

# MIZORAM UNIVERSITY

## NEP 2020: Curriculum and Credit Framework for Undergraduate Programme in History

Semester	Course Category	Course Code	Course Title	Course Components	Credits
First Year				Lectures (L) Tutorial (T) Seminar (S) Field practice/projects (FP) Community engagement and service (CES)	
I Sem	Major	Hist 100	History of India upto Maurya Period		4
	Major	Hist 101	History of India from Post-Maurya to Gupta Period		4
	Major(Optional)	Hist 102	South Asian Prehistory		4
	Multidisciplinary	Hist 103	Cultural Practices of Mizoram		3
					20
II Sem	Major	Hist 104	History of Mizoram upto 1986		4
	Major	Hist 105	History of India-Regional Kingdoms and the Sultanate		4
	Major(Optional)	Hist 106	India and Southeast Asia		4
	Multidisciplinary	Hist 107	Economic History of India		3
					20

	<b>Exit option with UG Certificate after securing 40 credits with additional 4 credits of work-based vocational course(s) offered during summer term along with entry option to second year or third semester</b>				
<b>Second Year</b>					
<b>III Sem</b>	<b>Major</b>	<b>Hist 200</b>	The Mughals and Early Modern India		4
	<b>Major</b>	<b>Hist 201</b>	Greece and Rome		4
	<b>Major(Optional)</b>	<b>Hist 202</b>	Gender and History		4
	<b>Multidisciplinary</b>	<b>Hist 203</b>	Indian National Movement(1857-1947)		3
					20
<b>IV Sem</b>	<b>Major</b>	<b>Hist 204</b>	Modern Indian History I		4
	<b>Major</b>	<b>Hist 205</b>	Medieval Europe		4
	<b>Major(Optional)</b>	<b>Hist 206</b>	Introduction to Environmental History		4
					20
	<b>Exit option with UG Diploma after securing 80 credits with additional 4 credits of skill-based vocational course(s) offered during the first year or second year summer term along with entry option to third year</b>				
<b>Third Year</b>					
<b>V Sem</b>	<b>Major</b>	<b>Hist 300</b>	Modern Indian History II		4
	<b>Major</b>	<b>Hist 301</b>	Freedom Movement in India(1857-1947)		4

	<b>Major</b>	<b>Hist 302</b>	Early Modern Europe		4
	<b>Major(Optional)</b>	<b>Hist 303</b>	Introduction to Archaeology		4
					20
<b>VI Sem</b>	<b>Major</b>	<b>Hist 304</b>	History, People, and Cultures of Northeast India		4
	<b>Major</b>	<b>Hist 305</b>	Modern World History		4
	<b>Major</b>	<b>Hist 306</b>	Contemporary World History		4
	<b>Major</b>	<b>Hist 307</b>	History of Modern China/ History of USA		4
	<b>Major(Optional)</b>	<b>Hist 308</b>	Archaeology of Northeast India		4
					20
<b>Award of 3 Year Bachelor's Degree after completion 120 credits with entry option to the 4 Year-Bachelor's Degree for students who obtain a minimum CGPA of 7.5 in Bachelor's Degree examination</b>					
<b>Fourth Year</b>					
<b>VII Sem</b>	<b>Major</b>	<b>Hist 400</b>	Historiography		4
	<b>Major</b>	<b>Hist 401</b>	Introduction to Public History		4
	<b>Major</b>	<b>Hist 402</b>	Field Project in Archives/Museums/Heritage		4
	<b>Major(Optional)</b>	<b>Hist 403</b>	Digital History		4
<b>VIII Sem</b>					
<b>Bachelor's Degree (Honours)</b>	<b>Major</b>	<b>Hist 404</b>	Research Methodology		4
	<b>Major</b>	<b>Hist 405</b>	Historical Research in the Digital Age		4
	<b>Major</b>	<b>Hist 406</b>	Field Project in Local and Community History		4
	<b>Major</b>	<b>Hist 407</b>	Community Engagement and Service		4

	<b>Major</b>	<b>Hist 408</b>	Approaches in History		4
	<b>Major(Optional)</b>	<b>Hist 409</b>	Colonial Ethnography in Mizoram		4
	<b>Award of Bachelor's Degree (Honours) in relevant Discipline/Subject after completion of 160 credits without Research</b>				
<b>Bachelor's Degree (Honour with Research)</b>	<b>Major</b>	<b>Hist 404</b>	Research Methodology		4
	<b>Major</b>	<b>Hist 405</b>	Historical Research in the Digital Age		4
	<b>Major</b>	<b>Hist 449</b>	Research Project/Dissertation		12
	<b>Award of Bachelor's Degree (Honours with Research) in relevant Discipline/Subject after completion of 160 credits with Research</b>				

## I Sem

Hist 100

History of India up to Mauryan Period

Credits: 4

**Objectives:** This course is designed to familiarize students with the socio-economic, cultural, religious, and political developments in India from the Chalcolithic period up to the Mauryan period. The purpose is to introduce students to elements of change and continuity in Indian history.

Unit	Content	Method	Credit
1	Chalcolithic Period – Indus valley civilization : a) Sources for the study of early Indian history b) Origin, growth and decline of Indus civilization c) Economics, trade and commerce, settlement pattern, social and political organization, religion, material culture	L	1
2	Vedic Period : a) Debate on Aryans in India b) Vedic culture – society, economy, polity and religion c) Material and ideological background of Upanishads	L	1
3	Post-Vedic Period : a) Rise of Janapadas and Mahajanapadas b) Ascendancy of Magadha c) Emergence of heterodox-sect : Buddhism, Jainism, Ajivikas d) Macedonian invasion and its impact	L	1
4	Mauryan empire : a) Emergence of Mauryan empire b) Administration – nature and structure c) Economy, art and architecture d) Asoka's Dhamma and its relevance e) Decline of Mauryan empire	L	1

### Essential Readings:

1. Chakrabarti, Dilip K., *The Geopolitical Orbits of Ancient India: The Geographical Frames of the Ancient Indian Dynasties*, New Delhi, Oxford University Press, 2010.
2. Chakravarti, Ranabir, *Exploring Early India upto c.AD 1300*, Third Edition, New Delhi, Primus Books, 2016.
3. Lahiri, Nayanjot, *Ashoka in Ancient India*, Cambridge and London, Harvard University Press, 2015.
4. Sharma, R.S., *India's Ancient Past*, New Delhi, Oxford University Press, 2005.
5. Singh, Upinder, *A History of Ancient and Early Medieval India*, New Delhi, Pearson Edition, 2008.
6. Thapar, Romila, *Ashoka and the Decline of the Mauryas*, Third Edition, New Delhi, Oxford University Press, 2012.
7. Thapar, Romila, et.al., *Which of Us Are Aryans*, New Delhi, Aleph Book Company, 2019.
8. Trautmann, Thomas R.(ed.), *The Aryan Debate*, New Delhi, Oxford University Press, 2005.
9. Witzel, Michael, "Early „Aryans“ and their neighbors outside and inside India", *Journal of Biosciences*, Vol. 44, Issue 3, July 2019.

## I Sem

### Hist 101 History of India from Post- Maurya to Gupta period Credits: 4

**Objective:** This course aims to familiarize the students with the social, political and religious developments in India from the Post–Maurya to Gupta Period with a purpose to introduce to the students the elements of change and continuity in Indian history.

Unit	Content	Method	Credit
1	Post-Maurya Developments : a) Invasions and their impact b) Satavahanas and Kushanas c) Developments of craft and guilds, Indo-Roman trade d) Post-Mauryan culture development –architecture and sculpture e) Sangam age - society, culture, literature	L	1
2	Gupta Administration and society a) Gupta empire and decentralized administration b) Characteristics feature of Gupta society – relevance of jatidharma, women’s position, untouchability	L	1
3	Gupta Economy a) Land grants, feudalization, agrarian structure, b) Trade, coinage and currency system	L	1
4	Cultural developments under Guptas a) Overview of art, architecture, painting, literature b) Religion, significance of Puranic tradition,	L	1

#### Suggested Readings

1. Chakravarti, Ranabir, *Exploring Early India upto c.AD1300*, New Delhi, Primus Books, 2016.
2. Sharma, R.S., *India’s Ancient Past*, OUP, New Delhi, 2005.
3. Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson Edition, New Delhi, 2009.

## I Sem

**Hist 102**  
4

### South Asian Prehistory

**Credits:**

**Objectives:** This course provides an introduction to the prehistory of South Asia, beginning with a critical evaluation of geographies, terminologies, chronologies, and histories of the archaeological research in the region. Students will explore the major features of the Palaeolithic, Mesolithic, and Neolithic archaeology of South Asia.

Unit	Content	Method	Credit
1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>a) Chronological and Geographical Span</li> <li>b) Nomenclature and Terminologies</li> <li>c) Chronologies in South Asia</li> <li>d) Traditions, Eras and Phases</li> </ul> <p><b>Environment and Culture: South Asia's Environmental, Linguistic and Religious Patterns</b></p> <ul style="list-style-type: none"> <li>a) Definitions of South Asia</li> <li>b) The Main Geographical Features of South Asia</li> <li>c) Major Changes in the Environment of South Asia, The Last 10,000 Years, and Their Impact</li> <li>d) Major Linguistic Families of South Asia</li> </ul>	L	1
2	<p><b>Histories of South Asian Archaeology</b></p> <ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Trading and Colonial Beginnings</li> <li>c) From the Early Twentieth Century to Partition</li> <li>d) Foundations of Postcolonial Archaeology</li> <li>e) Post-Partition Archaeology</li> </ul>	L	1
3	<p><b>The Palaeolithic in South Asia</b></p> <ul style="list-style-type: none"> <li>a) The Lower, Middle, and Upper Palaeolithic</li> <li>b) The Mesolithic period</li> </ul> <p><b>Palaeoanthropology in South Asia</b></p> <ul style="list-style-type: none"> <li>• Peopling of South Asia</li> </ul>	L	1

4	<p><b>Early Neolithic Villages: The First Food Producers</b></p> <ul style="list-style-type: none"> <li>a) Western Pakistan</li> <li>b) Kashmir and the Swat Valley</li> <li>c) The Ganga Basin</li> <li>d) Peninsular India</li> </ul> <p><b>An Era of Regionalization: Early Harappan Proto-Urban Forms</b></p> <ul style="list-style-type: none"> <li>● Kot Diji and Early Pointers toward the Indus Civilization</li> </ul>	L	1
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### Essential Readings

1. Chauhan, Parth Randhir, 'South Asia: Paleolithic' in Claire Smith(ed.), *Encyclopedia of Global Archaeology*, Second Edition, Switzerland, Springer Nature, 2020.pp.9987- 10006.
2. Coningham, Robin and Ruth Young, *The Archaeology of South Asia: From the Indus to Asoka, c. 6500 BCE–200 CE*, New York, Cambridge University Press, 2015.
3. Scarre, Chris(ed.), *The Human Past: World Prehistory and the Development of Human Societies*, Fourth Edition, London, Thames and Hudson, 2018.
4. Schug, Gwen Robbins and Subhash R. Walimbe(eds.), *A Companion to South Asia in the Past*, West Sussex, Wiley-Blackwell, 2016.



## I Sem

Hist 103

Cultural Practices of Mizoram

Credits: 3

**Objective:** This course provides an introduction to the cultural practices of Mizoram, where students will learn the diverse cultural practices, traditions, and customs of Mizoram, including its material culture, cuisine, dances and festivals, music, belief systems, marriages, and death and funerary practices. The course will also explore the historical and social context of these practices, and their significance in Mizoram's cultural identity.

Unit	Contents	Method	Credit
1	<b>Introduction</b> a) Mizoram: geography, history, and people b) Traditional village and family life c) Material culture -dress, weapons, domestic and agricultural implements d) Cuisine: traditional dishes and cooking methods e) Status of women f) Cultural identity: the role of cultural practices in shaping Mizoram's identity	L	1
2	<b>Dances &amp; festivals</b> a) Major festivals- Chapchar Kut, Mim Kut, Pawl kut, Lyuva Khutla, Hlukkha, Chavang Kut, Sikipui Ruoi, and others. b) Dances - Cheraw, Khuallam, Chai, Solakia, Pawhlohtlawh, Conglaizawn, Zangtalam c) Traditional music and musical instruments	L	1
3	<b>Traditional belief systems</b> a) Supernatural beings, life after death b) Sacrifices c) Feasts d) Thangchhuah e) Role and importance of priests (Sadawt, Bawlpu ) f) Marriage and divorce system g) Judicial system h) Funerary practices	L	1

## Essential Readings

1. Dokhuma, James, *Hmanlai Mizo Kalphung*, Mizoram Publication Board, Aizawl, 2008.
2. Laitanga, C., *Mizo Khua*, Mizoram Publication Board, Aizawl, 2002.
3. \_\_\_\_\_, *Mizo Sakhua*, Tribal Research Institute, Aizawl.
4. \_\_\_\_\_, *Paite in Mizoram*, Tribal Research Institute, Aizawl, 2011.
5. Lalthangliana, B., *Mizo Chanchin*, Aizawl, 2001.
6. Malsawmliana and Benjamin Ralte (eds.), *Social, Economic & Political History of the Mizo*, Guwahati, Eastern Book House, 2011.
7. Parry, N.E., *A Monograph on Lushai Customs and Ceremonies*, Firma KLM Private Limited/ Tribal Research Institute, 1927.
8. Parry, N.E., *The Lakhers*, London, Macmillan & Co., Limited, 1932.
9. Sangkima, *A Modern History of Mizoram*, Spectrum Publications, Guwahati, 2004.
10. Shakespear, J., *The Lushai Kuki Clans*, London, Macmillan & Co., Limited, 1912.
11. Shakespear, J., 'The Lushais and the land they live in,' *Journal of the Society of Arts*, No. 2, 201 Vol. XLIII, pp.167-188.
12. Zohra, K., *The Maras, indigenous tradition & Folk Culture*, Scientific Book Centre, Guwahati, 2013.

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**Hist 104**

**History of Mizoram upto 1986**

**Credits: 4**

**Objectives:** Beginning with an account of the traditional Mizo society based on written accounts and oral traditions, this course will look at the most significant historical processes and events in the nineteenth and twentieth centuries in the history of Mizoram till the signing of the Peace Accord in 1986.

<b>Unit</b>	<b>Content</b>	<b>Method</b>	<b>Credit</b>
1	<b>Traditional Mizo Society</b> (a) Sources, origin myths and legends (b) Migration of Mizo tribes (c) Social structure, chieftainship, Zawlbuk (d) Economy	L	1
2	<b>Mizo Encounter with the British</b> (a) Raids and military offensive (b) Mizo resistance (c) Establishment of British rule (d) Administrative changes	L	1
3	<b>Christianity in Mizoram</b> (a) Introduction of Christianity (b) Growth and development of churches (c) Medical and educational mission, revival movements (d) Christian teachings and social transformation	L	1
4	<b>Political movements</b> (a) Political consciousness: formation of association and political parties (b) Mizo District Council and Pawi-Lakher Regional Council (c) MNF Movement and Peace Accord 1986	L	1

**Essential Readings:**

1. Dounge, Jangkhonagm, *Lai Chieftainship and its impact in politics*, Delhi, Balaji Publications, 2015.
2. Hengmanga, Z., *Pawi Hnam To Bul (Political History of Pawi in Mizoram)*, A.C. Printing Press, Lawngtlai, 1982.
3. Hlychho, Zakhu, *Hundred years of Maraland*, JR. Construction, Aizawl, 2006.
4. Hminga, C.L., *The Life and Witness of the Churches in Mizoram*, Literature Committee, Baptist Church of Mizoram, 1987.
5. Kipgen, Mangkhosat, *Christianity and Mizo Culture*, Mizo Theological Conference, 1997.
6. Lalthangliana, B., *India, Burma leh Bangladesh-a Mizo Chanchin (History and Culture of Mizo in India, Burma & Bangladesh)*, Third (Revised) Edition, Mrs. Remkungi, Aizawl, 2023.

7. Lalthlengliana, C., *The Lushai Hills: Annexation, Resistance and Pacification (1886-1898)*, Akansha Publishing, 2007.
8. Liangkhaia, Rev., *Mizo Chanchin*, (1938), 2002, LTL Publications, Aizawl.
9. Llyod, J.M., *History of the Church in Mizoram: Harvest in the Hills*, Synod Publication Board, Aizawl, 1991.
10. Pachuau, Joy, *Being Mizo: Identity and Belonging in Northeast India*, New Delhi, Oxford, 2014.
11. Pachuau, Joy L.K. and Willem van Schendel, *The Camera as Witness: A Social History of Mizoram, Northeast India*, New Delhi, Cambridge, 2015.
12. Sangkima, *Mizos: Society and Social Change, 1890-1947*, Spectrum Publications, 1992.
13. Vanlalchhuanawma, *Christianity and Subaltern Culture*, ISPCK, 2006.
14. Zorema, J., *Indirect Rule in Mizoram*, New Delhi, Mittal Publication, 2007.

## II Sem

### Hist 105 History of India: Regional Kingdoms and the Sultanate Period Credit: 4

**Objective:** This course aims to familiarize the students with the social, political and religious developments in India from the Post-Gupta period with a purpose to introduce to the students the elements of change and continuity in Indian history.

Unit	Content	Method	Credit
I	<b>Regional Kingdoms (Post-Gupta Period)</b> a) Northern India - Harshvardhana's reign b) The Tripartite struggle c) Eastern India – Baskara Varman d) Hiuen Tsang's account of India	L	1
II	<b>Regional Kingdoms and the Rise of Islam</b> a) South India under the Pallavas and Cholas b) The role of temples in socio-economic and political life c) Rise and spread of Islam to Arab invasion of Sind d) The Ghaznavid invasion	L	1
III	<b>Delhi Sultanate</b> a) Ghurid invasion and the establishment of the Delhi Sultanate b) Administration c) Architecture and Literature d) Society and economy	L	1
IV	<b>Supra-Regional Kingdoms:</b> a) Feudalism in South India b) Vijayanagara Kingdom c) Bahmani Sultanate d) Bhakti and Sufi movements e) The Advent of the Portuguese – its impact	L	1

#### Suggested Readings:

1. Chandra, Satish, *History of Medieval India*, Hyderabad, Orient Blackswan, 2007.
2. Chandra, Satish, *State, Society, and Culture in Indian History*, New Delhi, Oxford University Press, 2012.
3. Chattopadhyaya, Brajadulal, *The Making of Early Medieval India*, Second Edition, New Delhi, Oxford University Press, 2012.
4. Kulke, Hermann and Bhairabi Prasad Sahu(eds.), *The Routledge Handbook of the State in Premodern India*, London and New York, Routledge, 2022.
5. Singh, Vipul, *Interpreting Medieval India Vol. I*, New Delhi, Macmillan, 2009.
6. Singh, Upinder, *A History of Ancient and Early Medieval India*, Pearson Edition, New Delhi, 2009.
7. Karashima, Noburu, *A Concise History of South India*, New Delhi, Oxford University Press, 2014.
8. Ray, Aniruddha, *The Sultanate of Delhi(1206-1526): Polity, Economy, Society and Culture*, London and New York, 2019.

## II Sem

Hist 106

India and Southeast Asia

Credits: 4

**Objectives:** This paper would provide students a rich understanding of the historical and contemporary connections between these two regions. By exploring the cultural, economic, and political links that have shaped India and Southeast Asia over time, students would gain a deeper appreciation for the complexity and diversity of these regions, as well as the opportunities and challenges that arise from their interconnectedness.

Unit	Content	Method	Credit
1	Ancient period a) Overview of the ancient trade routes that connected India and Southeast Asia including the maritime Silk Road and the Spice Route. b) Role of Indian traders in the spread of Buddhism and Hinduism throughout Southeast Asia. c) The influence of Southeast Asian art and architecture on Indian culture.	L	1
2	Medieval period a) Impact of Indian empires such as the Chola and Vijayanagara on Southeast Asia, particularly in the areas of religion, language, and literature. b) Spread of Islam in Southeast Asia and its connections to Indian Ocean trade networks.	L	1
3	Colonialism a) Impact of British colonialism on India, including the rise of Indian nationalism and the struggle for independence. b) Effects of Dutch, French, and British colonialism on Southeast Asia, including the exploitation of resources and labour and the emergence of nationalist movements.	L	1
4	Postcolonial era a) Development of ties between India and Southeast Asia since gaining independence. b) Economic ties between India and Southeast Asian countries, in areas such as trade, investment, and tourism. c) Cultural exchanges between the two regions, including the influence of Indian cinema on Southeast Asian popular culture.	L	1

### **Essential Readings:**

1. Acharya, Amitav, *Civilizations in Embrace: The Spread of ideas and the Transformation of Power: India and Southeast Asia in the Classical Age*, Singapore, Institute of Southeast Asian Studies, 2013.
2. Dhar, Parul Pandya(ed.), *Connected Histories of India and Southeast Asia: Icons, Narratives, Monuments*, New Delhi, Sage, 2023.
3. Manguin, Pierre-Yves, A. Mani and Geoff Wade (eds.), *Early Interactions between South and Southeast Asia: Reflections on Cross-Cultural Exchange*, Singapore and New Delhi, Institute of Southeast Asian Studies and Manohar Publishers & Distributors, 2011.
4. Ray, Himanshu Prabha, *Coastal Shrines and Transnational Maritime Networks Across India and Southeast Asia*, London and new York, Routledge, 2021.
5. Saran, Shyam(ed.), *Cultural and Civilisational Links between India and Southeast Asia Historical and Contemporary Dimensions*, Palgrave MacMillan, 2018.
6. Singh, Upinder and Parul Pandya Dhar(eds.), *Asian encounters: exploring connected histories*, New Delhi, Oxford University Press, 2014.

## II Sem

Hist 107

Economic History of India

Credits: 3

**Objectives:** This course provides an overview of the economic history of India from ancient India till the end of the colonial period. The course will cover the major economic developments in India, including agriculture, trade and commerce, industrialization, and globalization.

Unit	Content	Method	Credit
1	<b>Pastoralism to Settled Economy:</b> a) Harappan economy b) Early Vedic economy c) Later Vedic economy d) Post-Vedic e) Mauryan economy f) Gupta economy	L	1
2	<b>Medieval economy</b> a) Feudalism b) Indo-Roman trade & Indian Ocean trade c) Sultanate economy (Alauddin Khalji & Muhammad Bin Tughlaq) d) Mughal economy	L	1
3	<b>British Economic Policies and economic development:</b> a) Land Revenue policy b) Rural Indebtedness c) Drain of Wealth; d) Rise of Modern Industries	L	1

### Essential Readings:

1. Chakravarti, Ranabir, *Exploring Early India upto c.AD1300*, New Delhi, Primus Books, 2016.
2. Chakravarti, Ranabir, *Trade and Traders in Early Indian Society*, Third Revised and Enlarged Edition, London and New York, Routledge, 2021.
3. Chandra, Satish, *History of Medieval India*, Hyderabad, Orient Blackswan, 2007.
4. Chattopadhyaya, Brajadulal, *The Making of Early Medieval India*, Second Edition, New Delhi, Oxford University Press, 2012.
5. Habib, Irfan(ed.), *Economic History of Medieval India, 1200–1500*, New Delhi, Pearson Longman, 2010.
6. Roy, Tirthankar, *An Economic History of India 1707-1857*, 2<sup>nd</sup> Edition, London and New York, Routledge, 2022.
7. Roy, Tirthankar, *The Economic History of India 1857–2010*, Fourth Edition, New Delhi, Oxford University press, 2020.
8. Sharma, R.S., *Material Culture and Social Formation in Ancient India*, Macmillan India Ltd, Delhi, 1997.
9. Singh, Upinder, *A History of Ancient and Early Medieval India*, New Delhi, Pearson Longman, 2008.
10. Singh, Vipul, *Interpreting Medieval India Vol. I*, New Delhi, Macmillan, 2009.



### III Sem

Hist 200

The Mughals and Early Modern India

Credits: 4

**Objective:** This course explores the political, social, and cultural history of early modern India, with a particular focus on the Mughal Empire. It will examine the rise and fall of the Mughal dynasty, the empire's interactions with other regional powers, and the cultural and artistic achievements of the period.

Unit	Content	Method	Credit
I	<b>Introduction to Early Modern India</b> a) Overview of early modern Indian history b) The political landscape before the Mughals c) The arrival of Babur and the foundation of the Mughal Empire d) Akbar and the consolidation of the Empire	L	1
II	<b>Society, Culture, Religion</b> a) Society during the Mughal period b) Art and architecture during the Mughal period c) Literature and science during the Mughal period d) Religious policies of the Mughal emperors e) The impact of religion on art, literature, and science	L	1
III	<b>The Decline of the Mughal Empire</b> a) Economic and political challenges facing the empire b) The rise of regional powers- the Marathas and the Sikhs c) The decline of Mughal cultural achievements	L	1
IV	<b>Early Modern India Beyond the Mughals</b> a) Warfare b) Indian Ocean Trade c) Political economy of South India , 1500-1650 d) The legacy of the Mughals in Indian culture and society	L	1

#### Essential Readings:

1. Bhargava, Meena(ed.), *The Decline of the Mughal Empire*, New Delhi, Oxford University Press, 2014.
2. Bhargava, Meena, *Understanding Mughal India: Sixteenth to Eighteenth Centuries*, New Delhi, Orient Blackswan, 2020.
3. Kaicker, Abhishek, *The King and The People Sovereignty and Popular Politics in Mughal Delhi*, New York, Oxford University, Press, 2020.
4. Malekandathil, Pius(ed.), *The Indian Ocean in the Making of Early Modern India*, London and New York, 2017.
5. Palat, Ravi, *The Making of an Indian Ocean World-Economy, 1250–1650 Princes, Paddy fields, and Bazaars*, Palgrave MacMillan, 2015.
6. Roy, Tirthankar, *An Economic History of Early Modern India*, London and New York, Routledge, 2013.

### III Sem

**Hist 201**

**Greece and Rome**

**Credits: 4**

**Objectives:** The course aims to introduce ancient Greek and Roman history and its significance for the development of the modern Western world.

Unit	Contents	Method	Credit
Unit I	a) The timeline and major periods of Greek History (Archaic, Classical and Hellenistic) b) Greek political theory (Homer, Plato, Aristotle) c) Greek <i>polis</i> (Athens, Corinth, Sparta, Delphi, Olympia, Thebes) d) Greek Wars (Peloponnesian War, Persian War)	L	1
Unit II	a) Greek family, society, politics b) Science and Medicine c) Hellenistic World d) Philip and Alexander the Great	L	1
Unit III	a) The Etruscans and early Rome b) The growth and development of the Roman Republic c) Punic Wars d) Cicero, Virgil, Titus, Livius	L	1
Unit IV	a) Transformation of Roman Republic into Empire b) Political and social life in the Roman Republic and Roman Empire c) Roman world and its crisis (Justinian, Diocletian, Constantine) d) The rise of Christianity	L	1

#### **Essential Readings:**

1. Boatwright, Mary T. et al, *A Brief History of the Romans*, Second Edition, Oxford, Oxford University Press, 2013.
2. Morris, Ian and Barry B Powell, *The Greeks: History, Culture and Society*, Third Edition, Oxford, Oxford University Press, 2021.
3. Pomeroy, Sarah B. et al, *A Brief History of Ancient Greece: Politics, Society and Culture*, Fourth Edition, Oxford, Oxford University Press, 2019.

### III Sem

Hist 202

Gender and History

Credits: 4

**Objectives:** This course examines the intersection of gender and historical events, movements, and ideas. Through readings, discussions, and assignments, students will explore how gender has shaped the course of history and how historical events have shaped understandings of gender.

Unit	Content	Method	Credit
1	<b>Key concepts in Gender history</b> a) Social construction of gender and sex b) Patriarchy c) Feminism	L	1
2	<b>Women's history</b> a) Background and Significance of Women's History b) Approaches to the Study of Women's History c) 'Gender' –an analytical category in history	L	1
3	<b>Waves of Feminism in the West</b> a) First Wave Feminism b) Second Wave Feminism c) Third Wave Feminism	L	1
4	<b>Waves of Feminism and Doing Gender in India</b> a) First Phase(1850-1915) b) Second Phase(1915-1947) c) Third Phase(1947 to Present)	L	1

#### Essential Readings:

1. Bhasin, Kamla, *Understanding Gender*, New Delhi, Kali for Women, 2004.
2. Caroll, Bernice A, *Liberating Women's History: Theoretical and Critical Essays*, University of Illinois Press, 1976.
3. Downs, Laura Lee, *Writing Gender History*, Second Edition, Bloombury, 2017.
4. Geetha, V, *Patriarchy*, Bhatkal & Sen, 2007.
5. Lerner Gerda, 'Placing Women in History: Definitions and Challenges,' *Feminist Studies*, Vol.3. 1/2, Autumn 1975.
6. Pilcher, Jane and Whelehan, Imelda, *Fifty Key Concepts in Gender Studies*, Sage Publication, 2004.
7. Rose Sonya, O, *What is Gender History?*, Polity Press, 2010.
8. Scott, JW, *Gender and the Politics of History*, Columbia University Press, 2018.
9. Walters, Margaret, *Feminism: A very Short Introduction*, Oxford university Press, 2005.
10. Wiesner-Hanks, Merry E, *Gender in History: Global Perspectives*, Blackwell Publishing, 2011.

### III Sem

Hist 203

Indian National Movement (1857-1947)

Credits:3

**Objective:** This course intends to introduce the various events in the Indian freedom movement under colonial rule in the nineteenth and twentieth centuries.

Unit	Content	Method	Credit
1	a) Revolt of 1857- Causes, Nature, Consequences b) Indian National Congress – the Moderates and the Extremists c) Partition of Bengal and the Swadeshi Movement	L	1
2	a) Home Rule Movement b) Emergence of Communal Consciousness- Muslim League & Hindu Mahasabha c) Leftist Movement (Congress Socialist Party, Communist Party of India) d) Revolutionaries (Bhagat Singh and Surya Sen) e) Indian National Army f) RIN Mutiny	L	1
3	a) Mahatma Gandhi and the mass movement b) Non-Cooperation c) Civil Disobedience Movement d) Quit India Movement e) Simon Commission and the Nehru Report, Cripps Mission, Wavell Plan, Cabinet Mission, Mountbatten Plan, Indian Independence Act 1947	L	1

#### Essential Readings:

1. Bandyopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, Second Revised Edition, Hyderabad, Orient Blackswan, 2015, 2019(Reprint).
2. Banerjee-Dube, Ishita, *A History of Modern India*, New York, Cambridge University Press, 2014.
3. Biswamoy Pati, *The 1857 Rebellion*, New Delhi, Oxford University Press, 2010.
4. Bipin Chandra, *History of Modern India*, Hyderabad, Orient Blackswan, 2009, 2016(Reprint).
5. Bipin Chandra, Bipin, et.al, *India's Struggle for Independence: 1857–1947*, New Delhi, Penguin Books, 1989.
6. Bose, Sugata and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Fifth Edition, London and New York, Routledge, 2023.
7. Desai, A.R., *Social Background of Indian Nationalism*, Sixth Edition, New Dlehi, Sage, 2016.
8. Fischer- Tiné, Harald and Maria Framke, *Routledge Handbook of the History of Colonialism in South Asia*, London and New York, Routledge, 2022.
9. Roy, Himanshu and Jawaid Alam(eds.), *A History of Colonial India*, London and New York, Routledge, 2022.

## IV Sem

Hist 204

Modern Indian History I

Credits: 4

**Objective:** This course aims to provide a comprehensive understanding of the history of modern India from the advent of European powers to 1857. It will cover the political, social, economic, and cultural developments during this period and analyze how these developments shaped modern India.

Unit	Content	Method	Credit
1	<b>Europeans in India</b> a) Advent of European Powers - The Portuguese, The Dutch, The French, The English b) Anglo-French rivalry c) Rise of Hyderabad State d) The Carnatic Wars	L	1
2	<b>Expansion and Consolidation of British Rule in India</b> a) Bengal b) Mysore c) Marathas d) Punjab e) Awadh	L	1
3	<b>Expansionist and Administrative Policies under the East India Company</b> a) Subsidiary Alliance System b) Doctrine of Lapse c) Some Administrative changes: Dual System of Government, Regulating Act of 1773, Pitts India Act of 1784, Charter Act of 1793, Charter Act of 1813, Charter Act of 1833, Charter Act of 1853.	L	1
4	<b>The Revolt of 1857</b> a) Causes b) Nature c) Causes of the failure of the Revolt d) Consequences	L	1

### Essential Readings

1. Bandyopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, Second Revised Edition, Hyderabad, Orient Blackswan, 2015, 2019(Reprint).
2. Banerjee-Dube, Ishita, *A History of Modern India*, New York, Cambridge University Press, 2014.
3. Biswamoy Pati, *The 1857 Rebellion*, New Delhi, Oxford University Press, 2010.
4. Bipan Chandra, *History of Modern India*, Hyderabad, Orient Blackswan, 2009, 2016(Reprint).
5. Bipin Chandra, Bipin, et.al, *India's Struggle for Independence: 1857–1947*, New Delhi, Penguin Books, 1989.
6. Bose, Sugata and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Fifth Edition, London and New York, Routledge, 2023.
7. Desai, A.R., *Social Background of Indian Nationalism*, Sixth Edition, New Dlehi, Sage, 2016.
8. Fischer- Tiné, Harald and Maria Framke, *Routledge Handbook of the History of Colonialism in South Asia*, London and New York, Routledge, 2022.
9. Roy, Himanshu and Jawaid Alam(eds.), *A History of Colonial India*, London and New York, Routledge, 2022.

IV Sem

Hist 205

Medieval Europe

Credits:4

Objectives: The course aims to explore the political, social, economic, cultural, and religious developments of Europe from the fall of the Roman Empire to the dawn of the Renaissance.

Unit	Content	Method	Credit
1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>a) The Middle Ages as a period in European history</li> <li>b) The early Middle Ages, 300–1000</li> <li>c) The end of the Roman Empire in the West</li> <li>d) The Barbarian world of the north</li> <li>e) The later Migration Period</li> <li>f) Migrations and ethnogenesis</li> <li>g) The barbarian kingdoms in the West</li> <li>h) Balance: the end of Roman civilisation?</li> <li>i) The survival of the Roman Empire in the East</li> </ul> <p><b>The establishment of two world religions: Christianity and Islam</b></p> <ul style="list-style-type: none"> <li>a) The Christian Church in the transition from Antiquity to the Middle Ages</li> <li>b) The relationship between emperor and pope</li> <li>c) Church organisation</li> <li>d) Monasticism</li> <li>e) Orthodoxy and heterodoxy</li> <li>f) Saints and miracles</li> <li>g) The Arab conquests and the establishment of Islam</li> </ul>	L	1
2	<p><b>The powerful and the poor: society and economy in the Frankish kingdoms and beyond</b></p> <ul style="list-style-type: none"> <li>a) Warlords and landlords</li> <li>b) Trade and gift-exchange</li> <li>c) Early medieval politics: the Carolingian core</li> <li>d) Dynamic peripheries</li> </ul> <p><b>The Central Middle Ages, 1000-1300</b></p> <ul style="list-style-type: none"> <li>a) Early kingdoms and principalities</li> <li>b) Charlemagne's legacy</li> <li>c) The making of England</li> <li>d) The institutionalisation of the state</li> </ul>	L	1
3	<p><b>Accelerated growth</b></p> <ul style="list-style-type: none"> <li>a) Population growth</li> <li>b) Volume and nature of agricultural production</li> <li>c) New types of local lordship</li> <li>d) Knights and peasants: image and reality</li> </ul> <p><b>Religious reform and renewal</b></p> <ul style="list-style-type: none"> <li>a) Aspirations to reform</li> <li>b) The papal monarchy</li> <li>c) Reformation and renewal in monastic life</li> </ul>	L	1

	d) The faithful become visible		
4	<p><b>Expansion and maturation, 1000-1500</b></p> <ul style="list-style-type: none"> <li>a) The beginnings of European expansion</li> <li>b) The West becomes more aggressive</li> <li>c) Crusades, Crusader States and Western Colonies in the East</li> <li>d) Take off to a commercial revolution</li> <li>e) The transport revolution</li> <li>f) The commercialisation of the countryside</li> <li>g) The medieval view of the world and mankind</li> <li>h) The formation of universities</li> <li>i) The humanism of the late Middle Ages</li> <li>j) Towns and the urbanisation of medieval society</li> <li>k) Urban society and economy in the later Middle Ages</li> </ul> <p><b>The Late Middle Ages, 1300-1500</b></p> <ul style="list-style-type: none"> <li>a) Between crisis and contraction: population, economy and society</li> <li>b) War, famine and pestilence</li> <li>c) Economic crisis or contraction?</li> <li>d) Characteristics of late medieval society</li> <li>e) Social contrasts and social conflicts</li> <li>f) The consolidation of states</li> <li>g) Crisis in the Church</li> <li>h) The Great Schism and the conciliar movement</li> </ul>	L	1

### Essential Readings

1. Backman, Clifford, *The Worlds of Medieval Europe*, Fourth Edition, Oxford, Oxford University Press, 2021.
2. Blockmans, Wim and Peter Hoppenbrouwers, *Introduction to Medieval Europe 300–1500*, Third Edition, London and New York, Routledge, 2018.
3. Rosenwein, Barbara H., *A Short History of the Middle Ages*, Sixth Edition, Toronto, University of Toronto Press, 2023.

## IV

## Sem

Hist 206

Introduction to Environmental History

Credits: 4

**Objectives:** This course will introduce the dynamics of environmental history in both the global and Indian contexts to the students.

UNIT	Content	Method	Credit
I	<b>Introduction</b> a) What is environmental history? b) Interdisciplinary approaches c) Ecology and environment d) UN and the environment- Stockholm Declaration	L	1
II	<b>Roots of Environmental Crisis</b> a) Hunting-gathering b) Nomadic to pastoral c) Settled agriculture d) Industrial	L	1
III	<b>Colonial India</b> a) Pre-colonial scenario b) Imperial agendas and exploitation of natural resources c) Shipbuilding and railways d) World Wars and forests e) Reservation of forests and enactments	L	1
IV	<b>Environmental Movements in India</b> a) Chipko Movement – Narmada Bachao Andolan b) Silent Valley in Kerala c) Plachimada issue d) Voices from the margins e) Women and environment	L	1

### Essential Readings

1. Bharucha, Erach, *Textbook of Environmental Studies*, Hyderabad, Universities Press India, 2005.
2. Dasgupta, Samir, *Understanding the Global Environment*, New Delhi, Pearson Longman, New Delhi, 2009.
3. Hughes, J.D., *What is Environmental History?*, Second Edition, London, Polity, 2016.
4. Fisher, Michael H., *An Environmental History of India : From Earliest Times to the Twenty-First Century*, Cambridge, Cambridge University Press, 2018.
5. Saravanan, Velayutham, *Environmental History and Tribals in Modern India*, Singapore, Palgrave MacMillan, 2018.
6. Worster, Donald(ed.), *The Ends of the Earth: Perspectives on Modern Environmental History*, New York, Cambridge University Press, 1988.



## V Sem

Hist 300

### Modern Indian History II

Credits: 4

**Objectives:** This course will provide a comprehensive understanding of the most important events and processes in the social, cultural, and economic history of modern India from the nineteenth to the twentieth centuries.

Unit	Content	Method	Credit
1	<b>Rural Economy and Society</b> a) Indian society in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries b) Land revenue settlements c) Commercialisation of agriculture d) Peasants, landless labours, rural indebtedness e) Rural credit and indebtedness	L	1
2	<b>Trade, banking and Industry</b> a) Changes in the trading economy of India in the 18 <sup>th</sup> century: Surat, Bengal, Coromandel; trade; and trade routes b) Banking-indigenous and modern c) Emergence of modern industries-cotton; tea; jute; and steel	L	1
3	<b>Modernisation and Reforms</b> a) Reforms under Bentinck, Dalhousie, Cornwallis b) Introduction of modern education c) Growth and role of the Press d) Role of modern intelligentsia e) Emancipation of women	L	1
4	<b>Socio-Religious Reform Movements</b> a) Brahma Samaj b) Arya Samaj c) Rama Krishna Mission d) Aligarh Movement e) Emancipation of women f) Impact of Socio-Religious Movements	L	1

#### Essential Readings:

1. Bandyopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, Second Revised Edition, Hyderabad, Orient Blackswan, 2015, 2019(Reprint).
2. Banerjee-Dube, Ishita, *A History of Modern India*, New York, Cambridge University Press, 2014.
3. Biswamoy Pati, *The 1857 Rebellion*, New Delhi, Oxford University Press, 2010.
4. Bipan Chandra, *History of Modern India*, Hyderabad, Orient Blackswan, 2009, 2016(Reprint).
5. Bipin Chandra, Bipin, et.al, *India's Struggle for Independence: 1857–1947*, New Delhi, Penguin Books, 1989.
6. Bose, Sugata and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Fifth Edition, London and New York, Routledge, 2023.
7. Desai, A.R., *Social Background of Indian Nationalism*, Sixth Edition, New Dlehi, Sage, 2016.

8. Fischer- Tiné, Harald and Maria Framke, *Routledge Handbook of the History of Colonialism in South Asia*, London and New York, Routledge, 2022.
9. Roy, Himanshu and Jawaid Alam(eds.), *A History of Colonial India*, London and New York, Routledge, 2022.
10. Roy, Tirthankar, *The Economic History of India 1857–2010*, Fourth Edition, New Delhi, Oxford University press, 2020.

**Hist 301****Freedom Movement in India (1857-1947)****Credits: 4**

Objectives: This course gives special emphasis on the growth and development of nationalism and anti-colonial movements in India from the nineteenth century till the attainment of independence.

Unit	Content	Method	Credit
1	a) Factors for the rise of nationalism b) Revolt of 1857- Causes, Nature, Consequences c) Administrative Acts after 1857- Government of India Act 1858, Indian Council Act 1861, Act of 1892, Indian Council Act 1909, Government of India Act 1919, Government of India Act 1935	L	1
2	a) The Indian National Congress- Events leading to formation and the foundation; the Moderates and the Extremists. b) Partition of Bengal and the Swadeshi Movement. c) Home Rule Movement d) Leftist Movement (Congress Socialist Party, Communist Party of India) e) Revolutionaries (Bhagat Singh and Surya Sen) f) Emergence of Communal Consciousness- Muslim League, Hindu Mahasabha	L	1
3	a) Gandhian ideology and movements – Satyagraha, Rowlatt Act, Khilafat and Non-Cooperation, Civil Disobedience Movement, Quit India Movement b) Swarajists and regional political parties c) RIN Mutiny d) Indian National Army	L	1
4	a) Simon Commission and the Nehru Report b) Cripps Mission, Wavell Plan, Cabinet Mission, Mountbatten Plan c) Indian Independence Act 1947 d) Ambedkar and the Constituent Assembly e) Integration of the Princely States	L	1

**Essential Readings**

1. Bandyopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, Second Revised Edition, Hyderabad, Orient Blackswan, 2015, 2019(Reprint).
2. Banerjee-Dube, Ishita, *A History of Modern India*, New York, Cambridge University Press, 2014.
3. Biswamoy Pati, *The 1857 Rebellion*, New Delhi, Oxford University Press, 2010.
4. Bipan Chandra, *History of Modern India*, Hyderabad, Orient Blackswan, 2009, 2016(Reprint).

5. Bipin Chandra, Bipin, et.al, *India's Struggle for Independence: 1857–1947*, New Delhi, Penguin Books, 1989.
6. Bose, Sugata and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Fifth Edition, London and New York, Routledge, 2023.
7. Desai, A.R., *Social Background of Indian Nationalism*, Sixth Edition, New Dlehi, Sage, 2016.
8. Fischer- Tiné, Harald and Maria Framke, *Routledge Handbook of the History of Colonialism in South Asia*, London and New York, Routledge, 2022.
9. Roy, Himanshu and Jawaid Alam(eds.), *A History of Colonial India*, London and New York, Routledge, 2022.

**Objective:** This paper balances political, economic, religious, and cultural history of Continental Europe till the early modern period. Beginning with the fifteenth-century conquest of the “Atlantic Mediterranean”, it traces the emergence of Europe as the first truly global power while at the same time the people, ideas, and forces that have shaped the character and institutions of the modern world are discussed.

Unit	Content	Method	Credit
1	<p><b>Commerce, Conquest, and Colonization, 1300-1600</b></p> <p>a) The rise of the Ottoman Empire; Mediterranean colonialism-silver shortages and the search for African gold-sea-based Mediterranean empires (Catalunya, Venice, and Genoa)-the technology of ships and navigation-Portugal, the sea- route to India</p> <p>b) The discovery of a New World-the Spanish conquest of America-the profits of empire in the New World.</p>	L	1
2	<p><b>The Renaissance and The Reformations of Religion</b></p> <p>a) The Renaissance and the Middle Ages- Renaissance Classicism-Renaissance Humanism; The Renaissance in Italy-origins-features of renaissance.</p> <p>b) The Lutheran upheaval- the spread of Protestantism; The English Reformation; Catholicism transformed.</p>	L	1
3	<p><b>Religious Wars, State Building, Intellectuals and Artists</b></p> <p>a) Turbulent periods-The Price Revolution-Religious conflicts-Political instability; Religious wars-The German wars of religion-The French wars of religion-The Revolt of the Netherlands; England and the defeat of the Spanish Armada;</p> <p>b) The Thirty Years' War; The balance of power in Europe-Spain, France, and England; The English Civil War-origins and consequences.</p>	L	1

4	<p><b>Absolutism and Empire (1660-1789) and The French Revolution</b></p> <p>a) The appeal and justification of Absolutism; Alternatives to Absolutism; The Absolutism of Louis XIV; The remaking of Central and Eastern Europe; Autocracy in Russia; Colonization and Trade in the Seventeenth Century; Colonization and Empire.</p> <p>b) The French Revolution-The coming of the Revolution-The destruction of the Old Regime; A new stage: Popular revolution; The Reign of Terror; The Quest for Stability – Directory and Consulate.</p>	L	1
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### Essential Readings

1. Cole, Joshua and Carol Symes, *Western Civilizations*, 20<sup>th</sup> Edition, WW Norton & co., New York, 2020.
2. Kumin(ed.), Beat, *The European World, 1500-1800: An Introduction to Early ModernHistory*, Fifth Edition, London and New York, Routledge, 2018.
3. Dixon, C. Scott and Beat Kumin(eds.), *Interpreting Early Modern Europe*, London and New York, Routledge, 2020.

## V Sem

**Hist 303**

**Introduction to Archaeology**

**Credits: 4**

Objectives: This course provides an overview of the field of archaeology, including its nature and aims, history, and methods. Students will learn how archaeologists study past societies and cultures through the analysis of material remains and how scientific chronologies are worked out through various methods.

Unit	Content	Method	Credit
1	<b>The Nature and Aims of Archaeology</b> <ol style="list-style-type: none"> <li>a) Archaeology as Anthropology</li> <li>b) Archaeology as History</li> <li>c) Archaeology as a Science</li> <li>d) The Variety and Scope of Archaeology</li> <li>e) The Ethics of Archaeology</li> </ol>	L + P	1
2	<b>The History of Archaeology</b> <ol style="list-style-type: none"> <li>a) The Speculative Phase</li> <li>b) The Beginnings of Modern Archaeology</li> <li>c) Classification and Consolidation</li> <li>d) A Turning Point in Archaeology</li> <li>e) World Archaeology</li> </ol>	L + P	1
3	<b>The Variety of Archaeological Evidence</b> <ol style="list-style-type: none"> <li>a) Types of Archaeological Evidence</li> <li>b) Formation Processes                             <ul style="list-style-type: none"> <li>● Cultural Formation Processes</li> <li>● Natural Formation Processes</li> </ul> </li> <li>c) The Archaeological Record and Context</li> </ol>	L + P	1
4	<b>Survey and Excavation of Sites and Features</b> <ol style="list-style-type: none"> <li>a) Discovering Archaeological Sites and Features</li> <li>b) Assessing the Layout of Sites and Features</li> <li>c) Excavation</li> </ol> <b>Dating Methods and Chronology</b> <b>Relative Dating</b> <ol style="list-style-type: none"> <li>a) Stratigraphy</li> <li>b) Typology</li> <li>c) Linguistic Dating</li> <li>d) Climate Change and Chronology</li> </ol> <b>Absolute Dating</b> <ol style="list-style-type: none"> <li>a) Calendars and Historical Chronologies</li> <li>b) Dendrochronology and Annual Cycles</li> <li>c) Radioactive Clocks</li> <li>d) Other Absolute Dating Methods</li> <li>e) Genetic Dating</li> <li>f) Chronological Correlations</li> </ol>	L + P	1

	g) World Chronology		
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**Essential Readings:**

1. Grant, Jim Sam Gorin and Neil Fleming, *The Archaeology Coursebook: An introduction to themes, sites, methods and skills*, Fourth Edition, London and New York, Routledge, 2015.
2. Renfrew, Colin and Paul Bahn, *Archaeology: Theories, Methods and Practice*, Eighth Edition, London, Thames and Hudson, 2020.



## VI Sem

**Hist 304**

**History, People, and Cultures of Northeast India**

**Credits: 4**

**Objectives:** This course provides an overview of the diverse cultures, histories, and people of Northeast India. It aims to explore the social, cultural, and political dynamics of the region since the nineteenth century to the present day and encourage students to engage with the region's complex issues and challenges.

Unit	Content	Method	Credit
1	<b>Making of India's 'Northeast'</b> (a) Early geography of the region (b) The British expeditions and annexations, colonial administration and inner lines, the British frontier policy and policies of exclusion (c) Creation of a landlocked region (d) Region within independent India (e) Breakup of colonial Assam and reorganisation of the region (f) Internal contradictions and marginal Northeast; Northeast – geopolitics of region in making	L	1
2	<b>People of Northeast India</b> (a) The Arrival of the Ahoms: The Rulers of Brahmaputra Valley (b) Racial elements in Northeast India (c) Geographical distribution and sociocultural characteristics of the people of Northeast India	L	1
3	<b>Topical studies I</b> Christian medical missions Conquest and colonization Dance cultures Food cultures Inner Line Insurgency	L	1
4	<b>Topical studies II</b> Inter-State border disputes Migration Sixth Schedule Tibeto-Burman languages Tribe	L	1

### Essential Readings:

1. Dikshit, K.R. and Jutta K. Dikshit, *North-East India: Land, People and Economy*, Springer, 2014.
2. Gogoi, Dilip, *Making of India's Northeast Geopolitics of Borderland and Transnational Interactions*, London and New York, Routledge, 2020.
3. Wouters, Jelle J.P. and Tanka B. Subba (eds.), *The Routledge Companion to Northeast India*, London and New York, Routledge, 2023.

**Objective:** This course introduces to the students the major events and historical processes in Modern World with an emphasis on Europe as it navigates through the political, economic, social and cultural transformations of the modern world from the nineteenth century till the end of the Second World War.

Unit	Content	Method	Credit
I	<b>Europe in the Nineteenth Century: Politics and Ideology:</b> a) Napoleon: Rise and Fall b) The Congress of Vienna c) The Unification of Italy d) The Unification of Germany	L	1
II	<b>The Industrial Revolution, Imperialism and Colonialism:</b> a) The Industrial Revolution: Origin and effects - The Middle classes b) Imperialism in Asia c) The Scramble for Africa d) The Monroe Doctrine - The Spanish-American War 1898	L	1
III	<b>The First World War and the Turmoil between The Two World Wars:</b> a) Causes b) Consequences - The Peace Settlement and the League of Nations. c) Russian Revolutions of 1917. d) Fascism and Nazism	L	1
IV	<b>The Turmoil between The Two World Wars and The Second World War:</b> a) The Great Depression b) The Second World War: Causes and consequences c) The race to build the bomb. d) The establishment of the UNO.	L	1

### Essential Readings

1. Bayly, C.A., *The Birth of the Modern World, 1780 – 194*, Wiley-Blackwell, 2004.
2. Best, Anthony et.al., *International History of the Twentieth Century and Beyond*, Third Edition, London and New York, Routledge, 2015.
3. Chakraborty, Ranjan , *A History of the Modern World: An Outline*, New Delhi, Primus, 2013.
4. Cole, Joshua and Carol Symes, *Western Civilizations*, 20<sup>th</sup> Edition, New York, WW Norton & co., 2020.
5. Hobsbawm, Eric *The Age of Extremes: A History of the World 1914-1991*, London, Abacus, 1995.
6. Lowe, Norman and John Traynor, *Mastering Modern World History*, Sixth Edition, London, Bloomsbury, 2022.
7. Palmer, R.R., Joel Colton & Llyod Kramer, *A History of the Modern World, 10<sup>th</sup> Edition*, McGraw-Hill, New York, 2007.

**VI Sem**

**Hist 306**

**Contemporary World History**

**Credits: 4**

**Objectives:** The course is designed to be a survey of the political, economic, social and cultural history of the world since the end of the Second World War.

<b>Unit</b>	<b>Content</b>	<b>Method</b>	<b>Credit</b>
<b>Unit -I</b>	<p><b>The Cold War World: Global Politics and Economic Recovery</b></p> <p>a. The 'First 'Cold War in Europe, 1945–61-origins and characteristics; From Cold War to Détente, 1962–79-the Cuban Missile Crisis, the European détente, and the death of détente.</p> <p>b. The Golden Years-Post-War economic recovery in Western and Eastern Europe</p> <p><b>Decolonization, Revolutions, and the Transformation of Asia and Africa</b></p> <p>a. The end of the Raj; Nationalism and independence in South-East Asia; The Chinese Revolution; China, Japan and the Cold War in Asia; The Korean War; The Vietnam Wars, 1945–79.</p> <p>b. The Arab-Israeli conflict.</p> <p>c. Africa after 1945:The end of empire; The rise and fall of pan-Africanism;; The Cold War in Africa; The end of apartheid in South Africa; The legacy of empire; Poverty, resources and the troubled road to democracy.</p>	L	1
<b>Unit II</b>	<p><b>Neutralism, Development and the Rise of the Third World</b></p> <p>a. Neutrality in Cold War Europe; India the Non-Aligned Movement; Development and the Group of 77; The fragmentation of the Third World.</p> <p>b. The rise of East Asia-Japan as an economic superpower; South Korea and Taiwan as economic powerhouses.</p> <p>c. China and North Korea: Ideology and nationalism-The rise and decline of the Sino-Soviet alliance; Revolutionary China and the Third World; North Korea: the last Stalinist state.</p> <p>d. The United States and Latin America- Guatemala, Cuba, Chile and Nicaragua; Popular revolts and economic inequality, anti-Americanism, nationalism and socialism.</p>	L	1

<b>Unit III</b>	<b>The End of the Cold War (1960-1990): Politics, Society, and Culture</b> a. The collapse of Communism and the end of the Soviet Union; Fall of the Berlin Wall; The unipolar moment: America at the apex; The ‘new world order’ and ethnic conflict; European integration. b. The Social Revolution: death of the peasantry; the new mass of students; industrial working classes; women’s changing roles. c. Cultural Revolution: personal liberation and social liberation; mass culture-music and youth culture; art and painting; film; gender roles and sexual revolution. d. Social Movements during the 1960s: The Civil Rights Movement; The Antiwar Movement; The Student Movement.	L	1
<b>Unit IV</b>	<b>Globalization and the West</b> a. Globalization: its meaning and the flow of money, ideas, and peoples; Informationalism, networks, and the network society. b. Post-Colonial politics; Israel, Oil, and the rise of political Islam in the Middle East. c. The rise of the Fourth World: Informational Capitalism, Poverty, and Social Exclusion. d. War and Terrorism in the 21 <sup>st</sup> Century.	L	2

**Essential Readings:**

1. Best, Anthony et.al., *International History of the Twentieth Century and Beyond*, 3<sup>rd</sup> Edition, Routledge, UK, 2015.
2. Cole, Joshua and Carol Symes, *Western Civilizations*, 20<sup>th</sup> Edition, WW Norton & Co., New York, 2020.
3. Duiker, William J., *Contemporary World History*, Seventh Edition, Boston, Cengage Learning, 2021.
4. Lowe, Norman and John Traynor, *Mastering Modern World History*, Sixth Edition, London, Bloomsbury, 2022.
5. Palmer, R.R., Joel Colton & Llyod Kramer, *A History of the Modern World*, 10<sup>th</sup> Edition, McGraw-Hill, New York, 2007.

**VI Sem**

**Hist 307**

**History of Modern China**

**Credits:4**

**Objectives:** The primary objective of this course is to provide students with a comprehensive understanding of the history of the major political, social, and economic developments in modern China.

<b>Unit</b>	<b>Content</b>	<b>Method</b>	<b>Credit</b>
<b>1</b>	<p><b>Introduction to Modern China</b></p> <ul style="list-style-type: none"> <li>a) Overview of modern Chinese history</li> <li>b) Key themes and concepts</li> <li>c) The End of Imperial China</li> <li>d) The decline of the Qing Dynasty</li> <li>e) The Boxer Rebellion</li> <li>f) The fall of the Qing Dynasty</li> </ul>	<b>L</b>	<b>1</b>
<b>2</b>	<p><b>The Republic of China</b></p> <ul style="list-style-type: none"> <li>a) The establishment of the Republic of China</li> <li>b) Sun Yat-sen and the Three Principles of the People</li> <li>c) The Northern Expedition and the rise of Chiang Kai-shek</li> </ul> <p><b>The Chinese Communist Revolution</b></p> <ul style="list-style-type: none"> <li>a) The origins of the Chinese Communist Party</li> <li>b) Mao Zedong and the Long March</li> <li>c) The establishment of the People's Republic of China</li> </ul>	<b>L</b>	<b>1</b>
<b>3</b>	<p><b>The Great Leap Forward and the Cultural Revolution</b></p> <ul style="list-style-type: none"> <li>a) The Great Leap Forward and its impact on Chinese society</li> <li>b) The Cultural Revolution and its legacy</li> <li>c) The role of Mao Zedong in modern Chinese history</li> </ul> <p><b>China under Deng Xiaoping</b></p> <ul style="list-style-type: none"> <li>a) Deng Xiaoping's economic reforms</li> <li>b) The Tiananmen Square protests</li> <li>c) China's emergence as a global superpower</li> </ul>	<b>L</b>	<b>1</b>
<b>4</b>	<p><b>China in the 21st Century</b></p> <ul style="list-style-type: none"> <li>a) China's economic growth and development</li> <li>b) The challenges facing modern China</li> <li>c) China's role in the world today</li> </ul>	<b>L</b>	<b>1</b>

## Essential Readings

1. Fenby, Jonathan, *The Penguin History of Modern China: The Fall and Rise of a great Power, 1850 to Present*, Third Edition, Penguin Books, 2019.
2. Mühlhahn, Klaus , *Making China Modern From the Great Qing to Xi Jinping*, Cambridge and London, The Belknap Press of Harvard University Press, 2019.
3. Spence, Jonathan D., *The Search for Modern China*, Third Edition, New York and London, W.W.Norton and Company, 2013.
4. Wasserstrom, Jeffrey N(ed.), *The Oxford History of Modern China*, Oxford, Oxford University Press, 2022.

**Objectives:** This course provides students with a comprehensive understanding of the history of the United States of America, from its colonial period to the present day. Students will examine key events, themes and trends that have shaped the nation's development, including political, social, economic, and cultural factors.

Unit	Content	Method	Credit
1	<p><b>Pre-Columbian America</b></p> <ul style="list-style-type: none"> <li>a) Examining Native American societies pre-Columbus</li> <li>b) European exploration and colonization</li> <li>c) African enslavement and its role in colonization and the rise of Spanish and British empires.</li> </ul> <p><b>Revolutionary America</b></p> <p>Examining the political, economic, and social factors that led to the American Revolution and the establishment of the United States government.</p>	L	1
2	<p><b>Slavery &amp; Civil War</b></p> <ul style="list-style-type: none"> <li>a) Examining early American slavery</li> <li>b) The rise of the abolition movement, and the causes, course, and consequences of the Civil War.</li> </ul> <p><b>Reconstruction</b></p> <ul style="list-style-type: none"> <li>a) Examining the efforts to rebuild the nation after the Civil War</li> <li>b) The Reconstruction era</li> <li>c) Jim Crow laws</li> </ul> <p><b>The Gilded Age</b></p> <ul style="list-style-type: none"> <li>a) The late 19th-century technological and industrial advancements</li> <li>b) Changing labour patterns and urbanization</li> </ul>	L	1
3	<p><b>The World at War</b></p> <ul style="list-style-type: none"> <li>a) Analyzing America's role in World War I</li> <li>b) The interwar years</li> </ul>	L	1

	<p>c) The Great Depression and New Deal d) World War II</p> <p><b>Cold War &amp; Civil Rights</b></p> <p>a) Exploring the Cold War era of the 1950s and early 60s b) The Civil Rights Movement c) The Vietnam War d) The rise of countercultural movements in America</p>		
<b>4</b>	<p><b>Post-Industrial America</b></p> <p>a) Analyzing the Reagan era b) The change from industry to a post-industrial society with emphasis on the rise of the internet and technology c) The Cold War ending and globalization</p> <p><b>21st Century America</b></p> <p>Examining the major events and trends in politics, economics, culture and foreign policy from 9/11 to the present day.</p>	<b>L</b>	<b>1</b>

### Essential Readings

- 1) Brinkley, Alan, Andrew Huebner and John Giggie, *The Unfinished Nation: A Concise History of the American People*, 10th Edition, McGraw Hill, 2022.
- 2) Corbett, P.Scott, et.al., *US History*, Rice University, OPENSTAX, 2021.
- 3) Foner, Eric, Kathleen DuVal, and Lisa McGirr, *Give Me Liberty!*, Seventh Full Edition, W.W.Norton & Company, 2022.
- 4) Shi, David E., *America The Essential Learning Edition*, Third Edition, W.W.Norton & Company, 2021.



**VI**  
**Sem**

**Hist 308**

**Archaeology of North-East India**

**4 Credits**

**Objective:** This paper will provide an overview of the archaeology of Northeast India based on the available material remains. It also aims to introduce students to contemporary issues in archaeological practices around the world and how these can be understood and applied in the context of the region.

<b>Unit</b>	<b>Content</b>	<b>Method</b>	<b>Credit</b>
<b>1</b>	<p><b>Introduction to the Archaeology of Northeast India</b></p> <p>a) Overview of the region's history and geography b) Brief history of archaeology in Northeast India c) Theoretical approaches to archaeology in the region</p>	<b>L</b>	<b>1</b>
<b>2</b>	<p><b>Prehistoric Northeast India</b></p> <p>a) Paleolithic and Mesolithic cultures b) Neolithic cultures, including the Khasi, Jaintia, and Garo Hills cultures c) Megalithic cultures and their connection to South and Southeast Asia d) Evolution of subsistence patterns and technologies</p>	<b>L</b>	<b>1</b>
<b>3</b>	<p><b>Ancient kingdoms of Northeast India</b></p> <p>a) The Ahom Kingdom and its archaeology b) The Kamarupa Kingdom and its architecture and material culture c) The Koch and Chutiya Dynasties and their contributions to the region</p> <p><b>Rock art, Inscriptions, and other Material Culture</b></p> <p>a) Prehistoric rock art of the region b) Epigraphical studies from the Ahom, Kamarupa, and Koch empires c) Buddhist cave art from the region d) Other forms of art and architecture of the region</p>	<b>L</b>	<b>1</b>
<b>4</b>	<p><b>Contemporary Perspectives on Northeast Indian Archaeology</b></p> <p>a) Post-colonial and Indigenous approaches b) The role of archaeology in public policy, land rights, and cultural heritage c) Ethics in archaeological research and the treatment of human remains d) Collaborative research between archaeologists</p>	<b>L</b>	<b>1</b>

	<p>and local communities</p> <p>e) Relevance of Northeast Indian archaeology to local and global concerns</p> <p>f) Future directions for research and conservation</p>		
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### Essential Readings

1. Chauley M.K. and & Manjil Hazarika, *Archaeology in Northeast India: Recent Trends and Future Prospects Essays Celebrating 150 Years of Research* , New Delhi, Research India Press, 2021.
2. Gupta, S.S., *Archaeology of North East India*, New Delhi, B.R. Publishing Corporation, 2019.
3. Hazarika, Manjil, *Prehistory and Archaeology of Northeast India*, New Delhi, Oxford University Press, India, 2017
4. Jamir, Tiatoshi & Manjil Hazarika, *50 Years After Daojali- Hading*, New Delhi, Research India Press, 2014.
5. Malsawmliana, *Megalithic Culture of Mizoram*, New Delhi, Research India Press, 2017.
6. Singh, Jai Prakash and Gautam Sengupta (eds.), *Archaeology of North-eastern India* , New Delhi, Har-Anand Publication 1991.

**VII****Sem****Hist 400****Historiography****Credits: 4**

**Objectives:** This paper introduces students to the meaning and scope of history along with the tradition of historical writing from ancient to modern times. The course also aimed to acquaint students the knowledge of the various approaches in historical writing the past since the nineteenth century.

<b>Unit</b>	<b>Content</b>	<b>Method</b>	<b>Credit</b>
1	a) Meaning of History and Historiography b) Nature and scope of history c) History and other disciplines – Anthropology, Archaeology, Economics, Political Science, Sociology, Geography d) Sources of History	L	1
2	a) Causation b) Generalization c) Objectivity and Subjectivity d) Oral history	L	1
3	a) Greco-Roman Tradition b) Ancient Indian Tradition c) Ancient Chinese tradition d) Medieval Western traditions	L	1
4	a) Positivist tradition and Rankean method of history writing b) Marxist approach c) Annales school d) Postmodernism e) Postcolonialism f) Subaltern studies	L	1

**Essential Reading**

1. Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, New Delhi, Orient Longman, 2004.
2. Sreedharan, E., *A Manual of Historical Research Methodology*, Second Edition, Centre for South Indian Studies, 2018.
3. Tosh, John, *The Pursuit of History*, Sixth Edition, London, Routledge, 2015.

## VII Sem

Hist 401

Introduction to Public History

Credits: 4

**Objectives:** This course provides an introduction to the field of public history, exploring the theories, methods, and practices of interpreting and presenting history to the public. Through readings, discussions, and hands-on projects, students will gain an understanding of the role of public history in society and develop skills in research, interpretation, and communication.

Unit	Content	Method	Credit
1	<b>Public history: past, present, and future of the field</b> (a) Defining public history (b) A long history of public history (c) Public historical practices before public history (d) Internationalization of public history (e) Collaboration, expertise, and authority: history with publics (f) Digital public history	L	1
2	<b>Public history and sources</b> (a) Museums and collections (b) Archiving (c) Historic preservation (d) Oral history	L	1
3	<b>Making public history</b> (a) Public history writing (b) Historical fictions (c) Radio and audio-visual production (d) Exhibiting history (e) Immersion and performance	L	1
4	<b>Collaboration, uses, and applications of public history</b> (a) Public history teaching (b) Working with under-represented groups and communities (c) Public history, conflicts, and competing narratives (d) Business, policy, justice: consulting and service	L	1

### Essential Readings

1. Ashton, Paul and Alex Trapeznik, *What is Public History Globally?*, London, Bloomsbury, 2019.
2. Cauvin, Thomas, *Public History: A Textbook of Practice*, Second Edition, London, Routledge, 2022.
3. Dean, David M(ed.), *A Companion to Public History*, Wiley-Blackwell, West Sussex, 2018.

## VII Sem

**Hist 402     Field Project in Heritage Studies/Archives/Museums**

**Credits: 4**

### **I. Heritage Studies**

**Objectives:** This course is designed to provide students with an opportunity to engage in a field project related to heritage studies. Students will explore various aspects of heritage studies, including the preservation and interpretation of cultural heritage, the role of heritage in shaping cultural identity, and the challenges associated with heritage conservation. Through fieldwork and research, students will develop critical thinking skills and gain practical experience in the field of heritage studies.

Assessment will be based on participation in fieldwork activities, completion of research assignments, development of interpretive materials, and presentation of findings. Students will also be evaluated on their ability to think critically and communicate effectively about issues related to heritage studies.

**Course Component: Lectures (L) + Practicals**

#### **(P) Week 1-3: Introduction to Heritage Studies**

Overview of the course

Introduction to key concepts in heritage studies

Discussion of current issues and challenges in the field

#### **Week 4-5: Research and Analysis**

Literature review

Analysis of fieldwork data

Development of research questions and hypotheses

#### **Week 6-7: Interpretation and Communication**

Development of interpretive materials

Presentation of findings to stakeholders

Discussion of strategies for communicating heritage to diverse audiences

#### **Week 8: Reflection and Evaluation**

Reflection on field project experience

Evaluation of project outcomes

Discussion of future directions for heritage studies research and practice

## **II. Archives**

**Objectives:** This course will provide students with a comprehensive understanding of archival science and research methods, as well as practical experience in managing and analyzing archival materials. The field project component of the course will allow students to develop their own research questions and pursue their own interests in the field, while receiving guidance and feedback from their instructor.

**Course Component: Lectures (L) + Practicals**

### **(P) Week 1: Introduction to Archival Science**

Lecture on the principles of archival science

Discussion of the different types of archives and their unique challenges

Tour of the college's archive or a local archive

### **Week 2: Research Methods**

Lecture on research methods for archival materials

Introduction to finding aids and other tools for locating archival materials

Hands-on activity: searching for archival materials related to a particular topic

### **Week 3: Analysis and Interpretation**

Lecture on how to analyze and interpret primary sources

Hands-on activity: analyzing and interpreting a document or set of documents

### **Week 4: Organizing and Managing Archives**

Lecture on how to organize and manage archival collections

Hands-on activity: creating a finding aid or catalog record for a set of archival materials

### **Week 5: Field Project Proposal**

Lecture on how to develop a research question and proposal for a field project

Discussion of potential field project topics

Submitting a field project proposal

### **Week 6-12: Field Project Work**

Individual meetings with the instructor to discuss progress on the field project

Work on the field project, which may include original research, organizing and managing archival materials, or both

Presentation of progress on the field project to the class

**Week 13: Final Presentations**

Presentation of final findings from the field project to the class

Discussion of the broader implications of the research and its significance in the field of history or archival science

### **III. Museums**

**Objectives:** A field project on museums is a course that is designed to provide college students with hands-on experience in museum studies and management. In this course, students will have the opportunity to work directly with museum collections and learn about the various roles involved in museum work.

**Course Component: Lectures (L) + Practicals**

#### **(P) Week 1: Introduction to Museums**

Lecture on the history and purpose of museums

Discussion of the different types of museums and their unique challenges

Tour of a local museum

#### **Week 2: Collections Management**

Lecture on collections management, including acquisition, documentation, and preservation

Hands-on activity: cataloguing or processing museum objects

#### **Week 3: Exhibition Design**

Lecture on exhibition design, including planning, design, and installation

Hands-on activity: designing an exhibit or gallery space

#### **Week 4: Interpretation and Education**

Lecture on interpretation and education in museums, including audience engagement and programming

Hands-on activity: developing an educational program or activity

#### **Week 5: Field Project Proposal**

Lecture on how to develop a research question and proposal for a field project

Discussion of potential field project topics

Submitting a field project proposal



**Week 6-12: Field Project Work**

Individual meetings with the instructor to discuss progress on the field project

Work on the field project, which may include original research, developing an exhibit, or creating an educational program

Presentation of progress on the field project to the class

**Week 13: Final Presentations**

Presentation of final findings from the field project to the class

Discussion of the broader implications of the project and its significance in the field of museum studies.

Overall, this course will provide students with a comprehensive understanding of museum studies and management, as well as practical experience in collections management, exhibition design, interpretation and education. The field project component of the course will allow students to develop their own research questions and pursue their own interests in the museum field, while receiving guidance and feedback from their instructor.

Objectives: Digital History is a rapidly growing field that combines the traditional study of history with the latest technological advancements. This course aims to provide students with an understanding of how digital tools and technologies can be used to enhance historical research, analysis, and presentation. This course explores the ways in which digital technologies have transformed the practice of history, and examines the ethical and practical challenges that come with this transformation.

Unit	Content	Method	Credit
1	<b>Introduction to Digital History</b> a) What is Digital History? b) The history of Digital History c) The impact of Digital History on the field of history	L	1
2	<b>Digital Tools for Historical Research</b> a) Introduction to digital archives b) Using online databases for historical research c) Text mining and data visualization  <b>Digital Tools for Historical Analysis</b> a) GIS and mapping b) Network analysis c) Social media analysis	L	1
3	<b>Digital Tools for Historical Presentation</b> a) Creating digital exhibits b) Podcasting and video production c) Website design for historical projects	L	1
4	<b>Ethical and Practical Challenges in Digital History</b> a) Intellectual property rights b) Privacy concerns c) Bias in digital sources  <b>Case Studies in Digital History</b>	L	1

### Essential Readings:

1. Cohen, Daniel J., Michael Frisch, Patrick Gallagher, Steven Mintz, Kirsten Sword, Amy Murrell Taylor, William G. Thomas, III and William J. Turkel, 'Interchange: The Promise of Digital History', *The Journal of American History* Vol. 95, No. 2 (Sep., 2008), pp. 452-491.
2. Dougherty, Jack and Kristen Nawrotzki, *Writing History in the Digital Age*, Ann Arbor, University of Michigan Press, 2013.
3. Fridlund, Mats, Mila Oiva & Petri Paju(eds.), *Digital Histories: Emergent Approaches within the New Digital History*, Helsinki University Press, 2020.
4. Guiliano, Jennifer, *A primer for teaching digital history: Ten Design Principles*, Durham and London, Duke University Press, 2022.

5. Kelly, T. Mills, *Teaching History in the Digital Age*, Ann Arbor, University of Michigan Press, 2013.
6. Milligan, Ian, *The Transformation of Historical Research in the Digital Age*, Cambridge, Cambridge University Press, 2022.
7. Robertson, Stephen, 'The Properties of Digital History', *History and Theory* 61, no. 4 (December 2022), 86–10.
8. Salmi, Hannu, *What is Digital History*, Polity, 2020.
9. Seefeldt, Douglas and William G. Thomas, 'What is Digital History', *Perspectives on History*, May 1, 2009. (<https://www.historians.org/research-and-publications/perspectives-on-history/may-2009/what-is-digital-history>)
10. Weller, Toni(ed.), *History in the Digital Age*, London and New York, Routledge, 2013.
11. <https://blog.royalhistsoc.org/2022/11/30/we-are-all-digital-now-1/>

**Objectives:** This course provides an introduction to the methods and techniques used in historical research, including the collection and analysis of primary and secondary sources, the use of archives and libraries, and the interpretation and presentation of historical evidence. Students will explore the challenges and opportunities presented by historical research, including the limitations of sources, the role of bias and perspective, and the ethical considerations involved in conducting historical research.

Unit	Content	Method	Credit
1	<p><b>Introduction to Historical Research Methods</b></p> <ul style="list-style-type: none"> <li>a) Overview of the course</li> <li>b) Introduction to key concepts and themes in historical research methods</li> <li>c) Overview of the history of historical research methods</li> </ul>	L	1
2	<p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>a) Overview of primary sources in historical research</li> <li>b) The use of archives, libraries, and other repositories</li> <li>c) The challenges and limitations of primary sources</li> </ul> <p><b>Secondary Sources</b></p> <ul style="list-style-type: none"> <li>a) Overview of secondary sources in historical research</li> <li>b) The use of scholarly works, textbooks, and other secondary sources</li> <li>c) The challenges and limitations of secondary sources</li> </ul>	L	1
3	<p><b>Quantitative Methods</b></p> <ul style="list-style-type: none"> <li>a) Overview of quantitative methods in historical research</li> <li>b) The use of statistical analysis and other quantitative techniques</li> <li>c) The challenges and limitations of quantitative methods</li> </ul> <p><b>Qualitative Methods</b></p> <ul style="list-style-type: none"> <li>a) Overview of qualitative methods in historical research</li> <li>b) The use of interviews, focus groups, and other qualitative techniques</li> <li>c) The challenges and limitations of qualitative methods</li> </ul>	L	1
4	<p><b>Interpretation and Presentation of Historical Evidence</b></p> <ul style="list-style-type: none"> <li>a) Overview of interpretation and presentation of historical evidence</li> <li>b) The role of bias and perspective in historical research</li> </ul>	L	1

	c) The ethical considerations involved in conducting historical research		
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**Essential Readings:**

1. Claus, Peter and John Marriott, *History: An Introduction to Theory, Method and Practice*, Second Edition, London and New York, Routledge, 2017.
2. Dobson, Miriam and Benjamin Ziemann, *Reading Primary Sources: The interpretation of texts from nineteenth- and twentieth-century history*, New York and London, Routledge, 2009.
3. Jordanova, Ludmilla, *History in Practice*, Third Edition, London and New York, Bloomsbury, 2019.
4. Lury, Celia, Rachel Fensham, Alexandra Heller-Nicholas, Sybille Lammes, Angela Last, Mike Michael and Emma Uprichard(eds.), *Routledge Handbook of Interdisciplinary Research Methods*, Oxford and new York, Routledge, 2018.
5. Neuman, W. Lawrence, *Social Research Methods: Qualitative and Quantitative Approaches*, Seventh Edition, Essex, Pearson, 2014.
6. Schrag, Zachary M, *The Princeton Guide to Historical Research*, Princeton, Princeton University Press, 2021.
7. Tosh, John, *The Pursuit of History: Aims, methods and new directions in the study of history*, Sixth Edition, London and New York, Routledge, 2015.

## VIII Sem

Hist 405

Historical Research in the Digital Age

Credits: 4

**Objectives:** This course explores how digital tools and technologies are transforming the practice of historical research. We will examine the ways in which digital tools can be used to enhance traditional research methods, as well as explore new methods that are made possible by digital technologies. Students will learn how to critically evaluate digital resources and engage with debates surrounding digital history.

Unit	Content	Method	Credit
1	<b>Introduction</b> a) The Transformation of Historical Scholarship b) Digital History and the Digital Humanities c) The Digitally Aware Historian	L	1
2	<b>Libraries and Databases</b> a) The Microfilm Revolution b) The Digitization Explosion c) The Implications of Digitization	L	1
3	<b>Archives and Access</b> a) Changing Work in the Archives b) The Transformation of the Physical Research Process c) The Digitization of Archives: From Collections to Microfilm d) The Siloing of Knowledge	L	1
4	<b>Publishing in the Digital Age</b> a) Why Historians Publish b) Scholarly Blogging c) The #Twitterstorian d) Disseminating Research Data e) The Transformation of the Journal and Book	L	1

### Essential Readings

1. Brennan, Claire, 'Digital humanities, digital methods, digital history, and digital outputs: History writing and the digital revolution', *History Compass*, Volume 16, Issue 10, October 2018.
2. Crymble, Adam, *Technology and the Historian: Transformations in the Digital Age*, University of Illinois Press, 2021.
3. Fridlund, Mats, Mila Oiva & Petri Paju (eds.), *Digital Histories Emergent Approaches within the New Digital History*, Helsinki University Press, 2020.
4. Milligan, Ian, *The Transformation of Historical Research in the Digital Age*, Cambridge, Cambridge University Press, 2022.

## VIII Sem

### Hist 406 Field Project in Local and Community History

Credits: 4

**Objective:** This course is designed to provide students with an opportunity to conduct research on local and community history through a field project. Students will gain practical experience in researching, analyzing, and presenting historical information. The course will be divided into the following sections:

- Introduction to Local and Community History
- Research Methods and Techniques
- Fieldwork and Data Collection
- Analysis and Interpretation
- Presentation and Dissemination

### Course Outcomes

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

- Develop research questions and objectives related to local and community history
- Conduct primary and secondary research using a variety of methods and techniques
- Analyze and interpret historical data
- Present findings in a clear, concise, and engaging manner

### Course Plan

#### Week 1: Introduction to Local and Community History

Lecture: What is Local and Community History?

Discussion: Why is local and community history important?

Activity: Identify a local or community history research topic

#### Week 2: Research Methods and Techniques

Lecture: Primary vs. Secondary Sources

Activity: Identify primary and secondary sources related to your research topic

Lecture: Oral History Interviews

Activity: Conduct an oral history interview with a local community member

#### Week 3: Fieldwork and Data Collection

Lecture: Fieldwork Techniques

Activity: Conduct a site visit related to your research topic



Lecture: Archival Research

Activity: Visit an archives or special collections library to gather primary sources

#### **Week 4: Analysis and Interpretation**

Lecture: Analyzing Historical Data

Activity: Analyze data collected during fieldwork and archival research

Lecture: Interpreting Historical Data

Activity: Interpret data collected during fieldwork and archival research

#### **Week 5: Presentation and Dissemination**

Lecture: Writing for History

Activity: Write a research paper on your local or community history topic

Lecture: Presenting Historical Research

Activity: Present your research findings to the class in a multimedia format

#### **Week 6: Final Project**

Final Project Due: Submit your final research paper and multimedia presentation

## VIII Sem

**Hist 407**

**Community Engagement and Service**

**Credits: 4**

**Objective:** The course is designed to provide students with practical experience in engaging with their local community through service learning. By the end of the course, students will have developed skills in identifying community needs, participating in service learning projects, reflecting on their experiences, assessing the impact of their service, and developing plans for sustainable community engagement.

The course will be divided into the following sections:

**Service Learning Projects:** This involves partnering with community organizations to identify and address community needs. Service learning projects can be integrated into coursework and provide students with practical experience in applying classroom learning to real-world problems.

**Volunteer Work:** College students can volunteer their time and skills to support community organizations and initiatives. This can include tutoring, mentoring, or participating in community events and activities.

**Internships:** Students can participate in internships with community organizations to gain practical experience in a particular field while also contributing to the organization's mission.

**Community-Based Research:** This involves conducting research in collaboration with community organizations to address community needs and inform policy and practice.

**Advocacy and Activism:** College students can engage in advocacy and activism efforts to promote social change and address social justice issues in their communities.

### **Course Outcomes**

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

- Understand the importance of community engagement and service
- Participate in a variety of service learning projects
- Reflect on their service experiences in order to deepen their understanding of community engagement
- Assess the impact of their service on the community
- Develop a final project that demonstrates their learning and engagement with the community

There are many ways that college students can engage with their local communities and contribute to positive social change. It is important for students to identify their interests and skills, and seek out opportunities that align with their goals and values.

## **Course Plan**

### **Week 1: Introduction to Community Engagement and Service**

Lecture: What is Community Engagement?

Discussion: Why is Community Engagement Important?

Activity: Identify a Community Issue or Need

### **Week 2: Service Learning Projects**

Lecture: Service Learning vs. Community Service

Activity: Participate in a Service Project

Lecture: Ethical Considerations in Service Learning

Activity: Reflect on Service Experience

### **Week 3: Reflection and Analysis**

Lecture: Reflection as a Tool for Learning

Activity: Write a Reflection Paper on Service Experience

Lecture: Analysis of Community Issues and Needs

Activity: Analyze Community Issue or Need Identified in Week 1

### **Week 4: Community Impact Assessment**

Lecture: Assessing the Impact of Service Learning Projects

Activity: Conduct a Community Impact Assessment

Lecture: Planning for Sustainable Community Engagement

Activity: Develop a Plan for Sustainable Community Engagement

### **Week 5: Final Project**

Lecture: Developing a Final Project

Activity: Develop a Final Project Proposal

Lecture: Presenting Final Project

Activity: Present Final Project Proposal to Class

### **Week 6: Final Project**

Final Project Due: Submit Final Project Report and Presentation

## VIII Sem

**Hist 408**

**Approaches in History**

**Credits: 4**

**Objective:** This course will provide college students with an introduction to various approaches in history. Through readings, class discussions, writing assignments, and presentations, students will gain a better understanding of how historians approach the study of the past. By the end of the course, students will be able to critically evaluate historical sources and arguments and will have developed research and writing skills that are essential for success in any field.

Unit	Content	Method	Credit
I	<p><b>Introduction to Approaches in History</b></p> <ul style="list-style-type: none"> <li>a) What is history?</li> <li>b) Different approaches to studying history</li> <li>c) The role of historical interpretation</li> </ul>	L	1
II	<p><b>Cultural History and Social History</b></p> <ul style="list-style-type: none"> <li>a) Defining cultural history and social history</li> <li>b) The importance of cultural history and social history</li> <li>c) Examples of cultural history and social history research</li> </ul> <p><b>Intellectual History</b></p> <ul style="list-style-type: none"> <li>a) Defining intellectual history</li> <li>b) The importance of intellectual history</li> <li>c) Examples of intellectual history research</li> </ul>	L	1
III	<p><b>Political History</b></p> <ul style="list-style-type: none"> <li>a) Defining political history</li> <li>b) The importance of political history</li> <li>c) Examples of political history research</li> </ul> <p><b>Gender History</b></p> <ul style="list-style-type: none"> <li>a) Defining gender history</li> <li>b) The importance of gender history</li> <li>c) Examples of gender history research</li> </ul>	L	1
IV	<p><b>Race and Ethnicity in History</b></p> <ul style="list-style-type: none"> <li>a) Defining race and ethnicity in history</li> <li>b) The importance of studying race and ethnicity in history</li> <li>c) Examples of race and ethnicity research</li> </ul> <p><b>Global History</b></p> <ul style="list-style-type: none"> <li>a) Defining global history</li> <li>b) The importance of global history</li> <li>c) Examples of global history research</li> </ul>	L	1

**Essential Readings:**

1. Claus, Peter and John Marriott, *History: An Introduction to Theory, Method and Practice*, Second Edition, London and New York, Routledge, 2017.
2. Tosh, John, *The Pursuit of History*, Sixth Edition, London, Routledge, 2015.

## VIII Sem

**Hist 409**

**Colonial Ethnography in Mizoram**

**Credits: 4**

**Objective:** This course examines the history of colonial ethnography in Mizoram, a state in Northeast India with a rich and diverse cultural heritage. Students will explore the ways in which colonial ethnographers collected, documented, and represented the culture and society of the Mizo people, and the impact of these representations on Mizo identity and self-understanding. The course will also examine the role of colonial ethnography in the broader context of colonialism and imperialism in India.

Unit	Content	Method	Credit
1	<p><b>Introduction to Colonial Ethnography</b></p> <ul style="list-style-type: none"> <li>a) Overview of the course</li> <li>b) Introduction to key concepts and themes in colonial ethnography</li> <li>c) Overview of the history of colonialism and imperialism in India</li> </ul> <p><b>The Encounter with Mizoram</b></p> <ul style="list-style-type: none"> <li>a) Overview of the history of Mizoram</li> <li>b) The encounter between the Mizo people and colonial authorities</li> <li>c) The emergence of colonial ethnography in Mizoram</li> </ul>	L	1
2	<p><b>Methods and Techniques of Colonial Ethnography</b></p> <ul style="list-style-type: none"> <li>a) Overview of the methods and techniques used by colonial ethnographers</li> <li>b) The role of language, translation, and interpretation in colonial ethnography</li> <li>c) The challenges and limitations of colonial ethnography</li> </ul>	L	1
3	<p><b>Representations of Mizo Culture and Society</b></p> <ul style="list-style-type: none"> <li>a) Overview of the representations of Mizo culture in colonial ethnography</li> <li>b) The construction of Mizo identity in colonial ethnography</li> <li>c) The impact of colonial representations on Mizo identity and self-understanding</li> </ul>	L	1
4	<p><b>Critiques of Colonial Ethnography</b></p> <ul style="list-style-type: none"> <li>a) Critiques of colonial ethnography from postcolonial perspectives</li> <li>b) The challenges of decolonizing knowledge production in Mizoram</li> <li>c) Contemporary debates surrounding the</li> </ul>	L	1

	<p>representation of Mizoram's cultural heritage</p> <p><b>Colonial Ethnography and Contemporary Mizoram</b></p> <p>a) The legacy of colonial ethnography in contemporary Mizoram</p> <p>b) The role of contemporary Mizos in shaping their own cultural heritage</p>		
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### Essential Readings

1. Campbell , A., 'On the Looshais', *The Journal of the Anthropological Institute of Great Britain and Ireland*, Vol. 3(1874), pp. 57-65.
2. Cary, Bertram S. & H.N.Tuck, *The Chin Hills*, 1896.
3. Damant, G.H., Notes on the Locality and Population of the Tribes Dwelling between the Brahmaputra and Ningthi Rivers, *The Journal of the Royal Asiatic Society of Great Britain and Ireland*, New Series, Vol. 12, No. 2 (Apr., 1880), pp. 228- 258
4. Davis, A.H., *Political report of the North Lushai Hills for the year 1893-94*(ka la neilo-Indianculture ah chhiar theih)
5. Mc Call, A.G., *Lushai Chrysalis*, London, Luzac & Co., Limited, 1949.
6. Lewin, Thomas H., *A Fly on the Wheel*, London, Constable and Company Ltd., 1912.
7. Lewin, T.H., *The Hill Tracts of Chittagong and Dwellers Therein*, Calcutta, 1869.
8. Lewin, T.H., *Wild Races of South Eastern India*, London, 1870.
9. Lewin, T.H., *A Fly on the Wheel*, London 1912.
10. Mackenzie, Alexander, *The North East Frontier of India*, New Delhi, Mittal, 1979.(Originally published as *History of the Relations of the Government with the Hill Tribes of the North East Frontier of Bengal*, 1884).
11. Parry, N.E., *The Lakhers*, London, Macmillan & Co., Limited, 1932.
12. Parry, N.E., *A Monograph on Lushai Customs and Ceremonies*, Firma KLM Private Limited/ Tribal Research Institute, 1927.
13. Reid, A.S., *Chin Lushai Land*, Calcutta, Thacker, Spink & Co., 1893.
14. Reid, Sir Robert, *History of the Frontier Areas Bordering on Assam From 1883-1941*, Delhi, Eastern Publishing House, 1942, 1983(Reprint).
15. Shakespear, J., 'The Kuki-Lushai Clans,' *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, Vol. 39 (Jul. - Dec., 1909), pp. 371-385.
16. Shakespear, J., *The Lushai Kuki Clans*, London, Macmillan & Co., Limited, 1912.
17. Shakespear, J., 'The Lushais and the land they live in,' *Journal of the Society of Arts*, No. 2,201 Vol. XLIII, pp.167-188.
18. Soppitt, C.A., *A Short Account of the Kuki-Lushai Tribes on the North-East Frontier*, Shillong, Assam Secretariat Press, 1887.
19. *The Lushais 1878-1889*, Firma KLM Private Limited/ Tribal Research Institute, 1978(Reprint).
20. Woodthorpe, R.G., *The Lushai Expedition 1871-1872*, London, Hurst and Blackett Publishers, 1873.

## VIII Sem

**Hist 449**

### **Dissertation in History**

#### **Credits:12 Course Description:**

This course is designed to guide students through the process of researching and writing a successful dissertation in History. Students will explore research methodologies, develop scholarly writing skills, and receive feedback on their work throughout the course. By the end of the course, students will have produced a well-researched and thoughtfully written dissertation on a topic related to History.

#### **Learning Outcomes:**

- Identify and analyze research questions related to historical topics
- Explore various research methodologies and determine which is best suited for their dissertation project
- Develop scholarly writing skills and techniques
- Learn strategies for organizing, structuring, and revising a long-form research project
- Receive feedback from peers and instructors on their research and writing
- Produce a well-researched and well-written dissertation on a historical topic

#### **Course Format:**

This course will be a mix of lectures, workshops, and individual research and writing time. Students will read and discuss texts related to research methodologies, scholarly writing, and the history of their chosen topic. Additionally, students will engage in peer review and revision workshops to gain feedback on their work.

#### **Grading Policy:**

Final grades will be based on the following components:

- Research proposal: 20%
- Writing workshops and peer review: 20%
- Draft of dissertation: 10%
- Final dissertation: 50%

**Course Schedule:**

Week 1: Introduction to research methodologies

Week 2: Identifying research questions and creating a research proposal

Week 3-5: Research and organization of research findings

Week 6-8: Writing workshops and peer review sessions

Week 9-11: Drafting and revising the dissertation Week

12: Finalizing the dissertation



## VIII Sem

### Hist 449                      Research Project in History

#### **Credits:12 Course Description:**

This course is designed to guide students through the process of researching and writing a successful research project in History. The course will help students develop their research skills, identify suitable sources, and organize their research to create a persuasive argument. By the end of the course, students will have produced a comprehensive research project on a topic related to History.

#### **Learning Outcomes:**

- Identify and analyze research questions related to historical topics
- Develop a research plan and select appropriate sources
- Learn strategies for organizing and structuring a research project
- Develop critical thinking and analytical skills to evaluate historical sources
- Produce a well-researched and coherent research project on a historical topic

#### **Course Format:**

This course will include lectures, group discussions, and independent research. Students will read and discuss texts related to research methodologies and approaches to historical research. Additionally, students will engage in peer review sessions for feedback on their work.

#### **Grading Policy:**

Final grades will be based on the following components:

- Research proposal: 10%
- Literature review: 10%
- Research project outline: 10%
- Research project draft: 10%
- Final research project: 60%

**Course Schedule:**

Week 1: Introduction to historical research

Week 2: Identifying research questions and creating a research proposal

Week 3-4: Conducting a literature review and identifying suitable sources

Week 5-6: Organizing a research project and developing a structure Week

7-8: Writing workshops and peer review sessions

Week 9-10: Drafting and revising the research project

Week 11: Finalizing the research project