

# PRESIDENCY UNIVERSITY, KOLKATA

## DEPARTMENT OF HISTORY

### Undergraduate (UG) Syllabi & Semester (Semester)-Wise Distribution

(Revised 2018 in accordance with Choice Based Credit System [CBCS] guidelines recommended by the University Grants Commission [UGC])

AECC: Ability Enhancement Compulsory Course (4 credits)

CC: Core Course (5+1= 6 credits)

DSE: Discipline-Specific Elective (5+1= 6 credits)

SEC: Skill Enhancement Course (4 credits)

GE: General Elective (6 credits)

## SEMESTER I

### HIST-C1

#### HISTORY OF INDIA –I (PRE-HISTORY – 300BCE)

#### UG-I, SEMESTER-I

Course Worth: 6 credits

1. Early Indian notions of History: History and *Itihasa*.
2. Sources and Tools of Historical Reconstruction: Classification and importance of the literary and archaeological sources (stone tools, ceramics, coins, epigraphy etc.) for the historical reconstruction.
3. Historical Interpretations: with special reference to gender, environment, technology and regions.
4. Palaeolithic cultures, sites, sequences, materials, stone industries and other technological developments: Baluchistan, Sind, North-western Frontier, Himalayan and Sub-Himalayan Areas, Delhi, Haryana, Rajasthan, Gujarat, Madhya Pradesh, Chhattisgarh, Maharashtra, Goa

  
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### **Suggested Readings:**

- M. S. Anderson, *Europe in the Eighteenth Century*.  
Perry Anderson, *Lineages of the Absolutist State*.  
Stuart Andrews, *Eighteenth Century Europe*.  
B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.  
The Cambridge Economic History of Europe. Vol. I - VI.  
James B. Collins, *The State in Early Modern France: New Approaches to European History*.  
G. R. Elton, *Reformation Europe 1517-1559*.  
M. P. Gilmore, *The World of Humanism 1453 -1517*.  
Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.  
J. Lynch, *Spain under the Hapsburgs*.  
Peter Mathias, *First Industrial Revolution*.  
Harry Miskimin, *The Economy of Later Renaissance Europe: 1460-1600*.  
Charles A. Nauert, *Humanism and the Culture of the Renaissance*.  
The New Cambridge Modern History of Europe, Vols. I -VII.  
L. W. Owie, *Seventeenth Century Europe*.  
D. H. Pennington, *Seventeenth Century Europe*.  
F. Rice & E. Grafton, *The Foundations of Early Modern Europe*

### **HIST- C7**

### **HISTORY OF INDIA - IV (c.1206 - 1550)**

**Course Worth: 6 credits**

#### **I. Introduction:**

Locating Delhi Sultanate within global history; study of contemporary empires in Central Asia.; Understanding war, mobility, conflicts, alliances, fluctuating notions of loyalty


#### **II. Interpreting the Delhi Sultanate:**

*Rajini*  
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- Suri, Sanjay, *1984 The Anti-Sikh Violence and After*, Harper Collins India; First edition, 2015
- Talim, Meena, *Edicts of King Asoka: A New Vision*, Aryan Books International, 2010
- Tambiah, S J, *Buddhism Betrayed*, University of Chicago Press, Second Edition, 1992
- Taras, Raymond C, *Xenophobia and Islamophobia in Europe*, Edinburgh University Press, 2012
- Thapar, Romila, *Asoka and the Decline of the Mauryas*, Third Edition, 2012
- Tyerman, Christopher, *Crusades: A Very Short Introduction*, Oxford University Press, 2006
- Valkeberg, Pim, and Anthony Cirelli, *Nostra Aetate: Celebrating 50 Years of the Catholic Church's Dialogue with Jews and Muslims*, The Catholic University of America Press, 1999
- Varshney, Ashutosh, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, Yale University Press, 2003

**HIST DSE-4**

**UNDERGRADUATE DISSERTATION**

  
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## HIST0702B

### Art and Politics: the Mughal, British and Nationalist Eras

PG I, Semester I

Course worth 4 credits, 50 marks

#### Course description

This class will present a broad historical analysis of the relationship between art and authority in South Asia. We will explore the uses of art and culture in two separate but interconnected imperial states in India, viz., the early-modern Mughal Empire (1526-1858) and its successor the modern British Empire (1757-1947). In general, we will take an expansive view of art and culture in the public arena(s), inquiring into the many related areas where the arts and imperial policy interacted to express political legitimacy and define authority as well as to challenge it. At the same time we will examine the various religious influences on Indian art during this period including Hinduism and Islam. We will also turn our attention to the impact on art of secular and secularizing influences ushered in during the colonial and nationalist eras. Of particular interest will be the question of whether the category of religion could, in fact, be transcended during these latter periods.

#### Mode of assessment

Internal assignment: 15 marks

Final examination: 35 marks

The internal assignment will consist in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

In both instances of the internal assignment, the word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. **Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.** Please cite your sources appropriately. If in doubt, consult the *Chicago Manual of Style*.

#### Class topics and readings

##### The Delhi Sultanate: the Politics of Monuments

Richard H. Davis, *The Lives of Indian Images*, Chapters 2 & 3

André Wink, 'The Idols of Hind', in *Al-Hind*, Vol. 2.

Richard M. Eaton, 'Temple Desecration and Indo-Muslim States' in Richard M. Eaton, *Essays on Islam and Indian History*

Sunil Kumar, 'Qutb and Modern Memory' in Sunil Kumar, *The Present in Delhi's Pasts*

Finbarr Barry Flood, 'Lost in Translation: Architecture, Taxonomy, and the Eastern "Turks"'

## HIST1004A

### Making Colonial Subjects: Power and Culture in Imperial India

PG II, Semester IV

Course worth 4 credits, 50 marks

#### Course description

This course investigates the nearly two hundred years when Britons ruled in India. Beginning as a modest trading company with a few enclaves on the coasts of the mighty Mughal empire in the sixteenth century, by the middle of the eighteenth century, the English East India Company had become a powerful official of the Indian emperor with a grand title of its own: *Company Bahadur* (Company valiant). In the century and a half that followed, the Company and then the British Crown and parliament, fashioned a grand empire on which the 'sun never set'. And India—with its sprawling territories, its millions of people in all their variety, and its many 'traditions'—became the shining 'jewel in the imperial crown' until the British transferred power to Indians and Pakistanis in August 1947.

While conquest was certainly a part of the story of this long relationship between Britons and Indians, coercion and the deployment of superior force of arms was perhaps less significant over the long-term in making both colonizers and colonized subjects than was previously thought. Nor were unrelentingly imperialistic Britons the only agents in the history of empire; various Indians certainly played their part in both making, shaping and unmaking colonial India. This course turns the spotlight on to the cultural domains and cultural technologies—no less marked by the search for and the assertion of power—in and through which colonial relations were forged. Interacting with and confronting each other in social, political and legal arenas, Britons and Indians laid the structures of an empire that would cast its shadow not only on other parts of the colonized world but also endure into the present as they shaped national imaginings in both the British isles but also in postcolonial South Asia.

The course is arranged thematically rather than in strict chronological order.

#### Mode of assessment

**Please note:** This course will rely heavily on in-class discussion. Class participation and regular attendance are therefore essential, as discussions will form a substantial part of your final grade. In order to ensure discussion, you must have done the readings before the class meeting.

Discussion and class presentation: 15 marks

Final examination: 35 marks

During the course of the semester, the instructor will assign responsibility to each student to take charge of particular weekly readings. The student in question will have to summarize the readings briefly and come up with questions that will spur discussion. The nature of the questions should be such that they elicit analytical rather than descriptive responses.