

STUDENT HANDBOOK

Department of History

Bachelor of Arts (Honours)

From Session 2018-2019



University of Dhaka

Editorial Committee:

**Nurul Huda Abul Monsur
Asha Islam Nayeem
M A Kawser**

Production:

**Department of History
University of Dhaka**
Dhaka 1000, Bangladesh
Tel: 880-2-9661920-79 / Ext. 6190, 6191
Fax: 880-2-8615583
E-mail: history@du.ac.bd
Web: https://www.du.ac.bd/academic/departement_item/HIS
July 2019
Price: Tk. 200.00

Design & Printing:

INTERGRAPHIC LIMITED
27/5/Kha Topkhana Road, Segun Bagicha, Dhaka
Tel: +880-2-9576523
E-mail: info@intergraphic.org
Web: www.intergraphicltd.com

Note: Editorial Committee

It is our pleasure to be able to present the Student Handbook for the B.A. (Honours) and M.A. programs of the Department of History, University of Dhaka, as a follow-up of the Institutional Quality Assurance Cell (IQAC) project of the University of Dhaka adopted in collaboration with the University Grants Commission, Bangladesh. One of its goals has been to go through a process of assessment, evaluation and quality improvement in different areas of activities of the department. The Student Handbook is one important and useful step in this regard that the Department of History decided to prepare for the students and the faculty, and also for those concerned with the activities of it. We are glad that the Department has been able to finally produce these two volumes of the handbook one each for the B.A. Honours and M.A. programs.

Each of the Student Handbooks is divided into three sections. The first section consists of the vision and mission statement and a short overview of the Department of History, University of Dhaka. A pictorial introduction of the academic and administrative staff of the Department has been provided. The Department never forgets to pay homage to the faculty and students who have lost their lives during the Liberation War of Bangladesh. A short introduction of the martyrs is included in the first section of the handbook. Also included is a list of all the academics who have led the Department since its inception in 1921 in the capacity of Heads of the Department till 1973 and as Chairpersons from that year. All extra and co-curricular activities of the Department have been enlisted, including the list of financial assistance and awards the Department offers the students. In the second section is provided the rules, regulations and other information set by the University of Dhaka about the semester system as a manual for the students. The third section consists of the detailed course outlines of all the courses that are offered from the first to the eighth semester in the Bachelor of Arts (Honours) program and the courses offered in two semesters of the Master of Arts program.

We are thankful to the Department of History for having the confidence in us as the editorial committee to complete the arduous task of preparing this handbook. However, it has been a total team effort involving many persons. We are extremely grateful to the IQAC project team of the Department of History headed by Professor Mesbah Kamal for successfully completing the different phases of the project. For producing these two volumes of the handbook we owe a lot to our young colleagues Shahidul Hasan, Mithun Kumar Saha, Mahmuda Akter Poly, Taskia Haq Lyric and Fairouz Jahan for their crucial assistance in collecting information for the compilation of material. We thank Qazi Md Raquibul Hasan our former student and Managing Director of Intergraphic Limited, for his valuable contributions to the designing of this handbook and for maintaining a high quality of printing at an affordable cost. Lastly, on behalf of the editorial team, we earnestly thank Professor Ahmed Abdullah Jamal, Chairperson of the Department of History to whom we are indebted for the overall supervision and cooperation he has extended to us in organizing the academic retreats, workshops and meetings of the Academic Committee that were needed to formulate strategies for continuous quality improvement. The handbook will be continuously updated with additional information and changes to be introduced in future. We ardently hope that our efforts will be beneficial to all concerned.

Nurul Huda Abul Monsur
Asha Islam Nayeem
M A Kawser

VISION

History looks to the past to build a better future. Thus we endeavor with the vision to be fully equipped to face the demands of the times where the age of technological advancement requires new skills to cope and offers fresh opportunities for the skilled. Through careful nurturing, our community of young scholars will rise to the challenges of the future while carrying the torch of our rich heritage.

MISSION

The dissemination of knowledge in an environment of free movement of ideas is our mission. We create inquisitiveness among the students to enrich the mind and help them reach their true potential. Society changes, so does its demands. What remains unchanged is the need for discipline, hard work, commitment, skill and perseverance. It is our mission to provide every modern facility for a teaching-learning experience conducive to creativity, integrity, morality and quality in order to create leaders at home and abroad.

OVERVIEW OF THE HISTORY DEPARTMENT

The University of Dhaka began its journey on 1 July 1921 as the premier institution of higher education in the eastern part of Bengal and continues to hold that position in present day Bangladesh. The History Department has the honor of being one of the 12 founding departments of the University. The first Head of the Department was the renowned historian Dr. Ramesh Chandra Majumder. At its inception in 1921, the Department had 5 teachers and 7 students in the B.A. Honours program. The M.A. program was opened in 1923 with a student enrollment of 14. The first M.A. examination under the Dhaka University syllabus was held in 1923 while that of B.A. (Hons.) examination was held in 1924. Today, the number of the teachers has increased to 31, while that of the students in the Bachelors and Masters programs reach 600 every year. Courses offered encompass the ancient, medieval and modern eras in Asia, Europe, America, Africa with special emphasis on Bengal and South Asia. There are also courses offered that are arranged thematically, for example, gender, ideas and ideologies, war and peace, imperialism and nationalism, globalization, international law, etc.

There are two semesters in each academic year, one from January and the other from July. The History Department maintains a strict academic calendar for beginning and ending classes, holding examinations and publishing results in each semester. An extensive program of extra-curricular activities is in place for every young individual who has enrolled in the Department so that he/she can flourish according to his/her potential and interest. Details of these facilities have been provided below. The Department boasts a strong alumnus of Presidents, Chief Justices, Members of Parliament, academicians, government officials and cultural personalities, besides other professionals. The History Department has maintained its position of prominence in creating the nation's leaders. It has also paid the nation its dues in blood with the sacrifice of teachers and students in the long struggle for independence which was finally achieved in 1971.

Lost but Never Forgotten

Our Martyred Faculty



Santosh Chandra Bhattacharyya (1915-1971):

Santosh Chandra Bhattacharyya was a Senior Lecturer of the Department of History at the University of Dhaka, who was killed by the anti-liberation Al Badr squad on 14 December 1971. In 1949 he joined the Dhaka University as Lecturer in History. A few years later he was promoted to the position of Senior Lecturer. A scholar in Sanskrit literature and ancient history of Bengal and India, Bhattacharyya was a true patriot who believed in a secular and liberal state. He served as a devoted teacher and actively supported the Liberation War of Bangladesh until his martyrdom.



M Abul Khair (1929-1971):

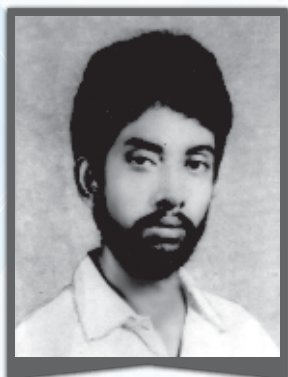
M Abul Khair joined the History Department as Junior Lecturer in 1955 and obtained his M.S. and Ph.D. degrees in International History from the University of California at Berkeley in 1959 and 1962 respectively. He was an Associate Professor at the time of his death. Dr. Khair always upheld the principles of social justice and cherished the idea of a welfare state and above all the dignity of man. He was a zealous supporter of the Bangladesh movement and was always vocal about national issues. In August 1971 he was taken into custody by the Pakistan army for interrogation and was killed.



Ghiyasuddin Ahmad (1933-1971):

Ghiyasuddin Ahmad joined the History Department in September 1958. He studied at the London School of Economics with a Commonwealth Scholarship (1964-1967) and obtained B.Sc. Economics degree in International History. Ghiyasuddin Ahmad had specialized in European and contemporary world history and enjoyed an enviable popularity as a teacher. He was picked up from his House Tutor's residence at the Mohsin Hall by the anti-liberation forces in the morning of 14 December 1971 and his dead body was recovered 20 days later from the Rayer Bazar slaughter site in Dhaka. His mortal remains lie buried beside the Dhaka University central mosque.

Our Martyred Students

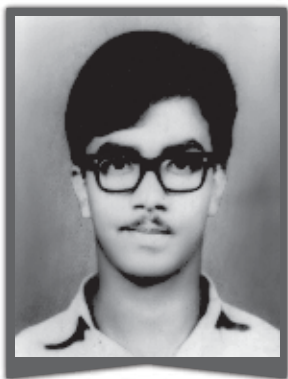


Rezaul Karim Manik Bir Protik (1947-1971):

Rezaul Karim Manik Bir Protik (1947-1971) laid his life down for his motherland while fighting the Pakistani army in Manikganj. He was the leader of the Freedom Fighter Guerrilla Unit (Dhaka). Rezaul Karim Manik was awarded the title Bir Pratik for his gallantry.

**Zillur Morshed (1947-1971):**

Zillur Morshed (1947-1971) was the Secretary of the social welfare wing of the central committee of the Student's Union. On December 5, 1971 he left his sister's home in Dhanmondi, never to return. His body was also never found.

**Pankaj Kumar Basu (1951-1971):**

Pankaj Kumar Basu (1951-1971) was a third year (Hons.) student. His passion was classical music. It is thought that he perished in the mass killing that happened in St. Gregory School on March 31, 1971. He had taken shelter there with numerous others.



Ajit Ray Chowdhury (1949-1971):

Ajit Ray Chowdhury (1949-1971) was a first year (Hons.) student and an activist. On 17 April, in his home in Chandpur he organized the last meeting of his life on how to fight the Pakistanis. As he was resting, his house was put on fire and he was burned to death.

Heads of the Department (1921-1972)

01. Dr. Ramesh Chandra Majumder (1921-1936)
02. Dr. Kalika Ranjan Kanungo (1937-1947)
03. Dr. Abdul Halim (1948-1961)
04. Dr. Mafizullah Kabir (1962-1972)

Chairpersons since 1973

05. Professor Wadudur Rahman (1972-1975)
06. Dr. Mafizullah Kabir (1975-1976)
07. Dr. M A Rahim (1976-1979)
08. Dr. Abdul Momin Chowdhury (1979-1982)
09. Dr. A F Salahuddin Ahmed (1982-1984)
10. Dr. K M Mohsin (1984-1987)
11. Dr. M Sirajul Islam (1987-1990)
12. Dr. M Mufakharul Islam (1990-1993)
13. Dr. Syed Anwar Husain (1993-1996)
14. Dr. A B M Mahmud (1996-1999)
15. Dr. A Z M Iftikhar-ul-Awwal (1999-2002)
16. Dr. Kazi Shahidullah (2002-2005)
17. Dr. M Delwar Hussain (2005-2005)
18. Dr. Muntasir Uddin Khan Mamun (2005-2007)
19. Dr. Abul Hussain Ahmed Kamal (2007-2010)
20. Dr. Shirin Hassan Osmany (2010-2012)
21. Professor Sharifullah Bhuiyan (2012-2015)
22. Dr. Sonia Nishat Amin (2015-2017)
23. Dr. Ahmed Abdullah Jamal (2017-)

Current Faculty of the Department of History



Dr. Ahmed Abdullah Jamal is a Professor of the Department of History, University of Dhaka. He is also the Director of Dhaka University History Research Centre. He did his graduation, Master's and Ph.D. from the Peoples' Friendship University, Moscow. Having specialized in Soviet history and historiography, his areas of academic interest include the global perspectives of Bangladesh War of Liberation, contemporary Europe and America and philosophy of history. Dr. Jamal has been teaching in the History Department since 1987. He is currently serving as the Chairperson of the Department.

E-mail: jamal.dhk@gmail.com

Dr. Nurul Huda Abul Monsur joined the Department of History, University of Dhaka as a Lecturer in 1987 and is now a Professor in the Department. He did his B.A. (Hons.) and M.A. degrees from the University of Dhaka and received his Ph.D. from the South Asia Studies Centre (SASC), University of Rajasthan, India on the public opinion of Pakistan as reflected on her relations with the United States between 1947 and 1971. His areas of interest range from South Asia's relations with the super powers to the internal dynamics, inter-state and intra-state relations of South Asia, imperialism, nationalism and globalization.

E-mail: monsunha@gmail.com



Dr. Abu Md. Delwar Hossain is a Professor in the Department of History, University of Dhaka. He acquired his B.A. (Hons.) and M.A. degrees in 1982 and 1983 respectively from the University of Dhaka and was awarded the Ph.D. degree from here in 2002. He is an expert on War of Liberation of Bangladesh and has been publishing extensively on different aspects of it. Currently he is serving as the Dean of the Faculty of Arts, University of Dhaka.

E-mail: artsfaculty1921@gmail.com

Dr. Mesbah Kamal is a Professor in the Department of History, University of Dhaka. He completed his B.A. (Hons.) and M.A. degrees from this Department in 1980 and 1981 respectively and joined as a Lecturer here in 1984. The University of Dhaka awarded him the Ph.D. degree for his dissertation on the Chittagong Hill Tracts. The fields in which he is an expert include people's history, diversity and plurality, marginality, indigenous peoples, dalitology and peasant studies among others.

E-mail: mesbah.academic@gmail.com





Dr. Rana Razzaque is a Professor in the Department of History, University of Dhaka. She obtained B.A. (Hons.) in History from the United Kingdom in 1982 and later M.A. and Ph.D. in History from the Department of History, University of Dhaka. Her area of specialization is political and social history of 19th and 20th century Bengal and the Indian Subcontinent. She joined the Department of History in 1990 and has been teaching courses related to Medieval Europe, Nationalism and Nationalist Movements in India and Social and Cultural History of Bengal (Modern Period).

E-mail: ranarazzaque15@gmail.com

Dr. Surma Zakaria Chowdhury is a Professor at the Department of History, University of Dhaka. She began her career in teaching in 1990 after graduating from this Department and became Professor in 2014. She did her Ph.D. on Bangladesh-Nepal Relations from the University of Dhaka and her main research interests lie in the areas of international relations, African history, inter-state relations of South Asian countries, contemporary and diplomatic history and the history of Far-east and South-east Asia.

E-mail: surma.zakaria@gmail.com



Dr. A M Amzad is a Professor at the Department of History, University of Dhaka. He completed his B. A. (Hons.) and Master's degrees from the Department of History, Russian People's Friendship University, Moscow and acquired his Ph.D. in 1999 on 'Evolution of the British Commonwealth of Nations in the Second Half of the 20th Century' from the same university. His research interests lie in the areas of the history of the USSR and Russia, modern and contemporary Europe, international history and the history of Bangladesh.

E-mail: am.amzad.du@gmail.com

Dr. Ashfaque Hossain is a Professor in the Department of History, University of Dhaka. He acquired his B.A. (Hons.), M.A. and M.Phil. degrees from the University of Dhaka, and Ph.D. degree on economic history from the University of Nottingham, United Kingdom. Dr. Ashfaque has published widely on the economic history of nineteenth and twentieth centuries' Bengal and South Asia. His research interests focus on aspects of colonial and post-colonial globalization especially in Sylhet and Assam, and maritime activities and emigration of Muslim Sylhetis.

E-mail: asfaq@du.ac.bd





Dr. Asha Islam Nayeem is a Professor of the Department of History, University of Dhaka. She received her B.A. (Hons.) and M.A. degrees from this Department in 1986 and 1987 respectively and joined as a Lecturer in 1990. Dr. Asha was awarded a Ph.D. degree by the University of Dhaka for her research on women's education in eastern Bengal in the 19th and early 20th centuries. Her expertise lies in gender studies.

E-mail: ashaislam22@gmail.com

Dr. Eshani Chakraborty is a Professor at the Department of History, University of Dhaka. She holds a Ph.D. from Monash University (2007) and M.A. from Northern Illinois University (1998) and received B.A. (Hons.) from the University of Dhaka. Her Ph.D. thesis deals with women's roles and experiences in the resistance movements in the CHT entitled 'Reinterpreting Resistance: Women in the Chittagong Hill Tracts Struggle, Bangladesh'. Her research interest includes gender, ethnicity, indigenous people and minority/marginalized groups and their agency, identity and resistance. Dr. Eshani has authored five books and a number of articles.

E-mail: esaanii@gmail.com



Dr. Prodip Chand Dugar is a Professor at the Department of History, University of Dhaka. He had his B.A. (Hons.) and M.A. in History from the Dhaka University. He was awarded Ph.D. on a business community from the University of Nottingham, England. He teaches West Asia, Central Asia, International Law, and Socialism. His area of expertise is Marwari Community in Bangladesh. His other major areas of interest are business history, economic history and community history.

E-mail: Prodip.dugar@gmail.com

Dr. Aksadul Alam is a Professor in the Department of History, University of Dhaka. He did his graduation and postgraduation in History from the University of Dhaka and obtained Ph.D. from the Jawaharlal Nehru University (JNU), New Delhi, India, on 'Geographical Factors in the Making of the Regional Personality of Bengal (Ancient Period)'. His research interests lie in the areas of historical geography, search for 'identity' of Bengal, assimilative processes and syncretistic traditions in Bengal, Islamization in Bengal and relevant theories, connectivity issues between Bengal and lands beyond in the ancient and medieval periods.

E-mail: aksad13@gmail.com





Dr. Sania Sitara is an Associate Professor in the Department of History, University of Dhaka. She received her B.A. (Hons.) and M.A. degrees in 1986 and 1987 respectively from the University of Dhaka. For her dissertation on a survey of the archaeological remains of greater Dinajpur district, the University of Dhaka awarded her a Ph.D. degree in 2006. Her further research interests lie in the art and archaeology of ancient and medieval Bengal.

E-mail: drsaniasitara3406@gmail.com

M A Kawser is an Associate Professor in the Department of History, University of Dhaka. He joined the Department as a Lecturer in 2003 after completing his B.A. (Hons.) and M.A. degrees in History from the University of Dhaka. Kawser received his Master of Philosophy in Higher Education from the University of Oslo, Norway. His current research focuses on the history of education but he is also interested in environmental history and historical research methodology.

E-mail: makawser@du.ac.bd



Mrtitika Sahita is an Associate Professor in the Department of History, University of Dhaka, joining as Lecturer in 2007. She acquired her B.A. (Hons.) and M.A. degrees from this university in 2001 and 2002 respectively and received her second M.A. degree in Women's History from Sarah Lawrence College, New York, United States in 2010. Her research interests lie in the areas of women's history, social and cultural history of the Indian Subcontinent, and, history of science and technology.

E-mail: athai110@yahoo.com

S M Rezaul Karim is an Associate Professor in the Department of History, University of Dhaka, joining as Lecturer in 2009. He acquired his B.A. (Hons.) and M.A. degrees from this university in 1998 and 1999 respectively and is currently pursuing his Ph.D. degree from the University of Dhaka. His research interests lie in the areas of economic history, business history, social and cultural history and history of the Liberation War of Bangladesh.

E-mail: smrkreza1978@gmail.com





Milton Kumar Dev is an Associate Professor at the Department of History, University of Dhaka. He is currently working on his Ph.D. dissertation as UGC Research Fellow and is the chief-coordinator, Vivekananda History Fund, Dhaka University. His research interests lie in the areas of universal humanism and religion, economic history, philosophy and national movements.

E-mail: devmiltonkmr@yahoo.com

Sharmin Akhtar is an Associate Professor in the Department of History, University of Dhaka where she has been a faculty member since 2007. She accomplished her Bachelor and Master's degrees in History from the same Department in 1997 and 1998 respectively. She is interested in ancient history and culture as well as archaeology. The maritime trade of ancient Bengal and Southeast Asia is also her area of interest.

E-mail: sharmin419@gmail.com



Farhana Akter Shoovra is an Assistant Professor in the Department of History, University of Dhaka, joining the Department as Lecturer in 2003. She acquired her B.A. (Hons.) and M.A. degrees from here in 1996 and 1997 respectively. Shoovra's research interests lie in the area of the Liberation War of Bangladesh, Bangladesh-Japan relations, history of Bengal, history of the USA, the Asia Pacific and the partition history. Currently she is enrolled in the Ph.D. program of the University of Dhaka.

E-mail: farhana.shoovra.du@gmail.com

Lukna Yasmin is an Assistant Professor in the Department of History, University of Dhaka. She acquired her B.A. (Hons.) and M.A. degrees from this Department in 1996 and 1997 respectively. She began teaching at the Department of History, University of Dhaka since 2007. Lukna has published on the subject of slum dwellers in Bhashantek, Dhaka city. She has her research interest further in the areas of women's history, subaltern history, history of religion, history of Europe and the Indian Subcontinent.

E-mail: luknayasmin@gmail.com





Sahidul Hasan passed his B.A. (Hons.) in 2003 from the Department of History, University of Dhaka and M.A. in 2004 from the same Department specializing in South Asia in Ancient and Medieval Times with Special Reference to Bengal. He joined in the Department of History as a Lecturer in 2009 and promoted as Assistant Professor in 2013. His research interests are environmental and social-cultural history of medieval Bengal, medieval epigraphy and manuscripts.

E-mail: sahidulsajal@yahoo.com

Sharmin Jahan Chowdhury is currently an Assistant Professor in the Department of History, University of Dhaka. She acquired her B.A. (Hons.) and M.A. degrees from this Department in 2012 and 2013 respectively. In 2015 she joined the Department as a Lecturer. Sharmin has published papers on Economic History of Bengal and on Diplomatic History relating to Bangladesh. She has further research interest in the areas of economic and business history, subaltern history, regional history, history of science, medicine and technology.

E-mail: ripadu2014@gmail.com



Shanta Patranobish joined the Department of History, University of Dhaka as a Lecturer in 2015 and is currently an Assistant Professor. She acquired her B.A. (Hons.) and M.A. degrees from the same Department in 2011 and 2012 respectively and is currently researching on the role of women in the cultural movement of Bangladesh for her M.Phil. degree. She has further research interest in the areas of women's history, cultural history, Liberation War of Bangladesh, history of international relations and subaltern history.

E-mail: sp.nobish@du.ac.bd

Mithun Kumar Saha is currently serving as an Assistant Professor in the Department of History, University of Dhaka. He acquired his B.A. (Hons.) and Master's degrees from this Department in 2011 and 2012 respectively. He joined the Department as Lecturer in 2015. Mithun has published on the subject of Liberation War of Bangladesh. He has further research interest in the areas of economic history, history of international relations and subaltern history.

E-mail: msaha306@gmail.com





Mahmuda Akter Poly is an Assistant Professor in the Department of History, University of Dhaka. She acquired her B.A. (Hons.) and M.A. degrees from the same Department in 2013 and 2014 respectively. In 2015 she joined the Department as Lecturer. Mahmuda has published on the subject of Health System of Bengal in 19th Century. She has further research interest in the areas of history of medicine, women's history, archival studies, colonial history of Indian Subcontinent and subaltern history.

E-mail: mahmudanur2207@gmail.com

Sajib Kumar Banik is a Lecturer in the Department of History, University of Dhaka. He earned his B.A. (Hons.) and M.A. degrees from this Department in 2012 and 2013 respectively. Sajib served as a faculty member in the Department of History at Jagannath University, Dhaka from October 2013 to January 2019. He has joined the Department of History, University of Dhaka as a Lecturer in 2019. His research interests lie in the areas of political history, international relations, international politics and Indian philosophy.

E-mail: baniksajibdu@gmail.com



Azrin Afrin is working as a Lecturer in the Department of History, University of Dhaka. She completed her B.A. (Hons.) and M.A. from this Department in 2014 and 2015 respectively. In 2016 she had joined the East-West University as Lecturer and in 2017 she switched to the Department of History at Jahangirnagar University in the same rank. In January 2019 she joined the Department of History, University of Dhaka as Lecturer. Her ongoing research is on Bangladesh 1971's genocide and the Rohingya genocide. Her interested research areas are genocide studies, gender history, colonial period of Indian Subcontinent and geo-politics of South Asian countries.

E-mail: afrinazrin@gmail.com

Taskia Haq Lyric has joined as a Lecturer in the Department of History, University of Dhaka in 2019. She acquired her B.A. (Hons.) and M.A. from the same Department in 2016 and 2017 respectively. Her research interests lie in the areas of the Liberation War of Bangladesh, social history, economic history, ancient history, historical geography, environmental history and history of the Indian Subcontinent.

E-mail: taskiahaqlyric007@gmail.com





Fairooz Jahan joined the Department of History, University of Dhaka in 2019. She acquired her B.A. (Hons.) and M.A. degrees from the same Department in 2016 and 2017 respectively and worked as teaching assistant at BRAC University in 2018. She is currently enrolled in the M.Phil. program of the Department of History. Her dissertation will be on 'History of Female Migration in Dhaka City (1971-2000)'. Her areas of research interest also include social history of Bengal, economic history of Bengal, history of Europe and ancient civilizations and areas in the discipline of sociology.

E-mail: fjahan2811@gmail.com

Dr. Kazi Shahidullah until recently was a Supernumerary Professor in the Department of History, University of Dhaka before his appointment to the position of Chairman of the University Grants Commission in June 2019. He began his teaching career as a Lecturer in the Department of History, University of Dhaka in 1976 and served as a Professor of the University since 1991. He was Chairperson of the Department from 2002 to 2005. He also served three consecutive terms as elected Dean of the Faculty of Arts between 1997-2003. Dr. Shahidullah's research interests lie in the area of education.

E-mail: history.du@gmail.com



Sharifullah Bhuiyan is a Supernumerary Professor in the Department of History, University of Dhaka. He joined the University of Dhaka as a Lecturer in 1974 after acquiring his B.A. (Hons.) and M.A. degrees from here in 1971 and 1972 respectively. He retired from the Department of History as Professor in 2017. Professor Bhuiyan's expertise lie in the areas of British India and American Studies.

E-mail: history@du.ac.bd

Dr. Muntassir Mamoon, a retired Professor of the Department of History, University of Dhaka, is currently holding the prestigious Bangabandhu Chair in the Department. An internationally renowned historian, Professor Mamoon has authored over 300 books. He is a prolific writer, secular activist and a translator. Among the many awards he has received, the most noted are the Bangla Academy Literary Award and the Ekushe Padak awarded by the Government of Bangladesh.

E-mail: muntassirmamoon@gmail.com



Administrative Staff of the Department of History



Md. Masudur Rahman

Position: Senior Administrative Officer

Date of Joining: 01 August 1996

Educational Qualification: M.A. in Islamic Studies (1st Class)



Md. Faysal Akhter

Position: Upper Division Assistant

Date of Joining: 24 September 2017

Educational Qualification: M.A. in Islamic History and Culture



Shushanto Kumar Shil

Position: Library Assistant

Date of Joining: 14 January 2016

Educational Qualification: M.S.S. in Information Science and Library Management

**Md. Zakir Hossain**

Position: IT Instructor

Date of Joining: 03 April 2016

Educational Qualification: B.Com. (Hons.) in Accounting

**Chandan Biswas**

Position: Messenger

Date of Joining: 17 August 2009

Educational Qualification: H.S.C.

**Shaishab Dey**

Position: Office Attendant

Date of Joining: 12 December 2016

Educational Qualification: S.S.C.

Degrees Offered:

The Department of History conducts a 4-year Bachelor program and a 1-year Masters program. Beginning from the academic year 2006-2007 and with the introduction of the semester system the bachelor program has been divided into 8 semesters - 2 semesters per academic year, and the Masters program has been divided into 2 semesters.

The M.A. courses, according to their specialized nature, have been divided into three groups. Group A offers courses related to South Asia and Bengal in ancient and modern times. Group B offers courses on South Asia in modern times, and Group C deals with International History. Detailed course outlines are provided in the Student Handbook separately for Honours and Masters. The Department also offers a 2-year M.Phil. program which requires one year of course work. The Ph.D. program of the Department is also quite rich in its diversity of research topics.

Extra-Curricular Activities:

The History Department places high importance on extra-curricular and co-curricular activities to broaden the horizon of a student's learning experience and prepare him/her for entry into the workforce after student life ends. Of the several annual cultural events organized, the two main ones are freshers' reception (Nobin Boron) and farewell program for the graduating students. A Cultural Week is also organized regularly on an annual basis where the whole student body is encouraged to participate. Winners of the Cultural Week then go on to compete in the Faculty and University forums.

Public Lectures are organized where guest speakers from home and abroad come to speak to motivate and inspire the students to work hard by sharing their successful experiences. Shahid Buddhijibi Memorial Lecture, Mirza Banu Memorial Lecture, General MAG Osmani Memorial Lecture, and lectures under the auspices of the Itihash Gobeshona Kendra are noteworthy.

Study tours are organized on a regular basis to visit historical sites within the country. The SAARC tour is undertaken by senior students to provide the opportunity to experience firsthand how archaeological sources are a tool of writing history and to train them in the skills of observation.

Facilities for Students:

Infrastructural Facilities:

The Department tries its best to provide a congenial environment for the students to grow academically. There are two modern classrooms equipped with multi-media technology which allow the students and teachers to take advantage of modern teaching-learning methods. The classrooms are well-lit, air-conditioned and are spacious enough to hold large classes as well as conduct seminars and special lectures. They have been named after the donors who were teachers of the Department or prominent alumni. The Sirajul Islam Lecture Hall has been opened to students since June 2013 and has a capacity to hold 200 persons. The A R Mallick Lecture Hall has started its journey in July 2016 and can accommodate more than 100 persons at a time.

Academic Facilities:

To facilitate quick reference to and prompt availability of core text books for students, the Department has set up a seminar library called the Shahid Smriti Pathhagar, which

carries around 3,000 titles on the courses from Honours to Masters levels. The seminar library is air-conditioned and has a fulltime library assistant to attend to the needs of the students. There are 3 computers to facilitate the search for books.

The Department has the General MAG Osmani IT Centre which is equipped with 25 computers and has hi-speed broadband internet. It can serve 18 students at a time. There is a trained instructor in the IT lab who conducts IT courses. It is compulsory for every student to pass the IT course, thus giving every student basic computing skill which comes in handy in the job market.

Research Facilities:

Hi-speed Wi-Fi facility in the IT Centre, in every teacher's room and the Department office room is provided by the Department to facilitate research and training. The History Department offers M.Phil. and Ph.D. courses to qualified applicants each year under the supervision of the faculty members who conduct their own research as well. Mirza Banu and Sirajul Islam Endowment Fund of History Department provides scholarship for M.Phil. and Ph.D. students. The rich seminar library provides great support to the researchers as well.

Providing Guidance to Students:

The Department assigns two teachers as Student Advisor to provide guidance to students. The Student Advisors meet the advisees individually or in groups of convenient size. When needed, the Advisor refers the individual to the central Counselling and Guidance Office of the University for proper attention. The Student Advisors meet parents or guardians of students if necessary. They help students in developing proper study habits, acceptable behavior, social maturity, emotional well-being and also help in organizing cultural functions, games and sports. They as advisor, also maintain student records relevant to proper understanding of students and to make records of his/her own performance during every academic session. In addition to all that, they keep Department Chairperson informed of the general problems of the students and if necessary, seek the cooperation of other colleagues.

Awards and Scholarships:

The History Department offers a number of awards and scholarships for meritorious but needy students. Some prominent awards and scholarships conducted by History Department are as follows:

- Anjuman Nasiruddin/ Anjuman Dilara Scholarship
- General M A G Osmani Scholarship and History Department Scholarship
- Fazlul Karim Memorial Scholarship (Through History Department Alumni Association)
- Nurul Abedin Memorial Scholarship (Through History Department Alumni Association)
- Qudsia Chowdhury Cash Waqf Scholarship (Through History Department Alumni Association)
- Mirza Banu and Sirajul Islam Endowment Fund
- Vivekanand History Fund

Scholarships/Awards conducted by the University for History Department Students:

- Dr. A B M Mahmud Gold Medal
- Sheuli Smriti Trust Fund Scholarship
- Misbahuddin Khan Trust Fund Scholarship
- Professor Nurunnahar Begum Trust Fund Scholarship
- A K M Hafiz Uddin Scholarship
- Shahid Ghiyasuddin Ahmed Gold Medal
- Ali Ahmed Memorial Gold Medal and Cash Prize
- Muntassir Mamun Fatema Begum Scholarship

Along with handsome scholarships and awards, the History Department provides *Academic Roll of Honour* to the meritorious graduates for their excellence at Honours and Masters levels each year to provide incentive and motivation for hard work.

Health Insurance:

The History Department has introduced Health Insurance Policy for all students since April 2018 in collaboration with a renowned insurance company of the country. In its first year of inception 630 students came under the Policy. As of February 2019 thirty students have availed of the benefits.

Student Clubs:

The Department has arranged several clubs to encourage the students to be active in different areas of interests. It has a Debating Club, a Book Reading and Story Telling Club, an English Language Club, a Film Club, and a Sports Club. Each of these clubs has a good number of students as members and faculty members as supervisors. The clubs arrange monthly/weekly programs which have an open invitation to all faculty and students to attend. The membership for these clubs is completely free.

The History Department Alumni Association:

Given that the History Department was one of the first departments that opened in 1921, it has a very sizeable alumni. Since its formation in 1991, the History Department Alumni Association has been playing a strong role in the development activities of the Department. The Alumni Association runs a Student Welfare Fund which provides scholarships to needy meritorious students. The biennial alumni reunion organized by the Department provides the platform to build a bridge between successful alumnus and fresh graduates.

Policy on Discipline and Proper Conduct:

Every institution or organization has its own code of conduct. The University of Dhaka is no exception in this regard. There are specific laws and by-laws to deal with issues of sexual misconduct, cheating, fabrication, plagiarism etc. If faced by any of these issues, the Department of History forwards the case to the central administrating bodies to deal with as per university policy.

Academic and Research Centres:

Itihash Gobeshona Kendra:

It was established in 1988 through the Syndicate of the University of Dhaka. Honorable Vice Chancellor of Dhaka University is the chairman of this Centre and the Chairman of the Department directs the Centre. Professor Sirajul Islam was the first director of the centre, while the current director is Professor Ahmed Abdullah Jamal.

Bangabandhu Chair:

The Bangabandhu Chair in History Department was established in 1998. The person eligible for the post of Bangabandhu Chair has to be a Bangladeshi scholar, equivalent to the post of professor and preferably a historian. The main function of this chair is to conduct authentic research on the subjects related to the emergence of Independent Bangladesh, life and works of Bangabandhu Sheikh Mujibur Rahman, development of Bangladesh in post-independence period, and the future possibilities for Bangladesh. Time-period for the chair is 2 years and after each year a seminar is arranged to discuss the proceedings. Currently the post is held by Professor Dr. Muntassir Mamoon.

B.A. Honours in History

Program

From Session 2018-2019



Curriculum

B.A. Honours Programme

1. Introduction to the Programme:

a. Title of the Programme: Bachelor of Arts (Honours) in History

b. General Objectives of the Programme: The programme is designed to give the students a complete knowledge in history. It includes a general outline of history as a discipline, the history of their own country, history of South Asia, Europe, America, and some select regions of Asia and Africa, and also the basic concepts of philosophy, economics, political science, sociology and the Bangla language. So, after the completion of the programme the students will have a clear idea about the discipline, about their own country and also about the history, politics and various other socio-economic and cultural issues of South Asia and other regions of Asia, Europe, America and Africa. Other than these the students will also get a basic knowledge on philosophy, sociology, political science and economics.

c. Eligibility for Admission: Students are admitted to the Department of History under the Faculty of Arts as per the university approved admission rules. Minimum requirement for admission is Higher Secondary Certificate or an equivalent degree.

d. Duration of the Programme: 4 (Four) Years Each Year: 2 Semesters
Total Semesters: $4 \times 2 = 8$ Each Semester: 26 Weeks

e. Week-wise Breakdown of Each Semester of 26 Weeks:

- a. Classes: 15 weeks (Includes Mid-Semester Examinations: 1 week)
- b. Emanation Preparatory Recess: 2 weeks
- c. Semester Final Examination: 3 weeks
- d. Evaluation of scripts and publication of results: 3 weeks
- e. Vacation: 3 weeks (includes the summer and winter vacations scheduled by the University)

2. Structure of Curriculum:

Total Courses, Marks, Credits and Grades:

Number of Four-Credit Courses: 28 / Marks: $28 \times 100 = 2800$ / Each Course: 4 Credit Hours

Number of One-Credit Courses: 8 / Marks: $8 \times 25 = 200$ / Each Course: 1 Credit Hour

Total Marks: $2800 + 200 = 3000$ / Total Credits: $28 \times 4 + 8 \times 1 = 120$

3. Credit Hours and Teaching Hours:

- a. 15 Hours teaching is equivalent to 1 Credit Hour and will be treated as 1 Credit
- b. Each Four-Credit Course: 4 Credit Hours Required Contact/teaching Hours: 60
- c. Each One-Credit Course: 1 Credit Hour Required Contact/teaching Hours: 15
- d. Total classes in a Semester for each Four-Credit Course: 60 of 60-minute duration each
- e. Total classes in a Semester for each One-Credit Course: 15 of 60-minute duration each
- f. Minimum credits required for the Four-Year B.A. Honours Degree: 120

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

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

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

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

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

6. Marks Distribution for each Four-Credit Course:

- Two Mid-semester tests of 15 marks each: **15 + 15 = 30 Marks**

One test of one-hour duration will be taken by each course teacher at his/her convenience. Marks of two tests will be added. If a single teacher teaches a course, two tests will be taken by the same teacher.

- Class Attendance and Participation: **5 + 5 = 10 Marks**

Each teacher will give marks out of 5. Total of the given marks will be counted as the final marks of class attendance and participation.

Attendance in 90% or above classes may be given 5; 85% to less than 90% - 4; 80% to less than 85% - 3; 75% to less than 80% - 2; 60% to less than 75% - 1; below 60% - 00.

If a single teacher teaches a course, marks will be given out of 10.

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

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

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

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

8. Marks Distribution for each One-Credit Course:

Total Marks: $5 + 20 = 25$

- Class Attendance and Presentation: 5
- Oral Examination: 20

9. Class Representatives:

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

10. Attendance:

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

11. Grading Scale and Grades:

- At the time of evaluation all marks will be entered in numerical form. Only at the time of submitting the final grade sheet and finalizing the results in the tabulation sheet grades will be entered in both numerical form and letter form.
- Marks can be given in fraction up to two decimals. If the total marks of a course are in fraction, they should be raised to the higher whole number.
- GPA and CGPA can be in fraction up to two decimals. The second decimal will be raised to the next higher number if the third decimal number is 5 or above.

- d. Transcripts issued to the students will include Letter Grades, Grade Points (GP), Grade Point Average (GPA)/Cumulative Grade Point Average (CGPA).

Transcripts will not include numerical grades.

- e. Numerical Grades, Letter Grades, Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) will be given according to the following scale:

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

12. Promotion and the Final Degree:

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

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

For example:

$$\text{GPA of One Semester} = \frac{1^{\text{st}} \text{ Course Credits} \times \text{GP} + 2^{\text{nd}} \text{ Course Credits} \times \text{GP} + 3^{\text{rd}} \text{ Course Credits} \times \text{GP}}{\text{Total Credits of the three courses}}$$

$$\text{CGPA of One Year} = \frac{\text{GPA of 1}^{\text{st}} \text{ Sem} \times 1^{\text{st}} \text{ Semester Credits} + \text{GPA of 2}^{\text{nd}} \text{ Sem} \times 2^{\text{nd}} \text{ Semester Credits}}{\text{Total Credits of 1}^{\text{st}} \text{ and 2}^{\text{nd}} \text{ Semesters}}$$

$$\begin{aligned} \text{CGPA of Eight Semesters} = & \frac{1^{\text{st}} \text{ Sem GPA} \times \text{Sem Credits} + 2^{\text{nd}} \text{ Sem GPA} \times \text{Sem Credits} + 3^{\text{rd}} \text{ Sem GPA} \times \text{Sem Credits} + \\ & 4^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 5^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 6^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + \\ & 7^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + 8^{\text{th}} \text{ Sem GPA} \times \text{Sem Credits} + \text{GP (1 Credit Courses)} \times 8 \text{ Credits}}{\text{Total Credits, i. e. 120}} \end{aligned}$$

13. Readmission:

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

14. Retaking of Examinations and Improvement of Grades:

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

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

15. Drop Out:

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

16. Dean's List of Meritorious Students:

a. Dean's Merit List of Excellence:

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

b. Dean's Merit List of Honour:

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

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

c. Dean's Merit List of Academic Recognition:

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

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

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

List of Courses in the B.A. Honours in History under the Semester System

Program Structure: 4 Years

Total Semesters: 08

Each Semester: 26 Weeks

First Year

1st Semester

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

2nd Semester

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

Second Year

3rd Semester

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

4th Semester

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

Third Year

5th Semester

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

6th Semester

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

Fourth Year**7th Semester**

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

8th Semester

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

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

First Year First Semester B.A. Honours

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

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

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

3. Branches of history: Traditional and modern perceptions
4. Nature of history: Different views – history perceived as art, science and social science – specific characteristics of history as a branch of knowledge
5. History and other branches of knowledge: Relationship of history with Economics, Political Science, Sociology, Geography, Psychology, Statistics, Archaeology and Anthropology
6. Historical Method: Historical investigation based on available sources - classification of historical sources - steps of historical research: search for sources, inference from sources and synthesis
7. Historians and Facts: Facts and their interpretation, two major components of history, different views on their relative importance
8. Causation in history: Causation as a reflection of cause-effect relationship of events in reality, determinism and historical inevitability, chance factor in history, role of individuals and masses
9. Historiography:

A. Ancient period:	i. Herodotus	ii. Kalhana
B. Medieval period:	i. St. Augustine	ii. Ziauddin Barani iii. Ibn Khaldun
C. Modern period:	i. Leopold von Ranke	ii. Karl Marx iii. A J Toynbee
D. Postmodern Historiography		

Recommended Readings:

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

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

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

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

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

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

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

Course Code : 112

Course Title : History of the Indian Subcontinent up to 1206

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

- Familiarize students with major events of ancient history of the Indian subcontinent
- Explain the leading ideas, conflicts and role of individuals of the time
- Help them develop the skills of thinking and reading critically the events of the period
- Encourage students to analyze major trends, inconsistencies and their implications
- Help them build and improve the ability to research and create persuasive written arguments

Learning Outcomes:

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

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

Course Contents:

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

Recommended Readings:

- A B M Habibullah, *Foundation of Muslim Rule in India* (Central Book, 1961)
- D D Kosambi, *An Introduction to the Study of Indian History* (Popular, 1956)
- Ishwari Prasad, *A Short History of Muslim Rule in India* (Indian Press, 1965)
- R C Majumdar (Ed.), *History and Culture of the Indian People*, Vol I - IV (Bharatiya Vidya Bhaban, 1951-1960)
- Ranabir Chakravarti, *Exploring Early India up to C. AD 1300* (Macmillan, 2010)

Romila Thapar (Ed.), *Recent Perspectives of Early Indian History* (Popular, 1995)

Romila Thapar, *Early India from the Origins to AD 1300* (Cambridge, 2005)

Upinder Singh, *History of Ancient and Early Medieval India* (Pearson, 2009)

প্রভাতাঙ্গু মাইতি, *ভারত ইতিহাস পরিক্রমা* (শ্রীধর, কলকাতা, ১৯৯৪)

রনবীর চক্রবর্তী, *ভারত ইতিহাসের আদি পর্ব* (ওরিয়েন্ট লংম্যান, কলকাতা, ২০১৭)

Course Code : 113

Course Title : History of Bengal up to 1204

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

1. Introduction: Geographical features of Bengal and ancient *Janapadas*
2. Sources: Dearth of literary sources leads to our reliance on epigraphic sources, Copperplates: How do they help? Archaeological sites, Coins, Beads, Terracotta, Pottery, resultant characteristics of history
3. Outline of Bengal history up to the Gupta period: Pre-history evidence from Pandu Rajar Dhibi, Bengal in classical literature, Mahasthana Brahmi Inscription and the evidence of Maurya rule in Bengal
4. Gupta rule in Bengal: Evidence, process of Gupta occupation, original home of the Guptas in Bengal (?), impact of Gupta rule in Bengal
5. Shashanka: Sources, rise to power, expansion of empire, involvement in northern Indian politics - estimate, first important king?
6. Rise of the Palas, the period of *Matsyanyayam*, Gopala's occupation of the throne, nature of occupation
7. Pala rule in Bengal:
 - A. Period of ascendancy: the reigns of Dharmapala and Devapala, Tripartite Struggle for the supremacy over northern India, achievements of Dharmapala and Devapala
 - B. Decline and revival: The empire at the accession of Mahipala I, Mahipala I's achievements and the extent of empire, implication of Sarnath Inscription
 - C. The Final phase: Mahipala II and the *Samanta* rebellion of northern Bengal, causes and nature of the rebellion in the light of the *Ramacharitam*, Rampala - northern Bengal retrieved, achievements
 - D. Glories of the Pala period
8. South-East Bengal: Separate politics and polity: The Devas and the Chandras, coming of the Chandras to power, achievements of Srichandra
9. Sena rule in Bengal: Rise under Vijayasena in the light of the Deopara *Prasasti*, Vallalasena and Laksmanasena
10. Administration: Growth and development in the ancient period

Recommended Readings:

- Abdul Momin Chowdhury & Ranabir Chakravarti (Eds.), *History of Bangladesh Early Bengal in Regional Perspectives (C. up to 1200 CE)* (Asiatic Society of Bangladesh, 2018)
- Amita Chakrabarti, *History of Bengal (550 AD-750 AD)* (University of Burdwan, 1991)
- Dilip K Chakrabarti, *Ancient Bangladesh* (Oxford, 1992)
- Jhunu Bagchi, *The History and Culture of the Palas of Bengal and Bihar* (Abhinav Publications, 1993)
- R C Majumdar (Ed.), *History of Bengal*, Vol. 1 (Dhaka University, 1963 / 1st edition 1943)
- R C Majumdar, *History of Ancient Bengal* (G Bharadwaj, 1971)
- Shariful Islam, *New Light on the History of Ancient Southeast Bengal* (Asiatic Society of Bangladesh, 2014)
- Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Asiatic Society of Bangladesh, 2012)
- আনিসুজ্জামান (সম্পাদিত), *বাংলা সাহিত্যের ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ২০০৮)
- এম এ রহিম ও অন্যান্য, *বাংলাদেশের ইতিহাস* (নওরোজ কিতাবিস্তান, ঢাকা, ১৯৭৪)
- দীনেশচন্দ্র সরকার, *পাল-পূর্ব যুগের বংশানুচরিত* (সাহিত্যলোক, কলকাতা, ১৯৮৩)
- দীনেশচন্দ্র সরকার, *শিলালেখ-তাম্রশাসনাদির প্রসঙ্গ* (সাহিত্যলোক, কলকাতা, ১৯৮২)

নীহাররঞ্জন রায়, বাঙ্গালীর ইতিহাস আদি পর্ব (দে'জ, কলকাতা, ১৪২০)

রমেশ চন্দ্র মজুমদার, বাংলাদেশের ইতিহাস (প্রথম খণ্ড) (দিব্যপ্রকাশ, ঢাকা, ২০১৭)

First Year Second Semester B.A. Honours

Course Code : 121

Course Title : History of Indian Subcontinent, 1206-1707

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

- understand the major historical developments and trends that shaped the political life of the Indian subcontinent during the medieval period
- assess the socio-economic and cultural reforms of the rulers and their impact on society

- build capacity to present logical and coherent arguments referring to relevant sources
- evaluate the role of key rulers of the period from different perspectives
- gain skill to examine contemporary political events in the light of their historical roots
- demonstrate analytical writing and presentation skills

Course Contents:

1. Sources of the history of Delhi Sultanate: Historical literature, epigraphic and numismatic sources, travellers accounts
2. Early Turkish Sultans (The so-called Slave Dynasty):
 - A. Sultan Qutubuddin Aibak (1206-1210): Early life, viceroy of Mohammad Ghuri, first independent Sultan of Delhi
 - B. Sultan Shamsuddin Iltutmish (1210-1235): Suppression of rivals, expeditions, estimate, outline of an administrative system, real founder of the Delhi Sultanate
 - C. Sultan Ghiyasuddin Balban (1266-1286): Early years, Theory of Kingship, Policy of Blood and Iron, measures of consolidation, suppression of rebels, rebellion of Tughril in Bengal, guarding the frontier against Mongol invasions
3. The Khiljis (1290-1320): Alauddin Khilji (1296-1316): Conquests in Northern India and in the Deccan, Mongol invasions, central and provincial administration, revenue, price control of the markets, military reforms
4. The Tughlaqs (1320-1413): Muhammad bin Tughlaq (1325-1351): Projects: establishment of capital at Devagiri, introduction of token currency, enhancement of taxation in Doab, expeditions to Khorasan and Qarachil
5. Firuz Shah Tughlaq (1351-1388): Administrative reforms, revenue, military, education, judiciary, public works, responsibility for the downfall of the Tughlaq dynasty
6. An overview of the Sultanate Period:
 - A. Causes behind the decline of the Sultanate of Delhi
 - B. Impact of Muslim rule upon India - social, cultural and religious
7. Sources of the history of Mughal rule in India: Historical literature, biographies, official records, travelogues, etc.
8. Babur and the foundation of Mughal rule in India (1526-1530): Political condition of India and Central Asia in 1526, Battles of Panipat, Khanwa and Gogra, significance
9. Humayun (1530-1540, 1556): Difficulties on accession, Mughal-Afghan contest for supremacy, defeat of Humayun and his flight
10. Sher Shah and Afghan Interregnum (1540-1555): Sher Shah as founder of the Second Afghan Empire, reforms, re-entry of Humayun into India and his regaining of power
11. Akbar (1555-1605): Expansion and consolidation of Mughal rule, Second Battle of Panipat, conquest of Rajputana, a unique policy of conciliation, Akbar as an administrator, land revenue experiments, eclectic religious views, reforms of the army, Mansabdari system
12. Jahangir (1605-1627): Rebellion of Khusro, Nur Jahan and her influence, loss of Kandahar, slackening of administration
13. Shah Jahan (1627-1658): Zenith of Mughal empire, improvement of the quality of administration, a more vigorous Deccan and Central Asian policy

14. Aurangzeb (1658-1707): Struggle for the throne, rebellions of the Jats, Satnamis, Rajputs and the Marathas, Deccan policy, Was he a reactionary?
15. Mughal Administration: Society and culture, nature of Mughal administration, central government, provincial government, social and economic conditions of Mughal India, developments in literature, art and architecture

Recommended Readings:

- A B M Habibullah, *The Foundation of Muslim Rule in India* (Central Book, 1961)
- Agha Mahdi Hasan, *The Rise and Fall of Muhammad bin Tughlaq* (Luzac, 1938)
- Agha Mahdi Husain, *Tughlaq Dynasty* (New Delhi, 1967)
- Aziz Ahmed, *Political History & Institute of the Early Turkish Sultans of Delhi* (Lahore, 1949)
- Edwards & Garrett, *Mughal Rule in India* (Oxford, 1930)
- Habib & Nizami, *Comprehensive History of India*, Vol. V (People's Publishing, 1993)
- I H Qureshi (Ed.), *A Short History of Pakistan, Book II, Muslim Rule Under the Sultans* (University of Karachi, 1967)
- Irfan Habib, *The Agrarian System of Mughal India 1556-1707* (Oxford, 1999)
- Ishwari Prasad, *A Short History of Muslim Rule in India* (Radha, 1992)
- Jadunath Sarkar, *Mughal Polity* (Idarah-i-Adabiyat-i-Delhi, 1984)
- K S Lal, *History of the Khaljis* (Indian Press, 1950)
- Percival Spear, *A History of India*, Vol. II (Penguin, 1990)
- R P Tripathi, *Some Aspects of Muslim Administration* (Central Book Depot, 1956)
- R P Tripathi, *The Rise and Fall of the Mughal Empire* (Central Book Depot, 1960)
- Richard Burn (Ed.), *The Cambridge History of India*, Vol. IV: The Mughal Period (Cambridge, 1922)
- S M Ikram, *History of Muslim Civilization in India and Pakistan* (Kazi Publications, 1961)
- Stanley Lane-Poole, *Babur* (Oxford, 1957)
- আবদুল করিম, *ভারত উপমহাদেশে মুসলিম শাসন* (বাংলা একাডেমী, ঢাকা, ১৯৭৮)

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

Introduction to the Course:

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

Aim:

The course has been designed to give students a brief outline of the political history of Bengal from the beginning of the 13th century to the middle half of the 18th century. It

has also included a few select topics on Bengal society, economy and culture of that period.

Objectives:

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

Learning Outcomes:

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

- narrate different types of sources for reconstruction of the history of Medieval Bengal
- describe major historical developments and trends that led to the formation of *Bangalah* as an independent geo-political authority in eastern India
- analyze the causes and effects of the major political changes of medieval Bengal
- judge the key factors that helped the local powers in the eastern part of Bengal to resist the Mughal imperial authority in the initial phase
- reevaluate the major events that led to the Battle of Palashi in 1757
- understand the major causes that paved the way for the conversion of the local people of Bengal to Islam

Course Contents:

1. Sources of history of Sultanate Bengal:
 - A. Persian and Arabic works: *Tabaqat i Nasiri*
 - B. Bangla literature: *Yusuf Zulekha*
 - C. Hagiological literature
 - D. Accounts of the foreign travellers: Ibn Batutah, Ma Huan, Varthema and Barbosa
 - E. Archaeological sources: Inscriptions, coins and architectural remains
2. Expansion and consolidation of Muslim political authority:
 - A. First phase of Muslim conquest:
 - 1) Bakhtiyar Khilji (1204-1206): Conquest of Bihar and Nadia, Tibet expedition, death
 - 2) Giasuddin Iwaz Khilji (1212-1227): Bakhtiyar's generals' struggle for power, military expeditions, Delhi's interruption in 1225 and 1227
 - 3) Shamsuddin Firuz Shah (1301-1322): Identity, conquests and estimation
 - 4) Circumstances leading to the independence of Bengal: Bengal as a province of Delhi, three administrative units, declaration of independence by Fakhruddin Mubarak Shah in 1339, taking of control over the three administrative units by Shamsuddin Ilyas Shah and his title of *Shah i Bangalah*

- B. Expansion and consolidation under Iliyas Shahi and Husain Shahi Dynasty:
 - 1) Shamsuddin Iliyas Shah: Origin, capture of power in Lakhnauti, conquests of Satgaon, Nepal and Sonargaon, Firuz Shah Tughluq's invasion of Bengal
 - 2) Raja Ganesh and family: Assumption of power, resistance by Sufis headed by Nur Kutub Alam and Ibrahim Sharqi
 - 3) Alauddin Husain Shah: Conquests and achievements
3. Socio-religious conditions:
 - A. Glories of the Independent Sultanate period
 - B. Islamization in Bengal
4. A. Territory and geography of Bengal, entries to Bengal, impact of large rivers in shaping Bengal's geography
 - B. Sources of Mughal history of the period: *Akbarnama*, *Ain i Akbari*, *Bahristan i Gayebi*, *Tabqat i Akbari*, *Muntakhab ut Tawariq*, *Tariqh i Firishta*, *Tujukh i Jahangiri*, *Masir ul Umara*, *Buranjis*, *Rajmala*, Abdul Latif's diary and accounts, accounts of foreign travellers, expeditors and Christian missionaries
5. Independent governing era of Sulaiman Khan Karrani (1565-1572)
6. Karranis and Akbar: Daud Khan Karrani's rule (1573-1576), Lodhi Khan's diplomacy, Battle of Rajmahal (1576), Akbar's victory and fall of the Afghans
7. Introduction of *Bhati's* Bara Bhuiyans and their emergence: Mughal aggression on Bara Bhuiyans, Islam Khan Chisti's arrival to Bengal, Bara Bhuiyans' resistance, Mughals' tactics, defeat of Musa Khan and Bara Bhuiyans, victory of the Mughals
8. Mughal Subahdars of Bengal:
 - A. Mir Jumla (1660-1663): Appointment as subahdar, expansion and failure
 - B. Shaista Khan (1664-1678; 1679-1688): A successful subahdar, Chittagong victory, architecture, relations with the East India Company
 - C. Murshid Quli Khan (1700-1727): Diwan and subahdar, first *Nawab* of Bengal, economic reforms
 - D. Alivardi Khan (1740-1756): Capture of power, quashing the Marathas
 - E. Sirajuddaula (1756-1757): Fighting against rebels and the East India Company
 - F. Battle of Palashi (1757): Battleground, tactics, conspiracies, defeat and consequences
 - G. Mir Qasim (1760-63): Background of assumption of power, reforms
 - H. Battle of Buxar: Tactics, defeat, consequences

Recommended Readings:

Abdul Karim, *History of Bengal: Mughal Period*, Vol. 1 & 2 (IBS, Rajshahi, 1992 & 1995)

Abdul Karim, *Social History of the Muslims in Bengal (Down to A.D. 1538)* (Asiatic Society of Pakistan, Dhaka, 1959)

Akbar Ali Khan, *Discovery of Bangladesh: Explorations into Dynamics of a Hidden Nation* (UPL, 1996)

Asim Roy, *The Islamic Syncretistic Tradition in Bengal* (Princeton, 1983)

Jadunath Sarkar (Ed.), *History of Bengal*, Vol. 2 (University of Dhaka, 1947)

Momtazur Rahman Tarafdar: *Husain Shahi Bengal A Socio-Political Study* (University of Dhaka, 1999)

R M Eaton, *The Rise of Islam and the Bengal Frontier (1204-1760)* (Oxford, 1994)

Sayeed Ezaj Husain, *The Bengal Sultanate: Politics, Economy and Coins (AD 1205-1576)* (Monohar, 2003)

Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Asiatic Society of Bangladesh, 2012)
 অনিরুদ্ধ রায়, *মধ্যযুগের বাংলা আনুমানিক ১২০০-১৭৬৫* (প্রত্নেতিহাস, কলকাতা, ২০১২)
 আবদুল করিম, *বাংলার ইতিহাস সুলতানী আমল* (বাংলা একাডেমী, ঢাকা, ১৯৮৭)
 আবদুল করিম, *বাংলার ইতিহাস মোগল আমল*, প্রথম ও দ্বিতীয় খণ্ড (জাতীয় গ্রন্থপ্রকাশ, ঢাকা, ২০০৭)
 সুখময় মুখোপাধ্যায়, *বাংলার ইতিহাসের দুশো বছর: স্বাধীন সুলতানদের আমল* (দিব্যপ্রকাশ, ঢাকা, ২০১৫)
 সুখময় মুখোপাধ্যায়, *বাংলার ইতিহাস ১২০৪-১৫৭৬* (খান ব্রাদার্স, ঢাকা, ২০০৫)

Course Code : 123

Course Title : Introduction to Sociology and Anthropology

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

- analyze contemporary social issues
- understand the ways in which social institutions are interdependent
- identify how culture impacts individual and group experience in society

- demonstrate an understanding of the perspectives, theories, methods or core concepts of the behavioural and social sciences
- discover and develop their own sociological imagination and apply it to societal issues
- think critically about the subject matter of the course and develop questions about social life

Course Contents:

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

Recommended Readings:

Carol R Ember & Melvin R Ember, *Anthropology: A Brief Introduction* (Prentice Hall, 2002)

Conrad P Kottak, *Anthropology: The Exploration of Human Diversity* (McGraw-Hill, 2004)

J R Eshleman & Others, *Sociology: An Introduction* (Pearson, 1993)

Ritchard T Schaefer, *An Introduction to Sociology* (McGraw-Hill, 1994)

W Kornblum, *Sociology in the Changing World* (Barnes & Noble, 1988)

আনোয়ার উল্লাহ চৌধুরী ও অন্যান্য, *সমাজবিজ্ঞান শব্দকোষ* (অনন্যা, ঢাকা, ১৯৯৫)

মুহাম্মদ হাবিবুর রহমান, *সমাজবিজ্ঞান পরিচিতি* (হাসান বুক, ঢাকা, ১৯৯৪)

Second Year Third Semester B.A. Honours

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

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

- understand the causes that led to the establishment of British colonial rule in India
- examine critically the different colonial policies taken by the British rulers
- construct and deconstruct the ideas that led to nationalist movements in India
- analyze causes and effects of the major events and movements covered in the course including the major incidents leading to the political independence of India in 1947
- evaluate the positive and negative impact of British colonial rule
- demonstrate analytical writing and presentation skill to an informed audience

Course Contents:

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

Recommended Readings:

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

L Grover & S Grover, *A New Look at Modern Indian History: From 1707 to the Modern Times* (S Chand, 1977)

P E Roberts, *British Rule in India* (Shree Publishers, 2011)

P E Roberts, *History of British India* (AMS Press, 1966)

Percival Spear, *The Oxford History of Modern India 1740-1975* (Oxford, 1965)

R C Majumdar, *The Mutiny and the Revolt of 1857* (Firma KL, 1963)

Ramsay Muir, *Making of British India 1756-1858* (Manchester, 1917)

Sumit Sarkar, *Modern India, 1885-1947* (Macmillan, 1983)

V D Mahajan, *Modern Indian History from 1707 to the Present Day* (S Chand, 1990)

অমলেশ ত্রিপাঠী, স্বাধীনতা সংগ্রাম ও ভারতের জাতীয় কংগ্রেস (আনন্দ, কলকাতা, ২০১২)

আবু মোঃ দেলোয়ার হোসেন, বাংলাদেশের ইতিহাস, ১৯০৫-১৯৭১ (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০১৩)

তেসলিম চৌধুরী, ভারতের ইতিহাস: আধুনিক যুগ (১৭০৭-১৯৬৪) (মিত্রম, কলকাতা, ২০১১)

Course Code : 212

Course Title : History of Bengal (1765-1947)

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

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

Course Contents:

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

Recommended Readings:

- A F Salahuddin Ahmed, *Social Ideas and Social Changes in Bengal (1815-1835)* (Leiden, 1976)
- A R Mallick, *British Policy and the Muslims in Bengal (1757-1858)* (Asiatic Society of Pakistan, Dacca, 1968)
- Blair Kling, *The Blue Mutiny* (University of Pennsylvania, 1977)
- David Kopf, *Orientalism and the Genesis of Bengal Renaissance* (University of Chicago, 1964)
- J M Ghose, *Sannyasi and Fakir Raiders in Bengal* (Bengal Secretariat Book Depot, 1930)
- M A Rahim, *Muslim Society and Politics in Bengal* (University of Dhaka, 1978)
- M Chatterji, *Bengal Under the Dewani Administration* (Cambridge, 1969)
- R Guha, *The Rule of Property for Bengal* (Mouton, 1963)

Sirajul Islam, *The Permanent Settlement in Bengal* (Bangla Academy, 1979)

Ramsay Muir, *The Making of British India* (University Press London, 1923)

Thomas Spear, *Oxford History of Modern India* (S Chand, 1964)

এ আর মল্লিক, *বৃটিশ শাসননীতি ও মুসলমান (১৭৫৭-১৮৫৬)* (বাংলা একাডেমী, ঢাকা, ১৯৮২)

মুনতাসির মামুন (সম্পাদিত), *চিরস্থায়ী বন্দোবস্ত ও বাংগালী সমাজ* (মাওলা ব্রাদার্স, ঢাকা, ২০০২)

সিরাজুল ইসলাম (সম্পাদিত), *বাংলাদেশের ইতিহাস, ৩ খণ্ড* (বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা, ১৯৯৩)

Course Code : 213

Course Title : Historical Geography (Emphasis on Indian Subcontinent and Bengal)

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

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

Recommended Readings:

- Abdul Momin Chowdhury & Aksadul Alam, 'Historical Geography', in Abdul Momin Chowdhury & Ranabir Chakravarti (Eds.), *History of Bangladesh Early Bengal in Regional Perspectives (C. up to 1200 CE)* (Asiatic Society of Bangladesh, 2018)
- Aksadul Alam, "Deconstructing the 'Nationalist' Construction of 'Indianisation' of Southeast Asia: Issues in Connectivity and Culture (up to 1300)", *Journal of the Asiatic Society of Bangladesh*, Vol 62, No 2, December 2017
- Amitab Bhattacharyya, *Historical Geography of Ancient and Early Medieval Bengal* (Sanskrit Pustak Bhandar, 1977)
- Barrie M Morrison, *Political Centers and Cultural Regions in Early Bengal* (Tucson, 1967)
- Encyclopaedia Britannica* (Relevant Entries) (Chicago, 2012)
- J Donald Hughes, *What is Environmental History?* (Cambridge & Malden, 2006)
- K M Panikkar, *Geographical Factors in Indian History* (Bharatiya Vidya Bhavan, 1969)

Lucien Febvre, *A Geographical Introduction to History* (Kegan Paul, 1925)

P Mittal & Geeta Dua (Eds.), *Historical Geography of India*, Vol 1-2 (Low Price Publications, 2005)

R D Dikshit, *Geographical Thought* (PHI Learning, 2001)

Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Asiatic Society of Bangladesh, 2012)

W Gordon East, *Geography Behind History* (W W Norton, 1999)

Second Year Fourth Semester B.A. Honours

Course Code : 221

Course Title : Ancient Civilizations

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

- possess a thorough understanding of social, political, religious, and economic trends of the ancient world
- explain the features and contributions of civilizations to world history
- differentiate and distinguish the characteristics of the major world civilizations

- read them critically and analyze their enduring influences
- develop and communicate their ideas
- formulate their own arguments based on historical sources

Course Contents:

1. Prologue to Civilization:

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

2. Genesis of Civilization:

Growth of Civilization: Factors responsible for growth, various theories, the Adversity Theory (Arnold J Toynbee's Challenge and Response Theory)

3. Urban Revolution:

- A. Background, criteria, social, economic and political importance of Urban Revolution
- B. Trends of urbanization in ancient civilizations

4. Civilizations of the Ancient Near East:

Egyptian Civilization: a) Conditions for the growth of civilization: Egypt regarded as 'the Gift of the Nile' (Herodotus) b) society and economy c) religion, d) intellectual achievements: writing, science, art and architecture

5. Mesopotamian Civilization:

- A. Sumerian Civilization: a) System of law (Code of Dungi) b) religion c) intellectual achievements: system of writing (Cuneiform), literature, art and science
- B. Babylonian Civilization: a) System of law (Code of Hammurabi) b) religion
- C. Assyrian Civilization: a) Assyrian militarism b) law (c) literature d) art

6. Persian Civilization:

a) Persian government b) Persian culture: religion - Zoroastrianism - a "Revealed" religion - Mithraism - Manicheism - Gnosticism - combined influence of the several off-shoots of Zoroastrianism c) art and architecture

7. Phoenician Civilization:

a) Economy b) religion c) alphabet

8. Hebrew Civilization:

a) Origin of the Hebrews, their gradual expansion and settlement b) religious evaluation c) intellectual achievements: law, literature

9. Chinese Civilization:

a) Feudalism b) administration and civil service c) philosophy d) art

10. Greek Civilization:

- A. Hellenic and Hellenistic Civilization: Two distinct phases
- B. The Homeric Age - evolution of City-States, armed camp of Sparta - evolution of democracy, the Athenian triumph - tragedy and political debacle - factors influencing the process of political development
- C. The legacy of Greece: a) Art b) literature c) history d) philosophy and science

11. Roman Civilization:

- A. The founding of Rome - system of government - early and late republics, from republic to empire

- B. Class straggle between the Patricians and the Plebeians
C. a) Roman law b) religion c) philosophy d) art

Recommended Readings:

- Arnold J Toynbee, *A Study of History*, 10 Volumes, Abridged (D C Somervell, 1962)
Chester G Starr, *A History of Ancient World* (Oxford, 1991)
E Burns & P Ralph, *World Civilizations* (W W Norton, 1974)
Edward Mcnall Burns, Robert Lerner & Standish Meacham, *Western Civilization Their History and their Culture* (W W Norton, 1984)
Gregory L Possehl, *Ancient Cities of the Indus* (Vikas, 1979)
H A Davis, *An Outline History of the World* (Oxford, 1975)
J E Swain, *A History of World Civilization* (S Chand, 1994)
T Walter Wallbank, Nels M Bailkey & Alastair M Taylor, *Civilization Past & Present*, Vol. I (Scott Foresman & Co., 1972)
V Gordon Childe, *Man Makes Himself* (New American Library, 1961)
আবু মোঃ দেলোয়ার হোসেন ও মোঃ আব্দুল কুদ্দুস সিকদার, *সভ্যতার ইতিহাস প্রাচীন ও মধ্যযুগ* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০০৪)
এ এম আমজাদ, *সভ্যতার ইতিহাস প্রাচীন যুগ* (সাহিত্য বিলাস, ঢাকা, ২০০৭)
রতন লাল চক্রবর্তী, *সভ্যতার পটভূমি* (বাংলা একাডেমী, ঢাকা, ১৯৯৮)
সৈয়দ আনোয়ার হোসেন, *প্রাচীন চীন সভ্যতা* (বাংলা একাডেমী, ঢাকা, ১৯৮৫)

Course Code : 222
Course Title : History of Bangla Language and Literature
Course Credit : 4
Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

- Acquaint the students with correct spelling, syntax, sentence building and inner discipline of Bangla language
- Introduce them to the origin of the world languages
- Give ideas about how Bangla language came and from which original language

- Know the relationship of Bangla with Sanskrit language
- Inform students about the heritage and antiquity of Bangla literature
- Broaden the knowledge about ancient, medieval and modern Bangla literature

Learning Outcomes:

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

- learn about the advent of languages in the world
- speak about the development of Bangla language from ancient to modern times
- write about the relationship between Sanskrit and Bangla language
- give a detailed idea of different levels of Bangla language

Course Contents:

১. ভাষা ও নির্মিতি:

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

২. বাংলা ভাষার ইতিহাস:

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

৩. বাংলা সাহিত্যের ইতিহাস:

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

Recommended Readings:

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

Course Code : 223
Course Title : History of Medieval Europe, 476-1453
Course Credit : 4
Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

1. "The Middle Ages" - meaning and periodization
2. Spread of Christianity in Europe
3. Empire of Charlemagne and Carolingian Renaissance
4. Monasticism: Origin of the word 'Monakos', St. Basil, St. Benedict and St. Augustine

5. Rise of Papacy: Papacy, Holy Roman Empire, conflict between Church and the state, the War of Investiture, Pope Gregory VIII
6. Medieval education and rise of universities
7. Feudalism, Manor and Manorial system: Nature and origin, agriculture, distribution of land, farming method, administration of manor, status and duties of people in the manor, self-sufficiency of manor, weary peasant life in manor
8. Chivalry: Origin of the word, cultural and practical code of feudalism, code of chivalry, its effect on medieval civilization
9. Crusades (1095-1291): Period of the crusades, causes, facts and events, results of the crusades and significance
10. The rise of trade and towns: Revitalized trade routes, the Hanseatic League, new classes, merchant guilds, craft guilds, urban centres, results of the rise of towns

Recommended Readings:

- Carl Stephenson, *Medieval Feudalism* (Cornell University, 1969)
- George G Coulton, *Medieval Village, Manor, and Monastery* (Harper & Row, 1960)
- Henri Pirenne, *Mohammed and Charlemagne* (George Allen & Unwin, 1954)
- J E Swain, *A History of World Civilization* (S Chand, 1994)
- J W Thompson, *The Middle Ages 300-1500* (Alfred A Knopf, 1931)
- James Harvey Robinson, *An Introduction to the History of Western Europe* (University of California, 1934)
- James W Thompson & Edgar N Johnson, *An Introduction to Medieval Europe 300-1500* (W W Norton, 1937)
- Joseph R Strayer, *The Middle Ages 395-1500* (Harper Collins, 1959)
- Joseph R Strayer, *Western Europe in the Middle Ages A Short History* (Pearson, 1974)
- Perry Anderson, *Passages from Antiquity to Feudalism* (Verso, 2013)
- R W Church, *The Beginning of the Middle Ages* (Kessinger Publishing, 2004)
- R W Southern, *The Making of the Middle Ages* (Yale University, 1992)
- Sidney Painter, *A History of the Middle Ages 284-1500* (Alfred A Knopf, 1967)
- T Walter Wallbank, Nels M Bailkey & Alastair M Taylor, *Civilization Past & Present*, Volume 1 (Scott Foresman & Co., 1972)
- আবু মোঃ দেলোয়ার হোসেন ও মোঃ আব্দুল কুদ্দুস সিকদার, *সভ্যতার ইতিহাস প্রাচীন ও মধ্যযুগ* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০০৪)
- এ কে এম শাহনাওয়াজ, *বিশ্ব সভ্যতা মধ্যযুগ* (প্রতীক, ঢাকা, ১৯৯৬)
- নির্মলচন্দ্র দত্ত, *মধ্যযুগের ইউরোপ* (পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৯৫)
- নুরুল্লাহর বেগম, *মানুষের ইতিহাস, প্রাচীন যুগ* (সৃজনী, ঢাকা, ১৯৭৭)

Third Year Fifth Semester B.A. Honours

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

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

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

Recommended Readings:

Ahmed Kamal, *State Against the Nation: The Decline of the Muslim League in Pre-independence Bangladesh, 1947-54* (UPL, 2009)

- Badruddin Umar, 'Language Movement' in Sirajul Islam (Ed.), *History of Bangladesh, 1704-1971*, Vol. 1 (Asiatic Society of Bangladesh, 2007)
- Charles Peter O'Donnell, *Bangladesh: Biography of a Muslim Nation* (Westview, 1984)
- G W Choudhury, "Constitution-Making Dilemmas in Pakistan", *The Western Political Quarterly*, Vol. 8, No. 4, December 1955 (Utah, 1955)
- Ghulam Mustafa, "Alliance Politics in Pakistan: A Study of the United Front", *Pakistan Journal of History and Culture*, Vol. XXXI, No. 1 (Karachi, 2010)
- Harun-or-Rashid, 'A Move for United Independent Bengal' in Sirajul Islam (Ed.), *History of Bangladesh, 1704-1971*, Vol 1 (Asiatic Society of Bangladesh, 2007)
- Hasan Zaheer, *The Separation of East Pakistan: The Rise and Realization of Bangali Muslim Nationalism* (UPL, 1994)
- Khan Md. Lutfur Rahman, *Nation Building Problems in Bangladesh: A Socio Economic Political Perspective* (UPL, 2009)
- Louis D Hayes, *Politics in Pakistan: The Struggle for Legitimacy* (Westview, 1984)
- Moudud Ahmed, *Bangladesh: Constitutional Quest for Autonomy, 1950-71* (UPL, 1976)
- Muzaffer Ahmed Chaudhuri, *Government and Politics in Pakistan* (Puthighar, 1968)
- Partha Chatterjee, 'The Second Partition of Bengal' in Kaushik Roy (Ed.), *Partition of India: Why 1947?* (Oxford, 2012)
- Rangalal Sen, *Political Elites in Bangladesh* (UPL, 1986)
- Rounaq Jahan, *Pakistan: Failure in National Integration* (Columbia University, 1972)
- Sucheta Mahajan, 'Why Gandhi Accepted the Decision to Partition India' in Kaushik Roy (Ed.), *Partition of India: Why 1947?* (Oxford, 2012)
- Syed Humayun, *Sheikh Mujib's 6-Point Formula: An Analytical Study of the Breakup of Pakistan* (Royal Book, 1995)
- আবু মোঃ দেলোয়ার হোসেন, *বাংলাদেশের ইতিহাস ১৯০৫-১৯৭১* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০০৮)
- মোঃ মাহবুবুর রহমান, *বাংলাদেশের ইতিহাস ১৯৪৭-১৯৭১* (সময় প্রকাশন, ঢাকা, ২০১৭)
- মোঃ হাবিবুল্লাহ বাহার, *পাকিস্তানের আঞ্চলিক বৈষম্য ১৯৪৭-১৯৬৯: পার্লামেন্টের ভাষ্য* (বাংলা একাডেমি, ঢাকা, ২০১৭)
- লেনিন আজাদ, *উনসত্তরের গণ অভ্যুত্থান: রাষ্ট্র, সমাজ ও রাজনীতি* (ইউপিএল, ঢাকা, ১৯৯৭)
- শেখ মুজিবুর রহমান, *অসমাপ্ত আত্মজীবনী* (ইউপিএল, ঢাকা, ২০১২)
- সালাহউদ্দীন আহমদ, *মোনায়েম সরকার ও নুরুল ইসলাম মঞ্জুর, বাংলাদেশের মুক্তি সংগ্রামের ইতিহাস (১৯৪৭-১৯৭১)* (আগামী প্রকাশনী, ঢাকা, ১৯৯৭)
- সৈয়দ আনোয়ার হোসেন, *বাংলাদেশের স্বাধীনতা যুদ্ধে বৃহৎশক্তির ভূমিকা* (জাতীয় গ্রন্থ প্রকাশন, ঢাকা, ২০০৫)

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

Introduction to the Course:

History of Political Thought and Forms of Government is the study of topics such as politics, liberty, justice, property, rights, law and authority. It helps readers know about

these topics in the outline of what they are, why they are needed, what makes a government legitimate, what rights and freedom it should protect and why, what form it should take and why, what the law is and what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown, if ever. The course also deals with the systematic study of governmental system by applying the empirical and generally scientific methods of analysis.

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

Part A: Political Organizations:

1. Definitions: Political organizations/institutions, Political Science and Political Theory
2. State: Four elements of state, origin of state, different theories of origin of state: Divine origin, Natural, Force, Social Contract, Evolutionary; Structural theory: Liberal, Marxist and Neo-Marxist
3. Sovereignty: Meaning, characteristics, monistic and pluralistic interpretation

4. Law: Meaning, sources of law, different types of law and why people abide by law
5. Constitution: Meaning, characteristics of good constitution, constitution making and amending process, constitutional government
6. Organs of Government:
 - A. Executive: Composition, functions and significance
 - B. Legislature: Composition, functions in a modern state and significance
 - C. Judiciary: Composition, function, judicial review, independence of judiciary and rule of law
 - D. Theory of Separation of Powers: Meaning, necessity of originating the theory of separation of powers and significance
7. Political Party: Significance of political party in a functional democracy, difference between political party and Pressure Group
8. Public Opinion: Meaning, significance in a modern democratic state and role of different agencies of formulating public opinion
9. Bureaucracy: Meaning and the role of bureaucracy in a modern state
10. Political Culture: Meaning and significance of political culture for political development
11. Political Socialization: Meaning, different agents of political socialization and significance
12. Fundamental concepts: Politics, power, authority, rights and obligations, liberty, equality, citizenship, justice, freedom, nation and nationalism, internationalism, globalization, civil society, electorate, political development, governance and good governance, individualism, capitalism and socialism

Part B: Forms of Government:

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

Part C: Bangladesh:

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

Recommended Readings:

- A Appadorai, *The Substance of Politics* (Oxford, 2006)
- Alan R Ball & B Guy Peters, *Modern Politics & Government* (Palgrave, 1993)
- G Gettell Raymond, *Political Science* (World Press, 1950)
- Harold D Lasswell, *Politics: Who Gets, What, When and How* (Peter Smith, 1990)
- Harold J Laski, *A Grammar of Politics* (Harper Collins, 1967)
- Herman Finer, *Theory and Practice of Modern Government* (Praeger, 1971)
- Ishtiaq Jamil, Salahuddin M Aminuzzaman, Steinar Askvik & Sk. Tawfique M. Haque (Eds.), *Understanding Governance & Public Policy in Bangladesh* (UPL, 2011)
- J Dunn, *The History of Political Theory and Other Essays* (Cambridge, 1968)
- James Good & Irving Velody, *The Politics of Postmodernity* (Cambridge, 1988)
- Joseph L Palombara, *Bureaucracy and Political Development*, (Princeton, 1969)
- L Palombara & M Weiner, *Political Parties and Political Development* (Princeton, 1967)
- Mary Hawkesworth & Maurice Kogan (Eds.), *Encyclopedia of Government and Politics*, Vol. 1 & 2 (Routledge, 1992)
- Mustafa Kamal, *Bangladesh Constitution: Trends and Issues* (University of Dhaka, 1994)
- Rounaq Jahan, *Bangladesh Politics: Problems and Issues* (UPL, 2005)
- Rounaq Jahan, *Bangladesh: Promises and Performance* (UPL, 2000)
- Rounaq Jahan, *Pakistan: Failure in National Integration* (UPL, 1994)

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

Introduction to the Course:

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

Aim:

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

Objectives:

- Introduce to the students the major events taken place during the period which changed the course of European history and led to the beginning of a new era
- Make students acquainted with some iconic leaders of the time who made their country modern, prosperous and formidable in Europe

- Give students a thorough knowledge about religious conflicts in Europe that continued for almost 200 years
- Help students learn how France became the most powerful country during the reign of Louis XIV by surpassing Spain

Learning Outcomes:

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

- learn how after the discovery of America a new world emerged which changed the subsequent European political scenario
- gain deeper knowledge of the European affairs during the above-mentioned period
- understand how the Europeans solved their religious conflicts learning of which would hopefully help them attain the quality to maintain religious harmony in times of religious conflict
- identify the mistakes of the past and so learn the ways how the Europeans solved them
- know how the Europeans came forward and advanced over centuries and how they can be followed to achieve advancement

Course Contents:

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

Recommended Readings:

Carlton J H Hayes, *Modern Europe to 1870* (Macmillan, 1953)

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

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

Introduction to the Course:

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

Aim:

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

Objectives:

- Introduce students to the evolution of British political system through a chronological narrative of historical milestones

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

Learning Outcomes:

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

- narrate the major historical events that led to the dynastic changes of the Tudors, the Stuarts and the Hanoverians
- describe chronologically the significant political developments that helped Britain evolve from an absolute monarchy to a democratic political entity
- evaluate the role of important figures in British history who have guided the course of events from the 16th to the 19th century
- analyze the causes and effects of major socio-political developments during the period
- discuss the diplomatic history of England during the three centuries prior to the First World War
- display an understanding of contemporary political events on the basis of their historical roots
- demonstrate analytical writing skills in describing world events

Course Contents:

1. A brief overview of the Tudor and early Stuarts
2. The Restoration of 1660 – its nature and constitutional significance
3. The Glorious Revolution of 1688 – causes and importance
4. Constitutional importance of the period 1689-1714
5. Importance and result of the Hanoverian Succession
6. The Jacobite Risings of 1715 and 1745: Causes, course of events and causes of the failure of the risings
7. Sir Robert Walpole: Rise to power and contribution to the development of Cabinet System of government
8. Pitt the Elder: Achievements as War Minister and why he is called the Great Commoner
9. The Whig Supremacy (1714-1762): Nature and significance
10. Loss of Britain's American colonies: Causes and results of the War of American Independence
11. Pitt the Younger: Domestic and foreign policies
12. The effect of the French Revolution on British politics
13. The Industrial Revolution:
 - A. Meaning of the term and why the Revolution began in Britain
 - B. Social, economic and political effects of the Revolution in Britain

14. The Reform Bill of 1832:
 - A. Reasons necessitating reform of parliament
 - B. Agitation leading to the passing of the Reform Bill and its main provisions
 - C. Significance of the Reform Bill of 1832
15. The Chartist Movement:
 - A. Nature and causes of the Movement
 - B. Course of events and reasons for its failure
 - C. Significance of the Chartist Movement
16. Sir Robert Peel: Contributions as premier (1841-1846):
 - A. Financial reforms B. Labour legislations C. Abolition of Corn Laws
 - D. Irish policy E. Foreign policy
17. Lord Palmerston (1859-65): Foreign policy, an estimate
18. Lord Gladstone (1865-74, 1880-85, 1886, 1892-94):
 - A. Irish policy B. Foreign policy
19. Benjamin Disraeli (1874-1880): Domestic and foreign policies
20. British foreign policy from 1892 to 1914: End of Splendid Isolation
21. Reform Act of 1911: Background, main provisions, importance
22. First World War and Britain: Why Britain joined, her role in the peace settlement of 1919
23. Growth of the Trade Union Movement and rise of the Labour Party in British politics

Recommended Readings:

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

Third Year Sixth Semester B.A. Honours

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

Introduction to the Course:

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

Aim:

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

Objectives:

- Answer questions like why do we call it Islamic civilization when we do not call anything like Christian civilization or Buddhist civilization
- Introduce to students the political history of Islam from the Ayyam i Zahiliyya to the fall of Baghdad, the capital of the Abbassids
- Give an idea about the political expansion of the Islamic forces and how quickly it took control over a vast area of the world
- Introduce to students the salient features of *Sharia*
- Present a clear idea to the students about the complex Muslim society of Umayyad and Abbassid eras which were far different from the egalitarian society prescribed by *Sharia*
- Make them familiar with the contributions of the Muslim scholars to different fields of knowledge and science

Learning Outcomes:

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

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

- judge the factors that led to the rise and spread of sufism as a mystic form of Islamic philosophy

Course Contents:

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

Recommended Readings:

- Ameer Ali, *A Short History of the Saracens* (Routledge, 2008)
- Ameer Ali, *The Spirit of Islam* (Kitab Bhavan, 1997)
- Bernard Lewis, *The Arabs in History* (Oxford, 2002)
- Karen Armstrong, *Islam: A Short History* (Modern Library, 2000)
- M Abdul Rahman Khan, *A Brief Survey of Muslim Contribution to Science and Culture* (Muhammad Ashraf, 1959)
- Mafizullah Kabir, *Outlines of Islamic History* (Puthigar, 1967)
- Manzoor Ahmed Hanifi, *A Survey of Muslim Institutions and Culture* (Muhammad Ashraf, 1964)
- Masudul Hasan, *History of Islam*, Vol. I (Islamic Publications, 1987)
- P K Hitti, *History of the Arabs* (Macmillan, 1984)
- P M Holt & Others (Eds.), *The Cambridge History of Islam*, Vol. 2B (Cambridge, 1977)
- R M Savory (Ed.), *Introduction to Islamic Civilization* (Cambridge, 1976)
- S M Imamuddin, *A Political History of the Muslim*, Vol. 2 (Najmah, 1967)
- W Montgomery Watt, *Muhammad, Prophet and Statesman* (Oxford, 1961)

আমিনুল ইসলাম, মুসলিম ধর্মতত্ত্ব ও দর্শন (মাওলা ব্রাদার্স, ঢাকা, ২০০০)

মফিজুল্লাহ কবির, মুসলিম সভ্যতার স্বর্ণযুগ (বাংলা একাডেমী, ঢাকা, ১৯৮৭)

মফিজুল্লাহ কবির, ইসলাম ও খিলাফত (নওরোজ কিতাবিস্তান, ঢাকা, ১৯৭৪)

মুসা আনসারী, মধ্যযুগের মুসলিম সভ্যতা ও সংস্কৃতি (বাংলা একাডেমী, ঢাকা, ১৯৯৯)

Course Code : 322

Course Title : History of Europe, 1789-1871

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

1. Old Regime: Social, political, religious, economic condition of France before 1789, role of French philosophers to change French society, accession of Louis XVI, his ministers' efforts to save French economy, election of Estates General in 1789
2. French Revolution of 1789: Conflict between the three Estates, Tennis Court Oath, beginning of French Revolution, change of Estates General into National Assembly, storming of Bastille Fort, march of women to Versailles, transfer of government to Paris
3. National Constituent Assembly (1789-1791): Its works, framing of the first constitution of France in 1791, extensive reforms, criticisms
4. Legislative Assembly (1791-1792): Problems, reaction of the clergy, émigrés problem, war against Austria, Brunswick Manifesto, insurrection, September Massacre
5. National Convention: Political parties, trial and execution of the French king, reactions in Europe, conflict between the Jacobin and the Girondist Party
6. Reign of Terror (1793-1794): Committee of Public Safety, Committee of General Security, Revolutionary Tribunal, role of extremist leaders with emphasis on Robespierre and Danton, Thermidorian reaction
7. France under the Directory (1795-1799): Directory's misrule, rise of Napoleon Bonaparte
8. Reforms of Napoleon Bonaparte: Administrative, religious, social, economic, educational reforms, Napoleonic Code
9. Continental System and downfall of Napoleon: Napoleonic wars, Berlin Decree, Peninsular War, French invasion of Russia, European coalition against Napoleon, defeat of Napoleon, his exile and death
10. Congress of Vienna (1815), Concert of Europe, Metternich System, his internal and foreign policies
11. French Revolution of 1830: Causes of the revolution, result and impact
12. French Revolution of 1848: Reforms of Phillip the Orleans, causes and immediate results, internal and external impacts
13. French Revolutions of 1789, 1830 and 1848: An anatomy
14. New ideological forces:
 - A. Nationalism: Growth and impact
 - B. Socialism: Growth, basic principles, impact
15. France under Napoleon III: Reforms, foreign policy in Europe and beyond
16. The Eastern Question: Identification and definition, historical background and immediate issues, the events of 1850's, interest of foreign powers, war and peace
17. Unification of Italy: Unification at a glance, obstacles to unification, Mazzini and the unification, role of De Cavour, Garibaldi and his Red Shirt, unification a reality
18. Unification of Germany: At a glance, early trends and tides, obstacles to unification, Bismarck Prussia and the unification, united Germany a reality

Recommended Readings:

- A R Hope Moncrieff, *Heroes of European History* (Gresham, 1911)
 Alfred Cobban, *The Social Interpretation of the French Revolution* (Cambridge, 1999)
 Carlton J H Hayes, *Modern Europe to 1870* (Macmillan, 1939)
 Charles Downer Hazen, *Modern Europe up to 1945* (S Chand, 1956)
 H A L Fisher, *Bonapartism* (Kessinger, 2004)

H A L Fisher, *History of Europe*, Vol I & II (Eyre and Spottiswoode, 1949)
 Norman Hampson, *A Social History of the French Revolution* (Routledge, 1963)
 Robert R Ergang, *Europe Since Waterloo* (D C Heath, 1954)
 V D Mahajan, *History of Modern Europe since 1789* (S Chand, 2010)
 William Doyle, *The Origins of the French Revolution* (Oxford, 1999)
 William Doyle, *The Oxford History of the French Revolution* (Oxford, 2002)
 আবুল কালাম, *ফরাসী বিপ্লবের পটভূমি* (বাংলা একাডেমী, ঢাকা, ১৯৭৪)
 নুরুল নাহার বেগম, *মানুষের ইতিহাস (আধুনিক যুগ)* (আগামী প্রকাশনী, ঢাকা, ১৯৮৯)

Course Code : 323
Course Title : History of Philosophy (Select Topics)
Course Credit : 4
Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

- understand and differentiate between oriental philosophy and occidental philosophical thoughts

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

Course Contents:

1. Indian Philosophical Thought:
 - A. Introductory remarks: Characteristics of Indian philosophy
 - B. Selected theistic schools C. Selected atheistic schools
2. Muslim Philosophical Thought:
 - A. Introductory remarks: Characteristics of Muslim philosophy
 - B. Politico-theological schools C. Philosophical schools
 - D. Important Muslim philosophers
3. Modern Western Philosophy:
 - A. Introduction: Characteristics of modern philosophy
 - B. The Renaissance and the Reformation C. The Scientific Revolution
4. Rene Descartes: Father of Modern Philosophy:
 - A. Descartes' rationalism: *Cogito ergo sum*
 - B. Existence of God and the external world
 - C. Dualism: mind-body relationship D. Descartes and critics
5. Spinoza and Leibniz:
 - A. Substance, qualities and modes B. Pantheism
 - C. Monads as substances D. Pre-established harmony
6. John Locke and George Berkeley:
 - A. Locke's empiricism: Attack on innate ideas
 - B. Locke's theory of ideas and qualities
 - C. Attack on Locke's distinction between primary and secondary qualities
 - D. Subjective idealism: *esse est percipi*
7. David Hume: The Sceptic:
 - A. Theory of perception: Impressions and ideas B. Theory of causation
 - C. On self and external world D. Hume as a sceptic
8. Immanuel Kant: Synthesis of Rationalism and Empiricism:
 - A. Various kinds of judgments: Synthetic a priori judgements
 - B. Possibility of synthetic a priori judgements in mathematics, physics and metaphysics
 - C. Space and time as a priori forms of intuition
 - D. Twelve categories of understanding
9. G W F Hegel: Absolute Idealism:
 - A. Hegel's absolute idealism B. Dialectical method C. Philosophy of history
10. Post-Hegelian Philosophers:
 - A. John Stuart Mill B. Arthur Schopenhauer C. Friedrich Nietzsche
 - D. Charles Darwin E. Jean Paul Sartre

Recommended Readings:

Bertrand Russell, *History of Western Philosophy* (George Allen & Unwin, 1946) [অনুবাদ: প্রদীপ রায়, *পাশ্চাত্য দর্শনের ইতিহাস* (ঢাকা, অবসর, ২০০৬)]

Donald Rutherford (Ed.), *The Cambridge Companion to Early Modern Philosophy* (Cambridge, 2006)

G H R Parkinson (Ed.), *Renaissance and Seventeenth-century Rationalism: Routledge History of Philosophy*, Vol. 4 (Routledge, 1993)

M M Sharif (Ed.), *A History of Muslim Philosophy*, 2 Vols. (Otto Harrassowitz, 1963)

Robert C Solomon & Kathleen M Higgins (Eds.), *The Age of German Idealism: Routledge History of Philosophy*, Vol. 6 (Routledge, 1993)

Roger Scruton, *A Short History of Modern Philosophy: From Descartes to Wittgenstein* (Routledge, 2001)

Syed Abdul Hai, *Muslim Philosophy* (Islamic Foundation, Bangladesh, 1982)

S C Chatterjee & D M Datta, *An Introduction to Indian Philosophy* (University of Calcutta, 1969)

S Radhakrishnan, *Indian Philosophy*, 2 Vols. (George Allen & Unwin, 1977)

Stuart Brown (Ed.), *British Philosophy and the Age of Enlightenment: Routledge History of Philosophy*, Vol. 5 (Routledge, 1996)

আমিনুল ইসলাম, *পাশ্চাত্য দর্শনের ইতিহাস: থেলিস থেকে হিউম*, ১ম খণ্ড (মাওলা ব্রাদার্স, ঢাকা, ২০০৯)

আমিনুল ইসলাম, *পাশ্চাত্য দর্শনের ইতিহাস: বুশো থেকে সমকাল*, ২য় খণ্ড (মাওলা ব্রাদার্স, ঢাকা, ২০০৯)

আমিনুল ইসলাম, *আধুনিক পাশ্চাত্য দর্শন* (মাওলা ব্রাদার্স, ঢাকা, ২০০৭)

আমিনুল ইসলাম, *মুসলিম ধর্মতত্ত্ব ও দর্শন* (মাওলা ব্রাদার্স, ঢাকা, ২০০০)

মো. আবদুল হালিম, *মুসলিম দর্শন: চেতনা ও প্রবাহ* (দিব্য প্রকাশ, ঢাকা, ২০০২)

তারক চন্দ্র রায়, *পাশ্চাত্য দর্শনের ইতিহাস: নব্য দর্শন*, ২য় খণ্ড (কলিকাতা বিশ্ববিদ্যালয়, কলকাতা, ১৯৬২)

রমেন্দ্রনাথ ঘোষ, *ভারতীয় দর্শন* (বাংলা একাডেমী, ঢাকা, ১৯৮২)

Course Code : 324

Course Title : History of USA, 1776-1945

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

1. Background of the American War of Independence: British policy towards the American colonies, British policy after 1763, colonial reaction, Declaration of Independence in 1776
2. Federalist Confederation: Articles of Confederation, its weakness and failure, Philadelphia Conference of 1787, framing of the constitution, its salient features
3. Federalist regime: Government of George Washington, financial reforms of Alexander Hamilton, Federalist foreign affairs
4. Republican democracy and new nationalism (1800-1824): Thomas Jefferson and democratic ideals, Anglo-American War (1812), Monroe Doctrine (1823) and its impact on foreign policy
5. Westward movement: Its causes and significance
6. Andrew Jackson (1828-1840): Administration, Doctrine of Nullification and States' Rights Theory, Jacksonian Democracy
7. Slavery, sectionalism and the Civil War: How slavery became deeply rooted in American society, sectional conflicts and the background of the Civil War
8. Reconstruction after the Civil War: Problems of reconstruction, reconstruction plans of Lincoln and Johnson, radical reconstruction plan, why did it fail?
9. Agricultural Revolution and Populist Movement: What led to the agricultural revolution in America, discontents of the agriculturists and farmers, rise of the Populist Party, its success and failure in American politics
10. Labour movement in America: Industrial Revolution, rise of the labour organizations
11. Progressive Movement: What is Progressive Movement?, role of President Theodore Roosevelt as the leader of the movement
12. Rise of USA as world power (1898-1920): End of American Policy of Isolation, Pan-Americanism and the expansionist policy, Spanish-American War (1898), relation with the Far East, America joined the First World War, Paris Peace

Settlement, role of President Woodrow Wilson

13. Economic progress, Depression and New Deal Reforms (1920-1938): Weakness in the economic system, Great Economic Depression, the New Deal Reforms of President Franklin D Roosevelt
14. Foreign policy between the two world wars: American foreign relations after the end of the First World War, causes and circumstances leading to her joining the Second World War

Recommended Readings:

Arthur M Schlesinger, *The Rise of Modern America 1865-1951* (Macmillan, 1951)

Chitwood, Owsley & Nixon, *The United States from Colony to World Power* (Van Nostrand, 1955)

Frederick Jackson Turner, *The Frontier in American History* (Henry Holt, 1921)

Henry B Parkes, *The United States of America A History* (Knopf, 1968)

John C Miller, *Origins of the American Revolution* (Stanford University, 1959)

John Hicks & George Mowry, *A Short History of American Democracy* (Houghton Mifflin, 1956)

John Hicks, George Mowry & Robert Burke, *The American Nation* (Houghton Mifflin, 1963)

Merrill Jensen, *New Nation: A History of the United States during the Confederation, 1781-1789* (Random House, 1966)

Richard B Morris, *The American Revolution A Brief History* (Van Nostrand, 1955)

S E Morrison & H S Commager, *The Growth of American Republic*, 2 Vols. (Oxford, 1962)

S F Bemis, *A Diplomatic History of the United States* (Holt, Rinehart and Winston, 1965)

T Harry, Richard N Current & F F Williams, *A History of the United States to 1876* (Alfred A Knopf, 1964)

Fourth Year Seventh Semester B.A. Honours

Course Code : 411

Course Title : Principles of Economics and Economic Thought

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

Aim:

The aim of the course is to familiarize the students with the basic concepts of economics

along with evolution of different schools of thought in economics through the course of time.

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

Microeconomics:

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

Macroeconomics:

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

History of Economic Thought:

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

Economy of Bangladesh:

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

Recommended Readings:

- A Abdullah (Ed.), *Bangladesh Economy 2000: Selected Issues*, (BIDS, 2001)
- A Bayes & A Muhammad (Eds.), *Bangladesh at 25: An Analytical Discourse on Development* (UPL, 1998)
- A R Khan & Mahbub Hossain, *The Strategy of Development in Bangladesh* (Macmillan, 1989)
- Centre for Policy Dialogue, *Independent Review of Bangladesh Development* (IRBD) (Different issues from 1995 to 2001) (UPL, 2001)
- G N Mankiw, *Macroeconomics* (Worth Publishers, 2012)
- J Hirschleifer, A Glazer & D Hirshleifer, *Price Theory and Applications* (Cambridge, 2005)
- J Schumpeter, *A History of Economic Analysis* (Oxford, 1994)
- M Blaug, *Economic Theory in Retrospect* (Cambridge, 1997)
- Michael Parkin, *Macroeconomics* (Pearson, 2015)
- Nurul Islam, *The Making of A Nation: A Tale of An Economist* (UPL, 2007)
- P A Samuelson & W D Nordhaus, *Economics* (McGraw Hill, 2001)
- R J Barro, *Macroeconomics* (MIT Press, 1997)
- R S Pindyck & D L Rubinfeld, *Microeconomics* (Pearson, 2012)
- Robert B Ekelund Jr. & Robert F Hebert, *A History of Economic Theory and Method* (Waveland, 2014)
- Sirajul Islam (Ed.), *History of Bangladesh: 1704-1971*, Vol. 2 Economic History (Asiatic Society of Bangladesh, 1992)

Course Code : 412

Course Title : History of Modern Russia and the USSR

Course Credit : 4

Full Marks : 100

Introduction to the Course:

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

coup and the collapse of the USSR. It also gives thematic coverage of the role of Soviet Union as a world power.

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

1. Modernization of Russia – Reforms of 1860s:
 - A. Reforms of serfdom, local government, law, education, army etc. by Alexander II and growth of capitalism
 - B. Counter reforms of Alexander III after the assassination of Alexander II
 - C. Foreign policy in the second half of the 19th century
2. 19th century political movements and the Revolution of 1905:
 - A. Political ideologies and parties in the 2nd half of the 19th century
 - B. Revolutionary movement: Revolution of 1905 and its impact on Russian society
 - C. Revolution of 1905 and beyond D. Foreign policy
3. Spread of Marxism and rise of Lenin – from RSDLP to February Revolution 1917:
 - A. Marx and the Russian road B. The emergence of Bolshevism
 - C. Nationalism, imperialism and the Great War
4. Revolutions of Russia in 1917:
 - A. The February Revolution, the collapse of the Tsarist Regime
 - B. From Revolution to Revolution C. The October Revolution
 - D. The seizure of power E. The New Regime

5. The Birth of the Soviet State, 1917-1921:
 - A. Bolsheviks in power B. The Civil War C. War Communism D. Foreign policy
6. Power struggle within the Soviet Communist Party, formation of USSR and rise of Stalin:
 - A. NEP (New Economic Policy) B. Formation of the USSR
 - C. Death of Lenin D. Emergence of Stalin in 1924
7. Socio-economic reconstruction in 1930s - the New Revolution:
 - A. Collectivization, industrialization and the eradication of opposition, 1928-34
 - B. Soviet foreign policy 1928-1939 C. Economic and social developments 1933-1939
 - D. Terror and the Great Purge 1934-1939
8. The Great Patriotic War:
 - A. Preludes to War 1939-41 B. The War: Soviet-German front, steps of the war, Moscow Battle, Leningrad blockade, Stalingrad Battle, Kursk Battle
 - C. Role of Soviet peoples in war-time
 - D. USSR and the Allies: International politics -- Moscow, Tehran and Yalta conferences
 - E. Victory in Germany 14 January 1944 - 9 May 1945
9. The Cold War:
 - A. Potsdam Conference and the end of the alliance 1945-1952
 - B. The Great Reconstruction C. Soviet foreign policy 1945-1953 and East Europe
 - D. Containment and beyond E. Death of Stalin
10. The Soviet Union under Khrushchev (Khrushchev and Reform 1953-1964):
 - A. Democratization in the Soviet society and politics B. Destalinisation
 - C. Economic reforms, the new course and agricultural problems
 - D. The full-scale building of socialism E. Khrushchev's foreign policy
 - F. USSR and East Europe
11. The Soviet Union under Brezhnev:
 - A. Reform the political system and ban the 'Destalinization' B. Economic reform
 - C. Brezhnev Doctrine and East Europe D. Foreign policy and the world
12. Mikhail Gorbachev – decline and disintegration of the USSR (Crisis and fall of the Soviet system 1985-1991):
 - A. Perestroika and Glasnost B. Reform of government and internal politics
 - C. Reform of political system D. Reform of economic system
 - E. Transcending the Cold War F. Foreign policy and East Europe
 - G. Beyond Perestroika and Glasnost: Yeltsin resurgence, August 1991 coup, end of the USSR

Recommended Readings:

- A J Toynbee (Ed.), *The Impact of the Russian Revolution* (Oxford, 1967)
- A Samsonov (Ed.), *A Short History of the USSR* (Progress Publishers, 1965)
- B Poromaryov, A Gromyko & V Khvostov, *History of the Soviet Foreign Policy (1917-1945)* (Progress Publishers, 1974)
- C Hill, *Lenin and the Russian Revolution* (Palmer Press, 2007)
- D J Dallin & Larson, *Soviet Politics since Khrushchev* (Prentice-Hall, 1968)
- D J Dallin, *Soviet Foreign Policy after Stalin* (Lippincott, 1960)
- E H Carr, *The Bolshevik Revolution (1917-1923)*, Vol. 1 & 2 (Macmillan, 1950)

E H Carr, *The Russian Revolution from Lenin to Stalin* (Palgrave Macmillan, 1979)
 Ian Grey, *The First Fifty Years, Soviet Russia 1917-1967* (Hodder & Stoughton, 1967)
 J N Westwood, *Russia since 1917* (St. Martin, 1980)
 K Dwisha, *Eastern Europe, Gorbachev and Reform* (Cambridge, 1988)
 L Kochan, *The Making of Modern Russia* (Penguin Books, 1967)
 P Dukes, *A History of Russia* (Macmillan, 1974)
 W Kirchner, *A History of Russia* (Barnes, 1958)
 W Leonhard, *The Kremlin and the West* (Norton, 1986)

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

Introduction to the Course:

The Far East and Southeast Asia happens to be a part of the Asian continent, but forms a region that is ethnically, culturally, politically, economically and socially totally different from the other Asian regions like Arabia and the Indian subcontinent. Historically speaking, the region of the Far East and the Southeast Asia has developed separately from the rest of Asia. The course introduces the distinctive nature of the history of China, Japan, Indonesia, Malaysia, Thailand and Myanmar. It shows how European powers forced themselves on these countries and brought them under the direct or indirect control of colonialism. Finally, the course looks into how these Asian countries freed themselves from the control of European powers and became economic powers in modern times through nationalist struggles.

Aim:

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

Objectives:

- Help students understand the people, politics, economic patterns and culture of China and Japan
- Introduce them with the major events of Southeast Asia before and after colonial period
- Give students the ideas of nationalism in the region
- Familiarize them with the conflicts amongst the peoples at times of social and political changes in the Far East
- Help students improve their in-depth understanding of the major political, economic and cultural events of the Southeast Asian countries during colonial period

- Make them able to think critically about the pattern of colonial rule
- Help them present different aspects of the entire course critically and analytically both orally and in written form

Learning Outcomes:

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

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

Course Contents:

Part A: Far East:

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

Part B: Southeast Asia:

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

Recommended Readings:

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

D R Sardesai, *Southeast Asia: Past and Present* (Vikas, 1981)
 Edward Farmer & Others, *Comparative History of Civilizations in Asia*, Vol. 2 (Westview, 1986)
 H A Vinacke, *A History of the Far East in Modern Times* (Allen & Unwin, 1959)
 Immanuel C Y Hsu, *The Rise of Modern China* (Oxford, 2000)
 J B Crowley, *Modern East Asia: Essays in Interpretation* (Harcourt, 1970)
 John Bastin & Harry J Benda, *A History of Modern Southeast Asia* (Prentice-Hall, 1968)
 John F Cady, *Southeast Asia - Its Historical Development* (McGraw-Hill, 1964)
 Paul H Clyde & Burton F Beers, *The Far East: A History of the Western Impact and the Eastern Response (1830-1970)* (Prentice-Hall, 1972)
 W G Beasley, *The Modern History of Japan* (Allen & Unwin, 1975)
 আবু মোঃ দেলোয়ার হোসেন, সুরমা জাকারিয়া চৌধুরী, সাঈদা নাসরিন ও মোঃ শফিকুর রহমান, *আধুনিককালে দূরপ্রাচ্য ও দক্ষিণ-পূর্ব এশিয়া* (অপরাজেয় বাংলা প্রকাশনী, ঢাকা, ২০১৬)
 জহর সেন, *দক্ষিণ পূর্ব এশিয়ার ইতিহাস* (পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৮৫)
 মোহাম্মদ মুসা আনসারী, *ইন্দোনেশিয়া ও মালেশিয়ার ঐতিহাসিক ক্রমবিকাশ* (বাংলা একাডেমী, ঢাকা, ১৯৯৩)
 সিদ্ধার্থ গুহ রায়, *আধুনিক দূরপ্রাচ্য: চীন জাপানের ইতিহাস* (প্রগতিশীল প্রকাশন, কলকাতা, ২০১২)

Course Code : 414
Course Title : History of Europe (1871-1945)
Course Credit : 4
Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

- Enhance oral aptitude for historical discourse of the period and reasoning via presentations

Learning Outcomes:

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

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

Course Contents:

1. Europe in 1871: The Paris Commune:
 - A. Causes of the revolt of Paris
 - B. Formation and policies
 - C. Significance
2. Ascendancy of Germany under Bismarck:
 - A. Domestic policy
 - B. Foreign policy
 - C. Colonial policy
3. Eastern Question reopened:
 - A. Russo-Turkish War of 1877-78
 - B. Congress of Berlin
 - C. First and Second Balkan War
4. Period of Armed Peace: Alliances and Counter-Alliances
5. First World War: 1914-1918:
 - A. Causes of the First World War
 - B. Outcome of the war
 - C. Responsibility of Germany for the outbreak of the First World War
6. Peace of Versailles:
 - A. 14 Points of President Wilson
 - B. Attitude of the Allies towards Germany
 - C. Major provisions of the Treaty of Versailles
7. League of Nations:
 - A. Structure
 - B. Objectives
 - C. Mode of operation
 - D. Achievements and failures
8. France between two World Wars:
 - A. The security issue: Quest for security
 - B. Collective security measures
9. Germany during the inter-war period:
 - A. The Weimar Republic - achievements and weaknesses
 - B. Rise of Nazism
 - C. Foreign policy of Hitler
10. Fascist Italy:
 - A. Factors leading to the rise of Fascism
 - B. Foreign policy of Mussolini
11. Spanish Civil War (1936-39):
 - A. Causes of the civil war
 - B. Involvement of great powers
 - C. Significance of the event
12. The Policy of Appeasement:
 - A. Rationale of Appeasement
 - B. Munich Pact (1938) and German-Soviet Treaty (1939)
 - C. Consequences
13. Second World War:
 - A. Causes of the War
 - B. Course of the War
 - C. Its outcome

Recommended Readings:

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

Fourth Year Eighth Semester B.A. Honours

Course Code : 421
Course Title : Europe and America since 1945
Course Credit : 4
Full Marks : 100

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

1. Europe in the aftermath of World War II: Economic, political and social consequences of war
2. United Nations Organization: Genesis of the world body, organizational structure and characteristics, the UN, the UN Peacekeeping mechanism and international peacekeeping
3. Cold War: Ideological and political origins
4. Phases of the Cold War: Phase I: Cold War in Europe – Potsdam Conference – ‘Atomic Blackmail’ - Churchill’s ‘Iron Curtain Speech’- Truman Doctrine – Marshall Plan – Berlin Blockade and its effects; Phase II: Korean War and globalization of the Cold War – intensification of global rivalry between the superpowers in Vietnam, Cuba and elsewhere; Phase III: Détente - meaning and rationale; Phase IV: The ‘new Cold War’; Phase V: Towards greater understanding between superpowers and end of the Cold War – impact of the Cold War on Europe
5. US foreign policy since World War II: Phases, characteristics and doctrines
6. The German Problem: Origins and manifestations, “Ostpolitik” of Willy Brandt, re-unification
7. European Integration: Genesis of European integration, process of integration from EC to EU, structure and activities of EU, expansion of EU in the post-Cold War period
8. NATO and European security: Development of NATO as the defender of West Europe during the Cold War, expansion and changed role of NATO in the post-Cold War period
9. Disarmament and arms control: The concept of disarmament and arms control, major treaties and agreements since World War II, disarmament and world peace
10. The Balkan conflicts: Origins and issues, response of NATO and EU
11. Post-Cold War Europe: Changes, events and trends

Recommended Readings:

- B Roberts (Ed.), *Order and Disorder After the Cold War* (Cambridge, 1995)
- C L Robertson, *International Politics Since World War II A Short History* (ME Sharpe, 1997)
- D F Fleming, *The Cold War and its Origins, 1917-1960* (Doubleday and Co., 1961)
- D W Urwin, *A Political History of Western Europe Since 1945* (Routledge, 1997)
- Ernest B Haas, *The Uniting of Europe* (University of Notre Dame, 2004)
- H G Nicholas, *The United Nations as a Political Institution* (Oxford, 1959)

Hans J Morgenthau, *Politics Among Nations* (Scientific Book Agency, 1967)
 Hugh Higgins, *The Cold War* (Heinemann Educational Books, 1984)
 Peter Calvocoressi, *World Politics Since 1945* (Longman, 1989)
 Roy C Macridis (Ed.), *Foreign Policy in World Politics* (Prentice-Hall, 1989)
 Samuel P Huntington, "The Lonely Superpower", *Foreign Affairs*, Vol. 78, No. 2, March/April 1999
 Samuel P Huntington, "The Clash of Civilizations", *Foreign Affairs*, Vol. 72, No. 3, Summer 1993
 W C McWilliams & Harry Pitrowski, *The World Since 1945: A History of International Relations* (Viva Books, 2016)

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

Introduction to the Course:

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

Aim:

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

Objectives:

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

Learning Outcomes:

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

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

Course Contents:

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

Recommended Readings:

Albert H Hourani, *Syria and Lebanon A Political Essay* (Oxford, 1946)
 Bernard Lewis, *The Arabs in History* (Oxford, 1993)
 Donald N Wilber, *Iran: Past and Present* (Princeton, 1975)
 Edward Atiyeh, *The Arabs* (Penguin, 1955)
 Fred J Khouri, *The Arab-Israeli Dilemma* (Syracuse University, 1968)
 George Antonius, *The Arab Awakening* (GP Putnam's Sons, 1946)

George E Kirk, *A Short History of the Middle East: From Rise of Islam to the Modern Times* (Surajeet, 1981)

George Lenczowski, *The Middle East in the World Affairs* (Cornell University, 1985)

Hisham B Sharabi: *Nationalism and Revolution in the Arab World* (D Van Nostrand, 1966)

Maxime Rodinson, *Israel and the Arabs* (Pantheon, 1968)

Peter Mansfield, *A History of the Middle East* (Viking, 1991)

Shlomo Avineri, *The Making of Modern Zionism* (Basic Book, 1981)

Sydney N Fisher, *The Middle East: A History* (Knopf, 1969)

ইয়াহিয়া আরমাজানী, *মধ্যপ্রাচ্য অতীত ও বর্তমান* [অনুবাদ: মোহাম্মদ ঈমাম-উল-হক] (বাংলা একাডেমী, ঢাকা, ১৯৭১)

এম এ কাউসার, *আধুনিক যুগে পশ্চিম এশিয়া* (ইতিবৃত্ত প্রকাশন, ঢাকা, ২০১৯)

রেজাউল করিম, *ফিলিস্তিন সমস্যার ক্রমবিবর্তন* (ইসলামিক ফাউন্ডেশন, ঢাকা, ১৯৯৫)

সফিউদ্দীন জোয়ার্দার, *আধুনিক মধ্যপ্রাচ্য* (বাংলা একাডেমী, ঢাকা, ২০০৭)

Course Code : 423

Course Title : Africa in Modern Times

Course Credit : 4

Full Marks : 100

Introduction to the Course:

The rapidly increasing importance of Africa in world affairs is now only too apparent and Africa attracts the attention of all. Africa experienced European colonization up to the 1960's. And that event had a great impact on the continent. The course is designed to provide an introduction to the understanding of events in Africa during the colonial period especially in Sub-Saharan Africa. The course begins with discussion on the colonization process in Africa along with the motives of the Europeans. There would also be a discussion on the reactions of the native Africans to the European rule and the different administrative or ruling policies of the Europeans during the colonial period. The course then analyzes the impact of European colonial rule in different fields after the completion of the colonization process in Africa. In this part an in-depth study about the nationalism of the Africans and its various phases would be made. Here the course also examines the different aspects of the Pan-African movement.

Aim:

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

Objectives:

- Familiarise students with the continent of Africa along with the etymology, land and people of the continent
- Introduce them to the different phases of imperialism in Africa
- Provide an in-depth study on the term 'Scramble for Africa', its motives and the colonization of Africa by the major European powers
- Think critically the positive and negative impacts of colonialism with special reference to Africa

- Develop the ability to identify the major trends of the growth of African nationalism, factors that helped grow it and its phases
- Help students present the different aspects of colonialism in Africa both orally and in written form

Learning Outcomes:

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

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

Course Contents:

1. Introduction: Etymology, land, geographical characteristics, people and ethnic features
2. Africa under imperialism: Background: Three phases: A. Greek and Roman
B. Muslim C. Europeans, opening of the Atlantic by the Europeans
3. Scramble for Africa, 1880's: Scramble on Paper: Background, motives, Berlin Conference of 1884-85
4. Scramble on Ground: Colonization of Africa by Britain, France, Portugal, Belgium, Spain, Germany and Italy
5. Reaction of the Africans to colonialism: Cooperation or resistance, causes of resistance, theory on resistance, phases of resistance
6. Colonial rule in Africa: Types of colonial rule, variables in colonial administration
7. Colonial impacts: Positive and negative, nature of impact of colonialism in Africa
8. Rise and growth of African nationalism: Definition, external factors in the growth of African nationalism, internal factors in the growth of African nationalism, different phases
9. Pan-Africanism: Definition and theories, factors in the growth of Pan-African movement, Back to Africa Movement
10. Pan-African Congresses: Ideas and purposes, Pan-African Congresses from London to New York, Manchester Pan-African Congress
11. Africa: The road to independence

Recommended Readings:

Arthur Hazelwood (Ed.), *African Intergration and Disintegration* (Oxford, 1967)
 Basil Davidson, *Africa: A Social and Political History* (Longman, 1994)
 Colin Legum, *Africa: A Handbook* (Anthony Blond, 1961)
 Colin Legum, *Pan-Africanism: A Short Political Guide* (Praeger, 1962)
 G W Shepherd, *The Politics of African Nationalism* (Praeger, 1962)

Hans Kohn & W Sokolosky, *African Nationalism in the Twentieth Century* (Princeton, 1965)
 Immanuel Geiss, *The Pan African Movement* (Methuen, 1974)
 Joan G Roland (Ed.), *Africa: The Heritage and the Challenge* (Fawcett, 1974)
 John Hatch, *Africa: Today and Tomorrow* (Dennis Dobson, 1965)
 Oliver Roland, *A Short History of Africa* (Penguin, 1962)
 P J M McEwan (Ed.), *Twentieth Century Africa* (Oxford, 1968)
 R W July, *A History of the African People* (Charles Scribners, 1970)
 Roland Oliver & Anthony Atmore, *Africa Since 1800* (Cambridge, 1967)
 Roland Oliver & M Crowder (Eds.), *The Cambridge Encyclopedia of Africa* (Cambridge, 1981)

আবু মোঃ দেলোয়ার হোসেন, মোহাম্মদ গোলাম সাকলায়েন সাকী ও মোরাদ হোসেন খান, *আফ্রিকার ইতিহাস* (বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা, ২০১১)

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

Introduction to the Course:

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

Aim:

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

Objectives:

- Introduce the countries of South Asia as they started their journey after independence for political and socio-economic development
- Explain the achievements made by these countries and the goals yet to achieve along with the causes and implications of failing to do that
- Get the knowledge to interpret more critically the narratives on one country or the other
- Motivate the students to connect and compare one or the other event/s or trend/s

with similar or different country/ies in or beyond the region

- Build and improve the ability to research on the region and create persuasive written arguments at the examinations and in other academic pursuits

Learning Outcomes:

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

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

Course Contents:

1. South Asia Region:
 - A. Introduction and definition
 - B. Basic features and characteristics
2. Colonialism and decolonization in South Asia:
 - A. Colonial rule in South Asia: Policies and practices
 - B. Anti-colonial movements and rise of nationalism
 - C. End of colonialism in South Asia
3. India after independence:
 - A. Constitution framing, basic features
 - B. Process of nation-building and the Nehru era
 - C. Post-Nehru politics, Indira Gandhi, rise of BJP and the politics of coalition
 - D. Socio-economic issues and India's rise as a power
4. Pakistan after 1947:
 - A. Crisis in nation-building
 - B. Politics of confrontation, democracy and authoritarianism
 - C. Background of the emergence of Bengali nationalism
 - D. Quest for political stability in the post-1971 phase
5. Bangladesh after independence:
 - A. Struggle for independence
 - B. Constitution of 1972: Framing and basic features
 - C. Post-war reconstruction and political consolidation: Bangabandhu era
 - D. Authoritarianism and democracy (1975-90)
 - E. Politics of confrontation: Post-1991 phase
 - F. Human development and rise to a Middle Income Country
6. Sri Lanka since independence:
 - A. Attempts at consolidation
 - B. Political progress (1948-71)

- C. Tension and insecurity (1972-2017) D. Stability versus internal confrontation: Tamil conflict and the civil war
- 7. Nepal in the modern era:
 - A. Rise of a powerful monarchy and rise of political parties
 - B. Monarchy versus democratic forces
 - C. Radicalism, confrontation, abolition of monarchy
- 8. Bhutan: Rise as a modern state:
 - A. Monarchy and political institution-building
 - B. Constitutional monarchy and the idea of Gross National Happiness
- 9. The Maldives since independence:
 - A. Political consolidation B. Search for an institutionalized democracy
- 10. Afghanistan in the modern times:
 - A. Problems of political consolidation B. External pressures and internal responses
- 11. South Asia: Democracy, governance and leadership: An overview

Recommended Readings:

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

