17th and 18th centuries.</p> <p><b>UNIT- IV</b></p> <p><b>European politics in the 18th century:</b> parliamentary monarchy; patterns of Absolutism in Europe.</p> <p><b>UNIT- V</b></p> <p>Political and economic issues in the American Revolution.</p> <p>Preludes to the Industrial Revolution.</p>				
<b>Course outcomes</b>	<p>Upon completion of this course the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.</li> </ul>				



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	<ul style="list-style-type: none"><li>• Contextualize elements of modernity in these realms.</li><li>• Discuss the features of Europe's economy and origins of the Industrial Revolution.</li><li>• Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.</li></ul>
<b>Text Books &amp; Reference Books</b>	<ul style="list-style-type: none"><li>▪ M. S. Anderson, Europe in the Eighteenth Century.</li><li>▪ Perry Anderson, The Lineages of the Absolutist State. 17 Stuart Andrews, Eighteenth Century Europe.</li><li>▪ B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 - 1850. The Cambridge Economic History of Europe. Vol. I - VI.</li><li>▪ James B. Collins, The State in Early Modern France, New Approaches to European History.</li><li>▪ G. R. Elton, Reformation Europe, 1517 û 1559.</li><li>▪ M. P. Gilmore, The World of Humanism. 1453 û-1517.</li><li>▪ Peter Kriedte, Peasants, Landlords and Merchant Capitalists.</li><li>▪ Peter Mathias, First Industrial revolution.</li><li>▪ Harry Miskimin, The Economy of Later Renaissance Europe: 1460 û 1600.<ul style="list-style-type: none"><li>▪ D. H. Pennington, Seventeenth Century Europe.</li><li>▪ F. Rice, The Foundations of Early Modern Europe</li></ul></li></ul>



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<b>Course Title</b>	<b>HISTORY OF THE UNITED STATES OF AMERICA-I (1776-1945)</b>				
<b>Course Code</b>	<b>AAH05-303</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>4</b>	<b>1</b>		<b>5</b>	
<b>Prerequisites</b>					
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To make the students aware of the indigenous people of America and its colonization by Europeans.</li> <li>• To know about the war of independence and its historical interpretations.</li> <li>• To be acquainted with the evolution of American democracy.</li> <li>• To understand the advent of early capitalism in America with reference to industrialization and labour movements.</li> <li>• To acquire knowledge about the nature of plantation economy and the slave society and culture.</li> <li>• To understand the concept of Ante Bellum foreign policy.</li> <li>• To make the students know about the character and aspects of American civil war.</li> </ul>				
<b>Course Contents</b>	<p><b>UNIT– I The Background:</b>  The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour White and Black</p> <p><b>UNIT– II Making of the Republic:</b>  [a] Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations  [b] Processes and Features of Constitution making: Debates, Historical interpretations.</p> <p><b>UNIT– III Evolution of American Democracy:</b>  [a] Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840-1960; judiciary-role of the Supreme Court  [b] Expansion of Frontier: Turner’s Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet.  [c] Limits of democracy: Blacks and women.</p> <p><b>UNIT– IV Early Capitalism:</b>  [a] Beginnings of Industrialization.  [b] Immigrants and changing composition of Labour; Early Labour Movements.</p> <p><b>The Agrarian South:</b> [a] Plantation economy.[b] Slave Society and Culture: Slave resistance.</p> <p><b>UNIT– V Ante Bellum Foreign Policy:</b> War of 1812: Monroe Doctrine: Manifest</p>				



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	<p>Destiny.  <b>Civil War:</b> [a] Abolitionism and Sectionalism. [b] Issues and interpretations, and [c] Rise of Republicanism, Emancipation and Lincoln</p>
<p><b>Course outcomes</b></p>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• To demonstration of understanding of historical chronology by mastering the knowledge of historical narrative of the united states from the conclusion of the civil war to the present.</li> <li>• To interpret apply data from original documents.</li> <li>• Use historical data to support generalizations and interpretation.</li> <li>• Effectively use analytical skill of evaluation, cause and effect, and comparison.</li> </ul>
<p><b>Text books &amp; Reference Books</b></p>	<ul style="list-style-type: none"> <li>▪ Lee Benson, The Concept of Jackson Democracy.</li> <li>▪ Ray A. Billington, Westward Expansion.</li> <li>▪ Thomas Cochran, The Inner Revolution.</li> <li>▪ O. Craven, The Growth of Southern Nationalism, 1848 - 1861.</li> <li>▪ Lance E. Davis (ed.), American Economic Growth.</li> <li>▪ Carl N. Degler, At Odds: Women and Family in America from the Revolution to the Present. Fogel and Engerman? Time on the Cross-.</li> <li>▪ Lewis L. Gould (ed.), The Progressive Era.</li> <li>▪ John D. Hicks, The Federal Union: A History of USA Since 1865.</li> <li>▪ R.P. Kaushik, Significant Themes in American History.</li> <li>▪ David M. Kennedy, Thomas Bailey and Mel Piehl, The Brief American Pageant. Irving Kristol, Gordon Wood and others, America’s Continuing Revolution. Richard W. Leopold, The Growth of American Foreign Policy.</li> <li>▪ Perry Miller, From Colony to Province.</li> <li>▪ Gary Nash (ed.), Retracing the Past.</li> <li>▪ Henry Pelling, American Labor.</li> <li>▪ Edward Pessen, Jacksonian Panorama.</li> <li>▪ Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols.</li> <li>▪ Donald Shiham, The Making of American History: The Emergence of the Nation, Vols. II &amp; I.</li> <li>▪ Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.</li> <li>▪ James Weinstein, The Corporate Ideal in the Liberal state.</li> </ul>





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<b>Course Title</b>	<b>fgUnhHkk'kk</b>				
<b>Course Code</b>	<b>BAT105</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>		<b>4</b>	
<b>Prerequisites</b>	i=kpkjikB~;Øe ds vUrxZrfgUnhHkk'kk dh egRrk				
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>fo"oLrjijfgUnhHkk'kk ls lacaf/krHkkjr ds Hkk'kkbZfgrksadkslajf{krvkSj c&lt;+koknsukvkSjblslkfgR; esafufgrekuoh; ewY;ksadksLFkkfirdjukAdfolEesyu] fgUnhlfkgR; IEesyuvkSjfgUnhfnoIvfkfntSlSdk;ZØeksa dk vk;kstudjdsfgUnhHkk'khizoklhdk ,d lkFkykus ds fy;siz;kldjuka</li> </ul>				
<b>Course Contents</b>	<p><b>bdkbZ&amp;1</b> iYyou] i=kpkj] rFkkvuqokn ,oaifjHkkf'kr "kCnkoyhA</p> <p><b>bdkbZ&amp;2</b> eqgkojs&amp;yksdkssfDr;ki] "kCnk"qf/n] okD;k"qf/n] "kCnKkul;kZ;okph] foykse] vusdkFkhZ] leJzqr ¼lekukspjfr½ vusd "kCnks ds fy, ,d "kCnA</p> <p><b>bdkbZ&amp;3</b> nsoukxjhfyih dh fo"ks'krk] nsoukxjhfyih ,oaekud :iA</p> <p><b>bdkbZ&amp;4</b> dEl;qVjesafgUnh dk vuqiz;ksx] fgUnhesainukeA</p> <p><b>bdkbZ&amp;5</b> fgUnhvifBr] la{ksi.kfgUnh es laf{klrhdj.kA</p>				
<b>Course outcomes</b>	<ul style="list-style-type: none"> <li>;gikB~;Øefo kFkZ;ksa ds fy;sfgUnhO;kdj.kvkSjfgUnh "kCnkoyh ds chp ,d u;kIaca/k LFkkfirdjusesa l{kegksxkA</li> </ul>				



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<b>Text Books</b>	1- Hkkjrh;rk ds Lojlk/ku& /kuat; oekZe- iz- xzaFkvdknehA 2- UkkxjhfyihvkSjfgUnh&vuarpkS/kjh&xzaFkvdknehiVukA
<b>Reference Books</b>	1- i=kpkj& MkW0 fcUnwvxzoky 2- ikfjHkkf'kd "kCnkofydqNleL;k,a& MkW0 HkksykukFkfrokjh



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