

**KUVEMPU UNIVERSITY**  
**Structure for History Discipline-UG**

<b>Core paper no.</b>	<b>Paper Title</b>	<b>Credit</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/Assessment</b>
<b>V Semester</b>				
DSC-10	Colonialism And Nationalism in Asia ( 1900 to 1970 CE)	4	4	<b>100 (60+40)</b>
DSC-11	History of Europe 1789 to 1945 CE	4	4	<b>100 (60+40)</b>
DSC-12	Contemporary History of India from 1947-1990s	4	4	<b>100 (60+40)</b>
<b>VI Semester</b>				
DSC13	History of Freedom Movement in Karnataka and Its Unification Movement	4	4	<b>100 (60+40)</b>
DSC14	History of India. (1761-1857 CE)	4	4	<b>100 (60+40)</b>
DSC15	History of United States of America ( 1776 – 1945 CE)	4	4	<b>100 (60+40)</b>

<b>Course Title: Colonialism And Nationalism in Asia ( 1900 to 1970 CE)</b>	
<b>Semester: V</b>	<b>Course Code: DSC-10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week: 4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

To understand and analyse the manner in which the different manifestations of Colonialism were at work in India, China, Japan, Indonesia and Indo-China, and the nationalist responses in these countries.

To provide substantial theoretical knowledge by way of analysing the two concepts of Colonialism and Nationalism, through the works of notable scholars on Colonialism, Dependency theory, World System and Nationalism.

To understand the concepts and policies like, De-Colonialism and Neo-Colonialism.

To analyse the theory and practice of Colonialism and nationalism in Asia.

### **Learning Outcome:**

After studying this course, students will be able to:

- Analyse the main theories and interpretations on Colonialism and nationalism.
- Understand the emergence of the Modern World System and its impact on Asia.
- Analyse the dynamics and dimensions in the colonial perspectives and nationalist movements in the five countries of Asia.
- Understand the concepts of decolonization and neo-Colonialism in the context of Asia.

Unit	Contents of Course- DSC-10	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> What is Asia?: (a) Land and its people (b) Pre colonial Society.</p> <p><b>Chapter-2:</b> The Advent of Western Powers: The Early Europeans: The Portuguese, the Spanish. The Dutch, the French and the English.</p> <p><b>Chapter-3:</b> Introduction to Modern World System Theory</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Perceptions on Colonialism: J. A. Hobson. Theory of Underdevelopment: Paul Baran - A.G. Frank - Samir Amin.</p> <p><b>Chapter-5:</b> Manifestations of Colonialism and their Functioning.</p> <p><b>Chapter-6:</b> Types of Colonies-Protectorate - Spheres of Influence.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> The Colonial Experience: Cases of India.</p> <p><b>Chapter-8:</b> The Colonial Experience: China, Japan, Indo China and Indonesia.</p> <p><b>Chapter-9:</b> Nationalism: Factors for the Genesis of Nationalism in Asia.</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Genesis of Congress -Moderates and Extremists.</p> <p><b>Chapter-11:</b> Gandhian era and Freedom Movement.</p> <p><b>Chapter-12:</b> De-colonization and Neo-Colonialism.</p> <p><b>Places of Historical Importance:</b> 1. Bombay 2. Bandung 3. Calcutta 4. Canton 5. Dien Bien Phu 6. Hanoi 7. Hiroshima 8 Hong Kong 9. Hooghly 10. Jakarta 11. Madras 12. Nagasaki 13. Pondicherry 14. Peking 15. Shanghai 16. Saigon 17. Semarang 18. Tokyo 19. Vladivostok 20. Vientiane</p>	<b>15 Hours</b>

**Exercise:**

- Students can be asked to study the main theories and interpretations on Colonialism and Nationalism.
- They may be asked to survey the causes for the emergence of the Modern World System and its impact on Asia.
- They can be asked to analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.

## Suggested Readings

References	
1	Amin, Samir: Imperialism and Unequal Development England, The Harvester Press, 1977
2	Anderson, Benedict: Imagined Communities: Reflections on the Origin and Spread of Nationalism, London, Verso, Revised edition, 1991.
3	Bandyopadhyaya, Sekhar: Decolonization in South Asia, London, Routledge, 2009.
4	Desai, A.R.: Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
5	Edwardes, Michael: Asia in the European Age 1498-1955, New Delhi, Asia Publishing House, 1961.
6	Hall, D.G.E.: A History of South East Asia London, Macmillan, 1964.
7	Hobsbawm E.J : Nations and Nationalism Since 1780, Cambridge, 1997.
8	Gellner, Ernest: Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
9	Sardesai, D.R.: South East Asia: Past and Present, New Delhi, Vikas, 1981.
10	Wallerstein, Immanuel : The Modern World System(3vols.), New York, Academic Press, 1974

## Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: History of Europe 1789 to 1945 CE</b>	
<b>Semester: V</b>	<b>Course Code: DSC-11</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

Course Objectives:

- To make the students learn major issues and current issues during the period under study.
- To make the students understand the reaction to Nationalism and Liberalism.
- To understand the impact of World wars on Global Society.
- To estimate the role of UNO in maintaining World Peace.

### **Learning Outcome:**

After studying this course, students will be able to

- Evaluate the contributions of great philosophers and leaders to the transformation of Society and economy of Europe.
- To appreciate Europe of today, this occupies a place of vital importance in world affairs.
- To examine the impact of dictatorships on the events of Europe and the World.

Unit	Contents of Course- DSC-11	60 Hours
<b>Unit-I</b>	<b>THE FRENCH REVOLUTION AND NAPOLEONIC ERA</b>	<b>15 Hours</b>
	<p><b>Chapter-1:</b> The causes of French Revolution – Causes- Role of Philosophers, Tennis court oath, Work of National Assembly – Reign of Terror.</p> <p><b>Chapter-2:</b> Napoleon Bonaparte –Continental system and Reforms.</p> <p><b>Chapter-3:</b> The Congress of Vienna – Era of Metternich.</p>	
<b>Unit-II</b>	<b>UNIFICATION OF ITALY, GERMANY, AND THE INDUSTRIAL REVOLUTION</b>	<b>15 Hours</b>
	<p><b>Chapter-4:</b> Industrial revolution in England – characteristics of industrial revolution.</p> <p><b>Chapter-5:</b> The Unification of Italy – carbonary – three leaders of Unification – Mazzini – Cavour- Garibaldi – Stages of Unification.</p> <p><b>Chapter-6:</b> Unification of Germany –Foreign policy of Bismark</p>	
<b>Unit-III</b>	<b>FIRST WORLD WAR</b>	<b>15 Hours</b>
	<p><b>Chapter-7:</b> Growth of Socialism in Europe -Karl Mark .</p> <p><b>Chapter-8:</b> The First world war – causes and Results of the War – League of Nations.</p> <p><b>Chapter-9:</b> The Russian Revolution of 1917- Causes andResults.</p>	
<b>Unit-IV</b>	<b>RISE OF DICTATORS AND SECOND WORLD WAR</b>	<b>15 Hours</b>
	<p><b>Chapter-10:</b> Rise of Dictators – Treaty of Versailles – Rise of Hitler – Nazi party – Causes for the rise of Nazism – Nazi Doctrine.</p> <p><b>Chapter-11:</b> The Second World war – causes and Results</p> <p><b>Chapter-12:</b> UNO – Achievements and failures of UNO.</p> <p><b>Places of Historical Importance:</b></p> <ul style="list-style-type: none"> <li>• Berlin 2. Danzig 3. Hague 4. Holstein 5. Lisbon 6. London 7. Madrid 8. Moscow 9. Nice 10. Paris. 11. Prague 12. Rome 13. Savoy 14. Turin 15. Trafalgar 16. Versailles 17. Venetia 18. Vienna 19. Warsaw 20. Waterloo.</li> </ul>	

## Suggested Readings

References	
1	Hazen C D: Modern European History, 1917.
2	Peacock H.L.: A History of Modern Europe (1789-1919), Helnemann, 1982.
3	Southgate, G.W: A Text Book of European History, Aravalli Books International, 2004.
4	Stephen White: Development in Russian Politics.
5	Stephen J. Lee: Aspects of European History 1789-1980, Routledge, 1982.
6	Stuart Miller: Mastering Modern European History, Bloomsburry Master Series,, 2016.
7	Taylor A.J.P: The Struggle for Mastery in Europe: 1848-1918 Oxford History, .
8	Thompson, D: Europe Since Napoleon, Penguin Books, 1990
9	Tim Bale: European Union: European politics, Bloomsburry, 2017.
10	Vladimir Polrtayen: The USSR: A Share History.

## Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/GroupDiscussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: Contemporary History of India from 1947-1990s</b>	
<b>Semester: V</b>	<b>Course Code: DSC-12</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

This paper will discuss the political legacies of Colonialism in India. After studying this students will be able to:

- know the meaning of legacy of Colonialism
- Understand the legacy of Colonialism.
- Assess the political legacy of Colonialism.
- Identify the important legacies in the form of political legacy of British Colonialism in India.
- Understand the Social, Political and Economical development of India.

### **Learning Outcome:**

After studying this course, students will be able to:

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s
- Understand the Socio, Political and Economical development of India and its foreign policy.



Unit	Contents of Course- DSC-12	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Political legacy of Colonialism.</p> <p><b>Chapter-2:</b> Economic and Social Legacy of Colonialism.</p> <p><b>Chapter-3:</b> National movements: Its significance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution. Indian constitution- Basic Features and Institutions.</p> <p><b>Chapter-5:</b> The Initial Years: Process of National Consolidation and Integration of Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war of 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality.</p> <p><b>Chapter-6:</b> Political development in India since Independence.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis.</p> <p><b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development : An Overview</p> <p><b>Chapter-9:</b> Foreign policy of India since independence.</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy- Indian Economy 1965-1991, Economic Reforms since 1991 and LPG.</p> <p><b>Chapter-11:</b> Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism.</p> <p><b>Chapter-12:</b> Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview of Agriculture Growth and the Green Revolution And Agrarian Struggles Since Independence.</p> <p><b>Places of Historical Importance:</b>  1. Aligarh 2. Amritsar 3. Ayodhya 4. Bhilai 5. Bombay 6. Chandigarh 7. Chennai 8. Calcutta 9. Delhi 10. Guwahati 11. Hyderabad 12. Hirakud 13. Junagad 14. Nagapur 15. Naxalbari 16. Pondicherry 17. Pokran 18. Rourkela 19. Simla 20. Srinagara.</p>	<b>15 Hours</b>

**Exercise:**

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under Colonialism in India.
- Highlight the different factors of political legacy of Colonialism
- What is legacy? Write a note on political legacy of Colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India

- Discuss the economic legacy of British Colonialism
- Highlight the different fields of economic legacy of Colonialism in India.
- Make an analysis on the social legacy of British Colonialism.
- Discuss the foreign policy of India.
- Examine politics in different states in post colonial period.
- Make an analysis of Green Revolution and Agricultural development

### Suggested Readings

References	
1	Akbar M.J: Neharu: The Making of India, Viking Publication, 1988.
2	Chandra Bipan: History of Modern India, Orient BlackSwan, 2011.
3	Chandra Bipan and others: India Since Independence, Penguin Books, Reprint 2017.
4	Chatterjee Partha (ed): State and Politics in India, OUP, Delhi, 1997.
5	Dubey Harihar: India After Independence, Penguin India, New Delhi, 2000
6	Grover B.L and Mehta Alka: A Look At Modern Indian History (From 1707 to the Modern Times), S. Chand and Company Ltd.,
7	Guha Ramachandra: INDIA After Gandhi, Picador, 2008
8	Guha Ramachandra: Makers of Modern India, Penguin, 2010.
9	Phalaksha: History of India (Since Independence; 1947-2008), Shashi Prakashana, Tiptur, 2014.
10	Singer Wendy: Independent India 1947-2000, Routledge, New Delhi, 2011.

### Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/GroupDiscussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

## Semester-VI

<b>Course Title: HISTORY OF FREEDOM MOVEMENT IN KARNATAKA AND ITS UNIFICATION MOVEMENT</b>	
<b>Semester: VI</b>	<b>Course Code: DSC13</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

- Student will be able to understand the historical background of the freedom struggle in Karnataka.
- The students shall be able to analyse the struggle of Rani of Kittur, Sangolli Rayanna, Bedas of Halagali and others.
- Student will be able to understand the rise of Nationalism in Karnataka region.
- Students will be able to analyse the Gandhian movements in Karnataka.

### Learning Outcome

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and Development of Unification Movement in Karnataka.
- To know about Contributions of Various Kannada Organizations to Unification Movement

Unit	Contents of Course- DSC13	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction: Historical background: The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka Revolt of Veerappa Deshmukh of Koppala in 1819.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30),Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka Bedas of Halagali against Anti arms Act.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka - Early activities, the response to Swadeshi and Non Co- operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924) and Satyagraha campaigns in Karnataka (1930-34).</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Quit India Movement in Karnataka-its effects</p> <p><b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore State.</p> <p><b>Chapter-9:</b> Origin and Development of Unification movement in Karnataka: Factors responsible for the Unification Movement:</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations.</p> <p><b>Chapter-11:</b> The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness.</p> <p><b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.</p> <p><b>Places of Historical Importance:</b>  1. Ankola 2. Badanawal 3. Bangalore 4. Bailahongala 5. Belagam 6. Dharawada 7. Halagali 8. Isoor 9. Kittur 10. Mudol 11. Mundaragi 12. Mysore 13. Nagara 14. Nandi hills 15. Naragunda 16. Shivapura 17. Siddapura 18. Surapura 19. Vidurashwatha 20. Gulaburga.</p>	<b>15 Hours</b>

**Exercise:**

- Students can be asked to make a report of the heroes who fought for freedom.
- Students can be asked to examine the British influence in Karnataka and its impact.
- Students can be asked to analyse the struggles by Surapura and other areas against British rule.
- Students can be asked to collect informations about local freedom fighters.

**Suggested Readings**

<b>References</b>	
1	Basavaraja. K.R. - History of Karnataka, Chalukya Publications, Dharwad, 1984.
2	Chandrashekhara S.: Karnataka Ekikaranada Charitre, Kannada Pusthaka Pradhikara, 2006.
3	Desai P.B: History of Karnataka, KRI, Dharwad, 1970.
4	Diwakar R.R: Karnataka through the ages, Government of Mysore, 1968.
5	Gopal Rao H.S - Karnataka Ekikaranada Ithihasa, Nava Karnataka, Bangalore.
6	Halappa G.S.: History of Freedom Movement in Karnataka, Vol-2-, Government of Mysore, 1964.
7	James Manor - Political change in an Indian State Mysore 1917, South Asia Books, New Delhi, 1978.
8	Shamarao M. -Modern Mysore (2 vols.), Higginbothams, South Parade, Bangalore.1936.
9	Suryanath Kamath U: Concise History of Karnataka, MCC Publications, Bangalore, 2019.
10	Suryanath Kamath U: Quit India Movement in Karnataka, 1988.
11	Veerathappa K.: Studies in Karnataka History and Culture, KHC Vol-1, 1985.

**Pedagogy:**

The course shall be taught through the lectures, assignments, group discussions and week-end seminars.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: History of India. (1761- 1857 CE)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc...
- Students will be able to analyze the process of rise modern India and its foundation made by Social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism.
- Students will be able to categorize different school of thoughts about Modern India history.
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

### **Learning Outcome**

At the end of the course, the students shall –

- Be in a position to understand the dynamics of expansion, with special reference to Bengal, Mysore, Awadh, and Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari systems, Commercialization of Agriculture and its Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industries in India.

<b>Unit</b>	<b>Contents of Course- DSC 14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Indian Polity, Society and Economy in mid-18th Century. Mercantile Policies and Indian Trade.</p> <p><b>Chapter-2:</b> Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas.</p> <p><b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> British Administration- Law- The Spread of English Education.</p> <p><b>Chapter-5:</b> The New Land Settlements: Zamindari, Ryotwari and Mahalwari systems.</p> <p><b>Chapter-6:</b> Commercialization of Agriculture.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Deindustrialization – British Industrial Policy.</p> <p><b>Chapter-8:</b> Economic Impact of the Colonial Rule.</p> <p><b>Chapter-9:</b> Social Discrimination and Colonial Rule.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India: Santhals and Munda rebellion.</p> <p><b>Chapter-11:</b> Revolt of 1857- Causes and effects.</p> <p><b>Chapter-12:</b> The Beginnings of Indentured Labour – Labour Movements in Colonial India.</p> <p><b>Places of Historical Importance:</b></p> <ol style="list-style-type: none"> <li>1. Agra 2. Amritsar 3. Bassien 4. Banaras 5. Bombay 6. Calcutta 7. Delhi 8. Jhansi 9. Kasimbazar 10. Kanpur 11. Lahore 12. Lucknow 13. Meerut 14. Midnapur 15. Mysore 16. Oudh 17. Poona 18. Salbai 19. Srirangapattana 20. Surath.</li> </ol>	<b>15 Hours</b>

**Exercise:**

- The students shall prepare a project on the process that led to the colonization of India.
- The students should have a group discussion on the adverse impact of British colonization.
- The students should write an article on the making of the constitution.

## Suggested Readings:

References	
1	Bandopadhyaya, Sekhara: From Plassey to Partition: A History of Modern India, Orient Blackswan, 2004.
2	Bayly, C.A. Indian Society and The Making of British Empire, Cambridge University Press, 1988.
3	Bhatia, B. M. : Famines in India, Asia Publishing House, 1967.
4	Brown, Judith M: Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press, 1972,
5	Chandra, Bipan, : Rise and Growth of Economic Nationalism in India, Har Anand, 2010.
6	Chaudhuri, B.B.: Peasant History of Late Pre-Colonial and Colonial India, Pearson Education, 1972.
7	Gadgil, D. R.: Industrial Evolution of India, The Economic Journal, Vol.36, Issue 141, Oxford Academic, 1 <sup>st</sup> March, 1926.
8	Grover B.L and Mehta Alka: A Look At Modern Indian History (From 1707 to the Modern Times), S. Chand and Company Ltd.,
9	Marshal, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007
10	Hasan, Mushirul: Nationalism and Communal Politics in India: 1885-1930, Manohar, 1994.

## Pedagogy:

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>



<b>Course Title: History of United States of America ( 1776 – 1945 CE)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC-15</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

- Students shall be able to identify, explain and give example of significant development in American history, over a defined span of time, roughly C. 1776 – 1945.
- Student shall be able to interpret and evaluate the acceptability of historical evidence.

**Learning Outcome:**

- Students will be able to interpret the political parties the role of judiciary in the making of the republic in USA.
- They will understand the spirit of American Revolution and its ideology.
- Students will be able to understand socio-economic development of USA.

Unit	Contents of Course- DSC-15	60 Hours
<b>The Background and Making of the Republic</b>		
<b>Unit-I</b>	<p><b>Chapter-1:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black.</p> <p><b>Chapter-2:</b> a) Revolution: Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations.</p> <p><b>Chapter-3:</b> b) Processes and Features of Construction Making: Debates, Historical interpretations.</p>	<b>15 Hours</b>
<b>Evolution of American Democracy</b>		
<b>Unit-II</b>	<p><b>Chapter-4:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court</p> <p><b>Chapter-5:</b> Expansion of Frontier: Turner’s Thesis; Marginalization, displacement, and discrimination of Native Americans; Case histories of Tecumseh, Shawnee Prophet.</p> <p><b>Chapter-6:</b> Limits of Democracy: Blacks and Women</p>	<b>15 Hours</b>
<b>Early Capitalism And The Agrarian South</b>		
<b>Unit-III</b>	<p><b>Chapter-7:</b> Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements.</p> <p><b>Chapter-8:</b> a) Plantation economy</p> <p><b>Chapter-9:</b> b) Slave Society and Culture: Slave Resistance.</p>	<b>15 Hours</b>
<b>Ante Bellum Foreign Policy And Civil War</b>		
<b>Unit-IV</b>	<p><b>Chapter-10:</b> War of 1812: Monroe Doctrine: Manifest Destiny.</p> <p><b>Chapter-11:</b> Abolitionism and Sectionalism – Issues and Interpretations.</p> <p><b>Chapter-12:</b> Rise of Republicanism, Emancipation and Lincoln.</p> <p><b>Places of Historical Importance:</b></p> <p>1. Boston. 2. California 3. Colorado 4. Connecticut 5. Florida 6. Georgia 7. Indiana 8. Louisiana 9. Massachusetts 10. Michigan 11. Missouri 12. Maine 13. Nevada 14. New York 15. New Jersey 16. Oregon 17. Pennsylvania 18. Texas 19. Virginia 20. Washington DC.</p>	<b>15 Hours</b>

**Exercise:**

- Students should be asked to prepare a project on industrialization in America and its impact.
- Students can submit assignments on the abolition of slavery.
- Ask the students to submit a report on the heroes of the American war of independence.

**Suggested Readings**

<b>References</b>	
1	Bailyn Bernard: The Ideological Origins of the American Revolution. Harvard University Press 1967.
2	Beard Charles: An Economic Interpretation of the American Constitution. Macmillan, 1921.
3	Brown Dee: Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970.
4	Carroll Peter and Noble David: Free and Unfree: A New History of the United States. Penguin Books, 1977.
5	Davis David B.: The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.
6	Faulkner U: American Economic History. New York, Harper, 1960.
7	Fogel Robert: Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964.
8	Foner Eric: America's Black Past. Harper collins, 1970.
9	Franklin, John Hope: From Slavery to Freedom. New York: Alfred A Knopf, 1947.
10	John L Thomas S.J and others: The Great Republic: A History of the American People, Houghton Mifflin, 1991.

**Pedagogy**

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>