

# STUDENT HANDBOOK

## Department of History

Master of Arts

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](mailto:history@du.ac.bd)  
Web: [https://www.du.ac.bd/academic/department\\_item/HIS](https://www.du.ac.bd/academic/department_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](mailto:info@intergraphic.org)  
Web: [www.intergraphicltd.com](http://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):**

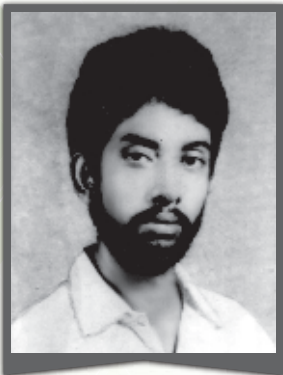
M Abul Khair joined the History Department as Junior Lecturer in 1955 and obtained his M.S. and Ph.D. degrees in International History from the University of California at Berkeley in 1959 and 1962 respectively. He was an Associate Professor at the time of his death. Dr. Khair always upheld the principles 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):**

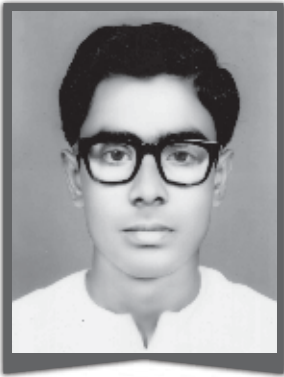
Ghiyasuddin Ahmad joined the History Department in September 1958. He studied at the London School of Economics with a Commonwealth Scholarship (1964-1967) and obtained B.Sc. Economics degree in International History. Ghiyasuddin Ahmad had specialized in European and contemporary world history and enjoyed 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](mailto: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: [monsurnha@gmail.com](mailto:monsurnha@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](mailto: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](mailto: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



**Mrittika 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: smkreza1978@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](mailto: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](mailto: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](mailto: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](mailto: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.

The background of the entire page is a faded, historical map. In the lower-left quadrant, there is a detailed illustration of a wooden compass rose with a central emblem and directional markers. A thick, braided rope is draped across the map, starting from the top left and extending towards the bottom right. The map itself shows various geographical features, including coastlines and some handwritten text in an old script.

# **Master of Arts in History**

## **Program**

**From Session 2018-2019**

# Curriculum

## M.A. Programme in History

### 1. Introduction to the Programme:

#### a. Title of the Programme: Master of Arts in History

#### b. General Objectives of the Programme:

The objective of the programme is to give the students a specialised idea in any of the following three streams of History i.e.:

Group A: South Asia in Ancient and Medieval Period with special emphasis on Bengal

Group B: South Asia in Modern Times, and

Group C: International History

#### c. Eligibility for Admission:

Students obtaining four-year B.A. Honours degree from a Department of Faculty of Arts, University of Dhaka will be eligible to take admission into the M.A. Programme of the particular Department within 15 days of publication of the B.A. Honours result.

#### d. Duration of the Programme:

1 (One) Year 2 (Two) Semesters  
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. Examination 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:** 8 / Marks:  $8 \times 100 = 800$  / Each Course: 4 Credit Hours

**Number of One-Credit Courses:** 2 / Marks:  $2 \times 25 = 50$  / Each Course: 1 Credit Hour

**Total Marks:**  $800 + 50 = 850$  / Total Credits:  $8 \times 4 + 2 \times 1 = 34$

### 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. Minimum credits required for the One-Year Two Semesters M.A. Degree: 34

### 4. Semester-wise Credit Distribution of 8 Four-Credit and 2 One-Credit Courses:

8 Courses of Four-Credit each and 2 Courses of One-Credit each will be taught in 2 Semesters as follows:



Semester	Credit/Courses	Total Credits
1st Semester	4 four-credit and 1 one-credit	Total 16 + 1 = 17 Credits
2nd Semester	4 four-credit and 1 one-credit	Total 16 + 1 = 17 Credits
Total Credits in Two Semesters		= 34 Credits

**Total classes in a Semester for each four-credit course in 15 weeks:** 60 of 60 minutes duration each.

**Total classes in a Semester for each one-credit course in 15 weeks:** 15 of 60 minutes duration each.

### 5. Teaching and Evaluation of the 8 Four-Credit Courses of 100 Marks Each:

- The courses earmarked for every semester must be taught and the mid-semester tests must be given in that semester.
- Each course will be taught and evaluated by two teachers of the Department.  
If a single teacher teaches a course then the final test held at the end of the semester must also be evaluated by two teachers one of whom must be the course teacher, and another, a suitable second examiner who may be either from Dhaka University or outside the university.
- Both course-teachers will have 2 classes per week of 60 minute each.
- If one teacher teaches a course, then he/she must have 4 classes per week of 60 minute each.
- The concerned teachers will post on the notice board marks in the mid-semester tests as soon as the results are ready.  
The course teachers will also post on the notice board the marks for attendance and class participation immediately after completion of the 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.
- Semester Final Examination: **60 Marks:**  
Semester final examinations of four-hour duration will be held for every course at the end of every semester.  
Two teachers will set questions and evaluate the scripts. Marks obtained in the final examinations held at the end of the semester will be the average of the two marks. There may be 5 broad questions or a combination of broad questions, short notes, etc.
- 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.**

## 7. Teaching and Evaluation of One-Credit Courses of 25 Marks Each:

- Each class may be divided into small groups of 10 to 15 students. As far as possible the students should be in the same group throughout the two semesters. In case of drop-outs, two or more groups may be merged.
- In the first semester one teacher will meet the students of one group once a week for 15 weeks.
- In the second semester the same teacher or another teacher will meet the students of the group for another 15 weeks.
- The concerned teachers will post on the notice board marks for attendance and presentation as soon as the courses are completed.

## 8. Marks Distribution for Each One-Credit Course:

- Class Attendance and Presentation:      Marks: 10  
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.  
The concerned teacher will give marks out of 10.  
Subject to satisfactory attendance and presentation in 90% or above classes a student may be given 10 marks out of 10, 80% to less than 90% - 8, 70% to less than 80% - 6, 60% to less than 70% - 4, 60% to less than 50% - 2, and below 50% - 00.
- Oral Examination:                              Marks 15  
The Examination Committee will hold oral examination at the end of every semester.

## 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.

- b. 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.
- c. 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. Results of the students will be published according to Examination Roll Numbers and not according to merit positions.
- e. 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.**

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

<b>Numerical Grades</b>	<b>Letter Grades</b>	<b>Corresponding Grade Points</b>
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:

- a. Promotion from first semester to second semester will be automatic provided the student has the minimum of 60% attendance in the first semester.
- b. The minimum GP 2.00 in each course and CGPA (Grade Point Average/Cumulative Grade Point Average) 2.00 will be required for award of the degree. GP of the 2 one-credit courses will be calculated only after the second semester final examination.
- c. GPA of the two one-credit courses will be calculated by adding the numerical marks obtained in the two semesters and multiplying the total by two. The numerical marks obtained out of 50 will thus be converted into out of 100 to find out the corresponding Letter Grade and GP which in this case will be treated as GPA because it is the average of the two one-credit courses.
- d. For obtaining the **M.A. Degree** a student must not have F, i.e. GP below 2.00 in any course.
- e. GPA for each semester will be calculated by multiplying the course credits by the GP obtained in the courses and dividing the total figures by the total credits. CGPA of the two semesters will be calculated by adding the GPA of the semesters concerned multiplied by the course credits and dividing the result by the total credits.

**For example:**

$\text{GPA of One Semester} = \frac{\text{Course 1 Credits} \times \text{GP} + \text{Course 2 Credits} \times \text{GP} + \text{Course 3 Credits} \times \text{GP} + \text{Course 4 Credits} \times \text{GP}}{\text{Total Credits of the Four courses}}$
$\text{CGPA of Two Semesters} = \frac{1\text{st Sem GPA} \times \text{Credits} + 2\text{nd Sem GPA} \times \text{Credits} + \text{GP of 2 Credit Courses} \times \text{Credits}}{\text{Total Credits in 1st and 2nd Semesters i.e. 34}}$

**13. Readmission:**

- a. Readmission must be taken within 15 days of publication of results.
- b. The students not getting CGPA 2.00 and so not qualifying for M.A. Degree will be allowed to take readmission and be in 2nd semester if they obtain the minimum GPA 2.00 in the 1st semester.
- c. The students must take readmission and be in 1st semester if they have inadequate attendance/ fail to get GPA 2.00/ get W in 1st semester.
- d. The students will take readmission and attend classes in the required 1st or 2nd semester and take examinations only with the students of the available next batch.
- e. In the case of readmission all grades earned earlier in the four-credit and one-credit courses of the concerned semester/semesters will be cancelled.
- f. A student may take readmission only two times, and the degree must be completed within **6 semesters**, i.e. 3 years from the date of admission to 1st semester.

**14. Retaking of Examinations and Improvement of Grades:**

- a. Improvements of grade/grades are applicable only for the students - (i) who pass the M.A. Final Examination, or (ii) who have the minimum CGPA 2.00.
- b. If a student passes the examinations getting less than B in any four-credit course/courses, he/she may improve his/her grades by retaking the examinations of the course/courses only once with the immediate next batch at his/her own risk because in such cases the grade/grades of the particular course/courses obtained earlier will be considered cancelled. But marks for attendance and mid-term tests may be retained.
- c. If a student has the minimum CGPA 2.00 in the M.A. Final examination, but has F in any 4-credit courses or the aggregate of the two one-credit courses, which together is called 'overall assessment', his/her result will be treated as incomplete and the student will be allowed to retake the examination/examinations of the four-credit course/courses and the one-credit course with the following available batch.
- d. A student with F grade only in any course/courses will be allowed to improve the grade/grades by retaking the examination/examinations for a maximum of two times if he/she gets F in the first improvement test.  
In either case the marks for attendance and participation, attendance and presentation will be retained.
- e. Retaking of mid-semester tests will not be allowed.
- f. In addition to the usual fees, a fine will be imposed for each course to be retaken as per university rules.

- g. 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.
- h. The same rules will be applicable in the case of any student getting I.

### 15. Drop Out:

- a. A student failing to get a minimum GPA 2.00 even after readmission 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 he/she 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 M.A. Final Examination.

#### b. Dean's Merit List of Honour:

The list will include the names and particulars of students who have CGPA 3.75 and above but below 4.00 in the M.A. Final Examination.

Maximum of two students with the highest CGPA of any Department in a particular session will be included in Dean's Merit List of Honour. 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 the names and particulars of the students who have the highest CGPA among the students obtaining CGPA 3.60 and above but below 3.75 in the M.A. 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 Master of Arts (M.A.) in History under Semester System

**Program Structure: 1 Year**

**Total Semesters: 02**

**Each Semester: 26 Weeks**

### Group A: South Asia in Ancient and Medieval Period with special emphasis on Bengal

#### 1st Semester (Any Four)

Course No.	Course Title	Credit
501	Historiography and Research Methodology	4 Credit
502	Reconstructing the History of Early Bengal: Sources and Notable Historians	4 Credit
503	Select Topics on Society, Culture and Economy of Early Bengal	4 Credit
504	Geographical Factors in Making of the Regional Personality of Bengal	4 Credit
505	History of Women [Currently Not Offered]	4 Credit

#### 2nd Semester (Any Four)

Course No.	Course Title	Credit
507	Reconstructing the History of Medieval Bengal: Sources and Notable Historians	4 Credit
508	Select Topics on Society, Culture and Economy of Medieval Bengal	4 Credit
509	Religious Process in Medieval Bengal: Theories and Realities	4 Credit
510	Medieval Art and Architecture (Select Topics)	4 Credit
511	History of the Indigenous Peoples [Currently Not Offered]	4 Credit
512	Mughal India (Select Topics) [Currently Not Offered]	4 Credit

Course No.	Course Title	Credit
Tutorial & Viva	1 Credit in Each Semester (2 X 1)	2 Credit
<b>Total</b>	<b>1 Year M.A. in History in 2 Semesters</b>	<b>34 Credits</b>

**Group A: Master of Arts (M.A.) First Semester**

<b>Course Code</b>	<b>: 501</b>
<b>Course Title</b>	<b>: Historiography and Research Methodology</b>
<b>Course Credit</b>	<b>: 4</b>
<b>Full Marks</b>	<b>: 100</b>

**Introduction to the Course:**

This course is designed to give the students an idea about historiography, philosophy of history and the methodology of research, especially historical research. Part A deals with the art of history writing from the early historical period passing through the various stages of civilization to the modern times. This part of the course also discusses the interesting topic of Philosophy of History and then of some prominent contributors to the philosophy of history and their philosophic views on the discipline of history as a whole. Part B introduces to the students the methodology of research especially historical research. This part discusses how a researcher will prepare himself/herself for research. While doing so it also dwells on the importance of library and archives from where the researcher can get resources for research and the various methods of note taking, source criticism and footnoting etc.

**Aim:**

Part A of the course is designed to help the students obtain a comprehensive idea about the history of history writing and the philosophy of history. Part B is designed to help them acquire a comprehensive knowledge on the methodology of historical research.

**Objectives:****Part A:**

- Familiarize students with the concept of historiography
- Introduce the process of historiography in different phases and in different regions
- Provide with in-depth study of the term 'Philosophy of History' and on some contributors of the philosophy of history
- Motivate to think critically the changes in the process of history writing in different stages of historical period
- Develop ability to identify the major trends of historiography and philosophy of history
- Help students present the different aspects of historiography and philosophy of history both orally and in written form

**Part B:**

- Familiarize students with the concept of methodology of historical research
- Give comprehensive idea about how to take a good preparation for starting a research work
- Provide with in-depth study on source criticism, synthesis and historical reasoning
- Motivate to think critically the concepts of oral tradition, eyewitness evidences and best explanations
- Develop the ability to make research proposals and research work
- Help students present the different aspects of the methodology of historical research both orally and in written form

**Learning Outcomes:**

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

**Part A:**

- understand the term historiography and philosophy of history
- explain the changes of the process of history writing in different regions of the world in different periods
- examine the revival of humanistic approach in history writing in the Renaissance period
- analyze the modern outlook of history writing
- construct ideas about the philosophy of history and some famous contributors of it
- demonstrate analytical writing and presentation skills in front of an informed audience

**Part B:**

- understand the term methodology of historical research
- make research proposals
- analyze the importance of different historical sources and their use in research work
- examine the process of source criticism and analyze the historical reliability
- use the footnoting in an appropriate way
- demonstrate analytical writing and presentation skills in front of an informed audience

**Course Contents:****Part A: Historiography:**

1. Historiography: Introduction, definition, art of writing history, techniques of historical investigation, history of history writing
2. Historiography of pre-classical times and historiography in the ancient Near East except India: Quasi-history, two forms: (a) Theocratic history and (b) Myth
3. Greek Historiography: Greek historical method, Greek historians: (a) Herodotus (484-420 BCE) (b) Thucydides (460-396 BCE) (c) Polybius (198-117 BCE)
4. Roman Historiography: Main features, Roman sources for history, early Roman and principal Roman historians: (a) Livy (59 BCE-17 CE) (b) Cornelius Tacitus (56-120 CE)
5. Medieval Historiography:
  - A. Christian Historiography: Characteristics, early Christian historians: (a) Eusebius, Bishop of Caesarea (260-340 CE) (b) St. Augustine (354-430 CE) (c) Paulus Orosius (380-420 CE)
  - B. Medieval Muslim Historiography: Importance of Islamic civilization during medieval period, motivations behind Muslim historical writings
  - C. Medieval Historiography as a whole: Continuation of predominant influence of Christianity
6. Renaissance Historiography: Main features, some Renaissance historians: (a) Francesco Petrarch (1304-1374 CE) (b) Leonardo Bruni (1370-1444 CE) (c) Lorenzo Valla (1407-1457 CE) (d) Francesco Guicciardini (1483-1540 CE)
7. Modern Historiography: Main features, some modern historians: (a) Edward Gibbon (1737-1794 CE) (b) Leopold von Ranke (1795-1886 CE)



8. Indian Historiography:
  - A. Pre-Muslim period: Absence of real historical traditions
  - B. Medieval Indian Historiography based on different sources
  - C. Modern Indian Historiography: Colonial period and post-independence trends
9. Philosophy of History: Meaning of the term, speculative and critical philosophy of history, idealistic and materialistic trends
10. Some prominent contributors to the philosophy of history:
 

(a) Ibn Khaldun (1332-1405)	(b) Rene Descartes (1596-1650)
(c) Giambattista Vico (1668-1774)	(d) F M A Voltaire (1694-1778)
(e) G M F Hegel (1770-1831)	(f) Karl Marx (1818-1883)

### Part B: Research Methodology:

1. Preparing to do Research
2. Beginning Research in the library
3. Beginning Research in the archive
4. Internet as an additional resource
5. Note-taking
6. Historical Method
7. Source Criticism: A. Core principles B. Procedures
8. External Criticism: A. Authenticities B. Provenances
9. Internal Criticism: Historical Reliability:
  - A. Eyewitness evidence B. Indirect witnesses C. Oral tradition
10. Synthesis: Historical Reasoning:
  - A. Arguments to the best explanation B. Statistical inferences C. Arguments from analogy
11. Writing up your research
12. Footnotes and Endnotes
13. Referencing
14. Appendixes
15. Revising the assignment or thesis: Editing and evaluating the final product

### Recommended Readings:

- C Behan McCullagh, *Justifying Historical Descriptions* (Cambridge, 1984)
- E H Carr, *What is History?* (Cambridge, 1961)
- E Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000* (Orient Longman, 2004)
- F Rosenthal, *Muslim Historiography* (Brill Academic Pub, 1997)
- G P Gooch, *History and Historians in the Nineteenth Century* (HardPress Publishing, 2013)
- Gilbert J Garraghan, *A Guide to Historical Method* (Fordham University, 1946)
- H E Barnes, *A History of Historical Writing* (Dover, 1963)
- J B Bury, *The Idea of Progress: An Inquiry into its Origin and Growth* (Tufts Press, 2011)
- James T Shotwell, *The History of History* (Columbia University, 1939)
- Louis Gottschalk, *Understanding History: A Primer of Historical Method* (Alfred A Knopf, 1950)

Martha Howell & Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods* (Cornell University, 2001)

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

R J Shafer, *A Guide to Historical Method* (Dorsey Press, 1974)

S P Sen (Ed.), *Historians and Historiography in Modern India* (IHS, 1973)

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

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

**Course Code : 502**

**Course Title : Reconstructing the History of Early Bengal : Sources and Notable Historians**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

This course deals with the primary sources of ancient Bengal, their limitations, interpretive strategies and the approaches and trends in historiography. Categories of the source materials are one of the prime focuses of the course. Literary sources and the dearth of literary sources lead to the reliance on epigraphic sources, copperplates, archaeological sites, coins, beads, terracotta, pottery and how do all these source materials help in the reconstruction? The resultant characteristics of the history of early Bengal will also be discussed in detail and in-depth. The second significant part of the course is designed by the present approaches and trends of the historiography of Bengal/Bangladesh with special mention of some notable historians such as Ramesh Chandra Majumdar, Niharranjan Ray, B M Morrison and D C Sircar.

### Aim:

The aim of this course is to focus on the primary sources of early Bengal and the notable historians (selected) who have contributed in constructing the present structure of the history of early Bengal. The course is designed as an advanced study for Masters students in offering with in-depth understanding about the primary sources, their associated problems and interpretive strategies.

### Objectives:

- Guide students in obtaining a comprehensive knowledge, ideas and problems relating to primary sources of early Bengal
- Offer insight into approaches and trends in historiography of Bengal/Bangladesh
- Introduce the variety of archaeological sources like epigraphs, copperplates, coins and other evidences found at archaeological sites
- Inculcate the value of primary sources and encourage their use

### Learning Outcomes:

At the end of the course students are expected to:

- have a broader and in-depth understanding and further curiosity of the history of ancient Bengal
- be able to understand the paucity of source materials, their limited and somewhat peculiar nature, limitations and interpretive strategies in the reconstruction of early

Bengal history

- gather the intense knowledge about the process of construction, deconstruction and reconstruction of ancient history of Bengal
- be benefitted in developing their skills in argumentation and analysis and the linguistic skills and clarity of expression

### Course Contents:

1. Sources, associated problems and interpretive strategies
2. Archaeological sources:  
Pre-historic tools, terracotta, pottery, beads, coins
3. Epigraphs:  
Inscriptions (Mahasthan Brahmi Inscription, Deopara *Prasasti*)
4. Epigraphs:  
Land transaction charters on copperplates (Damodarapur Copperplates, Khalimpur Copperplate and Paschimbhag Copperplate)
5. Literary works:  
Sanskrit Kavyas (*Ramacharitam*, *Pavanadutam*, *Aryasaptasati*, and *Gita Govinda*)
6. Literary works:  
Anthologies of court poetry (*Saduktikarnamritam* and *Subhasitaratnakosa*)
7. Literary works:  
Buddhist texts (*Charyapada* and *Dohakosa*), Dharmasastra (*Kalaviveka* and *Dayabhaga*, *Adbhutasagara* and *Danasagara*)
8. Agricultural text (*Krisiparasara*)
9. Accounts of Chinese travellers:  
Chinese accounts (Faxian [Fa Hien], Xuanzang [Hiuen Tsang] and Yijing [I-tsing])
10. Accounts of Arab merchants, seafarers and travellers (Sulayman, Ibn Khurdadbi, Al-Masudi and Al-Idrisi)
11. Approaches and trends in historiography: Early Bengal
12. Prominent historians:  
Ramesh Chandra Majumdar, Niharranjan Ray: Life and career, critical evaluation of their works on early Bengal
13. Prominent historians: D C Sircar, B M Morrison: Life and career, critical evaluation of their works on early Bengal

### Recommended Readings:

*Arabic Classical Accounts of India and China* by Ibn Khurdadbi and Sulayman Al-Tajir et al, Translated from original Arabic with commentaries by S Maqbul Ahmad (Indian Institute of Advanced Study, Shimla, 1989)

B M Morrison, *Political Centres and Cultural Regions in Early Bengal* (University of Arizona, 1970)

D C Sircar, *Epigraphic Discoveries in East Pakistan* (Sanskrit College, Calcutta, 1973)

*Epigraphia Indica*, *Indian Museum Bulletin*, *Indian Historical Quarterly*, *Journal of Bengal Art*, *Pratna-Samiksha* (Journal of the Directorate of Archaeology, West Bengal)

N G Majumdar, *Inscriptions of Bengal (Containing Inscriptions of the Candras, the Varmans and the Senas, and Isvaraghosa and Damodara)* (Sanskrit Pustak Bhandar, 2003)

- Niharranjan Ray, B D Chattopadhyaya, Ranabir Chakravarti & V R Mani (Eds.), *A Sourcebook of Indian Civilization* (Orient Longman, 2000)
- Niharranjan Ray, *Bangalir Itihas Adi Parva* (in Bangla) (Dey's, 1420 BS) [Translated into English with an introduction by John W Hood, *History of the Bengali People Ancient Period* (Orient Longman, 1994)]
- R C Majumdar, *History of Ancient Bengal* (G Bharadwaj and Co., 1971)
- Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Asiatic Society of Bangladesh, 2012)
- Thomas Watters, *On Yuan Chwang's Travels in India (AD 629-645)* (Munshiram Manoharlal Publishers, 1973)
- দীনেশচন্দ্র সরকার, *শিলালেখ-তাম্রশাসনাদির প্রসঙ্গ* (সাহিত্যলোক, কলকাতা, ১৯৮২)
- নীহাররঞ্জন রায়, *বাঙ্গালীর ইতিহাস আদি পর্ব* (দে'জ, কলকাতা, ১৪২০)

**Course Code : 503**

**Course Title : Select Topics on Society, Culture and Economy of Early Bengal**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

The region known as 'Bengal' is a multi-cultural, multi-ethnic entity. Just as the combination of mountain and ocean, rivers and valleys, forests and plain open lands has created diverse flora and fauna in this region, the multi-diversity of the people has introduced an equally diverse religio-cultural and social tapestry of different languages, different culinary experiences, different rituals and habits. Yet, amongst all this diversity the region is united through a common historical experience throughout the ages. This course introduces students to the land, the people, the society, the culture, the commerce and the politics in the early times of the region we call Bengal.

### Aim:

This course has been designed to help students in obtaining comprehensive idea about the society, culture and economic aspects of ancient Bengal.

### Objectives:

- Introduce to students the society, ways of life and ethnic background of the people of Bengal in the ancient period
- Give an idea about cultural syncretism in ancient Bengal and the role of different language groups behind this
- Give an idea about the development of Sanskrit literature in this period
- Analyze critically the agriculture, trade, commerce and industrial advancement in this period
- Give an idea about the urban centers in ancient Bengal with their geopolitical and commercial importance
- Analyze critically the everyday life of ancient Bengal emphasizing on the women's way of life and position in society
- Evaluate the land administration, coins and currency system of ancient Bengal
- Give idea about the characteristics of architecture, sculpture and terracotta art in early Bengal

### Learning Outcomes:

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

- understand the major historical developments and trends that influenced the social, economic and cultural life of ancient Bengal
- analyze the social system and ways of life during this time
- have the capacity to present logical and coherent arguments referring to relevant sources
- possess the skill to examine contemporary socio-economic and cultural events in the light of their historical roots
- grow interest in visiting historical and archaeological sites and enrich existing knowledge
- demonstrate analytical writing as well as presentation skills

### Course Contents:

1. Ethnic composition: Physical types (Proto-Austroid, Mongoloid, Alpine and Nordic)
2. Cultural Syncretism: Role of different language groups (Austic, Dravidian and Indo-Aryan)
3. Religious systems in early Bengal: Brahmanical religion, different sects of Brahmanical religion, Buddhism and its transformation
4. Development of Sanskrit literature
5. Urbanization in ancient Bengal: Ancient urban sites in Bangladesh - Puntranagar, Mainamati/Devaparvata
6. Land administration in ancient Bengal: Gupta phase, Pala Chandra Sena phase
7. Agriculture, agricultural products
8. Trade, commerce and industry (textiles, rice, sugar, salt, pottery, metal, stone, wood works, ship-building)
9. Coins and currency system
10. Women in early Bengal: Everyday life and their position in society
11. Everyday life of early Bengal
12. Art and architecture: Sculptural art, terracotta, art, architecture

### Recommended Readings:

- Abdul Karim, *Murshid Quli Khan and His Times* (Asiatic Society of Pakistan, Dhaka, 1963)
- Abdul Karim, *Social History of the Muslims in Bengal* (Asiatic Society of Pakistan, Dhaka, 1959)
- Abdur Rahim, *Social and Cultural History of Bengal*, Vol. 1 & 2 (Pakistan Historical Society, 1963)
- B N Mukherjee, *Coins and Currency Systems in Gupta Bengal* (Munshiram Manoharlal Publishers, 1996)
- B N Mukherjee, *Coins and Currency Systems of Early Bengal* (Progressive Publishers, 2000)
- B N Mukherjee, *Coins and Currency Systems of Post-Gupta Bengal* (MLBD, 1993)
- Jadunath Sarkar (Ed.), *History of Bengal*, Vol. 2 (University of Dhaka, 1948)
- Kamrunnesa Islam, *Aspects of Economic History of Bengal* (Asiatic Society of Bangladesh, 1984)

- M R Tarafdar, *Husain Shahi Bengal 1494-1538 A.D. - A Socio-Political Study* (Asiatic Society of Pakistan, Dhaka, 1965)
- Puspa Niyogi, *Buddhism in Ancient Bengal* (Jijnasa Publishing Department, 1960)
- R C Majumdar (Ed.), *The History of Bengal*, Vol. I (University of Dhaka, 1943)
- Ranabir Chakravarti, *Trade and Traders in Early Indian Society* (Manohar, 2007)
- Shahanara Hussain, *Everyday Life of the Pala Empire The Social Life of Women in Early Medieval Bengal* (Asiatic Society of Pakistan, Dhaka, 1968)
- Sirajul Islam (Ed.), *Banglapedia* (Relevant Entries) (Asiatic Society of Bangladesh, 2012)
- Sushil Chowdhury, *Trade and Commercial Organisations in Bengal (1650-1720)* (Firma KLM, 1975)
- আনিসুজ্জামান (সম্পাদিত), *বাংলা সাহিত্যের ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ২০০৮)
- নীহাররঞ্জন রায়, *বঙ্গালীর ইতিহাস আদি পর্ব* (দে'জ, কলকাতা, ১৪২০)
- মমতাজুর রহমান তরফতার, *ইতিহাস ও ঐতিহাসিক* (বাংলা একাডেমী, ঢাকা, ১৯৮১)
- রজতকান্ত রায়, *পলাশীর যুদ্ধ ও সেকালের সমাজ* (আনন্দ, কলকাতা, ১৯৯৪)

**Course Code : 504**

**Course Title : Geographical Factors in Making of the Regional Personality of Bengal**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

This course is designed under the broader outline of geographical factors in history in the context of Bengal/Bangladesh. Bengal is considered as a 'region' with distinct geo-physical features and natural boundary. This naturally defined geographical territory started transforming into a cultural territory from the antiquity. The course is designed in the light of the intense knowledge about the geographical factors in the making of the regional personality/individuality/identity of Bengal and in the critical evaluation of the role of environmental issues in the whole process with special focus on ancient and medieval periods.

### Aim:

The course aims at offering geographical factors in the history of Bengal and the making of the personality of the region where changes and continuities in the geographical and cultural landscape shaped the region in distinct contours.

### Objectives:

- Give students an understanding about the geographical factors that have designated Bengal as a 'region' and created its geo-physical distinctiveness
- Familiarize with the theories of historical geography which are a new addition to the historiography of ancient and medieval Bengal studies
- Establish a clear indication of Bengal's maritime connectivity within the Indian ocean and beyond
- Trace the geographical factors that have shaped Bengal art and architecture
- Introduce the long history of cultural exchanges between Bengal and other

geographical regions that has influenced the formation of a unique cultural identity of Bengal during the ancient and medieval ages

### Learning Outcomes:

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

- have an in-depth understanding and further curiosity of the process of transforming the geographical territory of Bengal into a cultural territory
- understand the factual knowledge about geographical issues of the region and the intense knowledge about the theory and reality of the subject relating to the politics of identity in the context of environment/ecology/geography
- develop the skill in argumentation and analysis and the linguistic skill and clarity of expression

### Course Contents:

1. Geographical factors and socio-cultural history: Historiography and theoretical context
2. Introduction to geography of Bengal: Geo-features, location, geological settings, river system and delta formation, climate and monsoon wind system
3. Geography and Bengal's pre-history: Geographical factors and deforestation in settlement patterns (ancient and medieval period)
4. Bengal as Frontier Zone: Political and cultural regions (early geographical units), *Muluk-us-Sharq*: historical geographical units in Eastern India, topography and climate as described in the medieval sources, geographical factors in making of the 'united Bengal' and the 'independent Sultanate'
5. Influence of geo-features on socio-cultural aspects: Preponderance of pre-Vedic/non-Brahmanic legacy in the culture of the delta dwellers, socio-cultural traditions and continuities
6. Influence of geo-features in the patterns of agriculture and economic life
7. Water management in Bengal: Irrigation sources and abundance of water in the eastern part (ancient and medieval period)
8. Contact and communications between Bengal and lands beyond (overland and maritime contacts): Bengal: land bridge between South and mainland Southeast Asian countries and the archipelago
9. Geography and naval industry: Why boats and ships were so important in the history of ancient and medieval Bengal?, geographical factors in war strategies and tactics and importance of Nawara
10. Geographical factors in the making of regional 'Consciousness': Tradition and 'Personality' of Bengal

### Recommended Readings:

A F Salahuddin Ahmed & Bazlul Mobin Chowdhury (Eds.), *Bangladesh: National Culture and Heritage* (Independent University of Bangladesh, 2004)

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

Aksadul Alam, "Geographical Factors in Cultural Aspects of Early Bengal (5th to 13th Centuries CE)", *Journal of Bengal Art*, Vol. 20, 2015

Aksadul Alam, 'Geographical Location and Its Influence' in K M Mohsin & Sharif Uddin Ahmed (Eds.), *Cultural Survey of Bangladesh, Vol. 4: Cultural History* (Asiatic Society of Bangladesh, 2007)

Amitabha Bhattacharyya, *Historical Geography of Ancient and Early Medieval Bengal* (Sanskrit Pustak Bhandar, 1977)

Niharranjan Ray, *Bangalir Itihas Adi Parva* (in Bangla) (Dey's, 1402 BS) [Translated into English with an introduction by John W Hood, *History of the Bengali People Ancient Period* (Orient Longman, 1994)]

O H K Spate & Others (Eds.), *India, Pakistan and Ceylon: The Regions* (Methuen & Co, 1967)

R C Majumder, *History of Ancient Bengal* (G Bharadwaj and Co., 1971)

Ranabir Chakravarti, *Trade and Traders in Early Indian Society* (Manohar, 2007)

আনিসুজ্জামান (সম্পাদিত), *বাংলা সাহিত্যের ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ২০০৮)

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

## Group A: Master of Arts (M.A.) Second Semester

**Course Code** : 507

**Course Title** : **Reconstructing the History of Medieval Bengal: Sources and Notable Historians**

**Course Credit** : 4

**Full Marks** : 100

### Introduction to the Course:

This course gives the idea of the diverse types of sources used in the reconstruction of medieval Bengal history. It includes the written sources as well as the archaeological sources. It introduces the history graduates to the techniques of using Arabic and Persian chronicles, travelogues and medieval Bengali literature as sources of writing history.

### Aim:

This course has been designed to teach the basic methods of dealing with the primary sources in writing the political, social, economic and cultural history of medieval Bengal.

### Objectives:

- Give students a comprehensive understanding of different genre of sources of medieval Bengal
- Assist them to perceive the unique character of medieval sources
- Introduce the core nature of historical research in the field of medieval history of Bengal
- Give ideas about the coins and inscriptions written in Arabic and Persian languages
- Bring them into light about the relationship of a 'historical text' and the 'context' in



which it should be considered

- Make familiar with the Bengali literature as source of socio-cultural history of Bengal

### Learning Outcomes:

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

- describe the various types of sources of the history of medieval Bengal
- explain different aspects and meanings of the term 'history' in medieval Bengal
- handle archaeological sources i.e. inscriptions/coins to reconstruct Bengal history
- assess the importance of critical approach to deal with various historical texts with their contexts
- analyze various trends of writing history of Bengal that developed since the last century
- do historical research in the field of medieval Bengal

### Course Contents:

1. Introduction to sources: Arabic and Persian works, Bangla literature, foreign accounts, hagiological literature and archaeological sources
2. Inscriptions as source of history: Siyan Inscription, Manda Inscription
3. Coins: Characteristics of medieval coins, contents and importance in reconstructing history
4. *Tabaqat i Nasiri*: Only contemporary source of Muslim expansion in Bengal, importance and limitations
5. Ibn Batutah and his *Rihla*: Travel routes and his description, portrayal of 14th century Bengal by an outsider
6. Hagiological literature: *Tazkira*, *Malfuzat* and *Maqtubat*, Nur Kutub Alam's *Maktubat*
7. Chinese accounts: The *Ming Shi-lu*, Ma Huan and Fei Sin's illustrations of Bengal's royal courts
8. The *Suma Orientale*: First European description of Bengal politics and economy
9. European accounts of Bengal: Barbosa and R Flitch
10. Bengal reflected in the court history: *Tarik i Firuz Shahi* and *Ain i Akbari*
11. Bangla literature as source of history: *Chandi Mangal* and *Yusuf Zulekah*
12. *Baharistan i Gayibi*: First regional history of Bengal and the most important source of Mughal expansion
13. Prominent historians: Abdul Karim and M R Tarafdar - their contribution as historians and approaches to medieval Bengal history

### Recommended Readings:

Abdul Karim, *Corpus of the Arabic and Persian Inscriptions of Bengal* (Asiatic Society of Bangladesh, 1992)

Abdul Karim, *Corpus of the Muslim Coins of Bengal (Down to A.D. 1538)* (Asiatic Society of Bangladesh, 2013)

Duarte Barbosa, *The Book of Duarte Barbosa* [English translation: M L Dames] (Asian Educational Service, 1989)

L P Harvey, *Ibn Battuta* (I B Tauris, 2008)

Muhammad Abdur Rahim, *Social and Cultural History of Bengal*, Vol. 1 (Pakistan

- Historical Society, 1963) & Vol. 2 (Pakistan Publishing House, 1967)
- Perween Hasan & M Mofakharul Islam (Eds.), *Essays in Memory of Momtazur Rahman Tarafdar* (Centre for Advanced Research in Humanities, Dhaka, 2007)
- Syed Ejaz Hussain, *The Bengal Sultanate: Politics, Economy and Coins (AD 1205-1576)* (Manohar, 2003)
- William Foster (Ed.), *Early Travels in India 1583-1619* (Oxford, 1921)
- আবদুল করিম, *বাংলার ইতিহাস: সুলতানী আমল* (বাংলা একাডেমী, ঢাকা, ১৯৮৭)
- আবদুল করিম, *বাংলার মুসলমানদের সামাজিক ইতিহাস* (বাংলা একাডেমী, ঢাকা, ১৯৯৩)
- আবদুর রহিম, *বাংলার মুসলমানদের সামাজিক ও সাংস্কৃতিক ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ১৯৮২)
- আনিসুজ্জামান (সম্পাদিত), *বাংলা সাহিত্যের ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ২০০৮)
- এ কে এম শাহনাওয়াজ, *মুদ্রায় ও শিলালিপিতে মধ্যযুগের বাংলার সমাজ ও সংস্কৃতি* (বাংলা একাডেমী, ঢাকা, ১৯৯৯)
- এনামুল হক (সম্পাদিত), *ইউসুফ জোলেখা* (ঢাকা, মাওলা ব্রাদার্স, ২০০৬)
- নুরুল ইসলাম মঞ্জুর, *বাঙালির ইতিহাস চর্চার ধারা* (বাংলা একাডেমী, ঢাকা, ১৯৯৭)

**Course Code : 508**

**Course Title : Select Topics on Society, Culture and Economy of Medieval Bengal**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

The society, culture and economy of medieval Bengal played a very important role in the formation of the socio-cultural structure of the region in the present day. It is important to understand that the present society and culture is a continuation of the foundational base laid in the medieval age. Language, music, social and cultural rituals, religious practices all can be traced back to the developments that took place in medieval Bengal. The commercial and economic vitality of Bengal achieved during the Sultanate and Mughal periods attracted European traders to this area which eventually led to European colonization. The Europeans when they came, found here a strong banking system in place, an infrastructure for foreign overseas trade, a society receptive to foreign ideas and a cultural base strong enough to resist too much foreign influence. This course introduces to the students the administrative system of the Sultanate and the Mughals, the education system, art and architecture of the period and an overview of the social and cultural fabric of Bengal in pre-colonial times.

### Aim:

This course has been designed to help students in obtaining comprehensive idea about the society, culture and economic aspects of medieval Bengal.

### Objectives:

- Introduce students to the society and ways of life of the people of Bengal with their ethnic background in the medieval period

- Give an idea about development of the educational system in Bengal during the Sultanate and Mughal periods
- Provide with in-depth understanding of the origin and development of language and literature during this period
- Analyze critically the agriculture, trade and commerce and industrial advancement in this period
- Give an idea about the urban centers in medieval Bengal with their geopolitical and commercial importance
- Help them evaluate the land and revenue policy, banking system of Mughal period
- Give an idea about art and architecture with their characteristics and advancement in medieval Bengal

### Learning Outcomes:

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

- understand the major historical developments and trends that influenced the social, economic and cultural life of medieval Bengal
- gain ability to analyze the social system and ways of life during this time
- build capacity to present logical and coherent arguments referring relevant sources
- possess skill to examine contemporary socio-economic and cultural events in the light of their historical roots
- demonstrate analytical writing skills as well as presentation skills
- develop curiosity to visit historical and archaeological sites and enrich existing knowledge

### Course Contents:

1. Ethnic composition
2. Society and cultural ways of life: Sultanate and Mughal period
3. Education in Bengal: Sultanate and Mughal period
4. Bangla language and literature: Origin and development
5. Urban centres in medieval Bengal: Trading centres, ports and commodities
6. Agriculture, trade and commerce and industry: Sultanate and Mughal period
7. Mughal land and revenue policy (under Murshid Quli Khan)
8. Banking system in the Mughal period
9. Administration: Sultanate and Mughal period
10. Art and architecture: Characteristic features
11. Portuguese trade and settlements and their influence on agriculture and literature of Bengal
12. The crisis of 1757: Role of the noble class

### Recommended Readings:

Abdul Karim, *Murshid Quli Khan and His Times* (Asiatic Society of Pakistan, Dhaka, 1963)

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

Abdur Rahim, *Social and Cultural History of Bengal*, Vol. 1 & 2 (Pakistan Historical

Society, 1963)

Jadunath Sarkar (Ed.), *History of Bengal*, Vol. 2 (University of Dhaka, 1948)

M R Tarafdar, *Husain Shahi Bengal* (Asiatic Society of Pakistan, Dhaka, 1965)

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

Sirajul Islam (Ed.), *History of Bangladesh, 1704-1971*, Vol. 2 & 3 (Asiatic Society of Bangladesh, 1997)

অনিরুদ্ধ রায় ও রতনাবলী চট্টোপাধ্যায়, *মধ্যযুগে বাংলার সমাজ ও সংস্কৃতি* (কে পি বাগচী, কলকাতা, ১৯৯২)

আবদুর রহিম, *বাংলার মুসলমানদের সামাজিক ও সাংস্কৃতিক ইতিহাস*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ১৯৮২)

সিরাজুল ইসলাম (সম্পাদিত), *বাংলাদেশের ইতিহাস*, ১৭০৪-১৯৭১, ২য় ও ৩য় খণ্ড (বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা, ১৯৯৩)

**Course Code : 509**

**Course Title : Religious Process in Medieval Bengal: Theories and Realities**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

This course is designed under the broader outline of religious processes in medieval Bengal with special emphasis on conceptual discussions and the reality. Bengal is considered as a 'region' with distinct geo-physical and cultural features. This naturally defined 'geographical territory' gradually transformed into a 'cultural territory' from the antiquity. Religion is one of the significant components in culture and the religious process became an integral part of the syncretistic tradition of Bengal in the medieval period. The course is designed in the light of the intense knowledge about the religious processes in medieval Bengal in constructing the identity/alterity of peoples of the land. At the same time, some theoretical outlines and realities regarding the issue will also be an integral part of the course.

### Aim:

The course aims at offering an in-depth study of the religious processes in the making of the identity/alterity of peoples of Bengal in the medieval period with special focus on theories and realities regarding the issue. Bengal, as a geographical and cultural territory, has her own traditions in constructing the 'personality' of the region where changes and continuities in the religious-cultural landscape shaped the region in distinct contours.

### Objectives:

- Give special emphasis on the sources for reconstructing the history of the period
- Provide knowledge about the geographical and socio-cultural context for the Islamisation of Bengal
- Discuss the theories that attempt to explain the process of Islamisation of this region
- Provide understanding of the role of different stake-holders like the rulers, sufis and ulama

- Introduce other religio-ideological trends like vaishnavism, yoga philosophy and the baul tradition
- Make students get a clear idea of the process that constructed the Bengali identity that is both cultural and political

### Learning Outcomes:

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

- have in-depth understanding and further curiosity of the religious processes in medieval Bengal and the identical characteristic features of the process
- understand the factual knowledge about religious issues of the region and the intense knowledge about the theory and reality of the subject relating to the formation of identity/alterity in the context of assimilative/syncretistic processes
- be benefitted in developing their skills in theoretical explanation, argumentation and analysis and the linguistic skill and clarity of expression

### Course Contents:

1. Sources, associated problems and geographical context
2. Socio-cultural background of religious processes in medieval Bengal
3. Early Muslim contact with Bengal: Sources, nature of the contact, Were there any Muslim settlement in the coastal areas of Bengal before 13th century CE?
4. Islamisation in Bengal: Role of sultan, sufi, pir, darvish and ulama
5. Theoretical basis of islamisation in Bengal: Early theories (Sword Theory, Political Patronage Theory, Social Liberation Theory)
6. Theoretical basis of Islamisation in Bengal: Recent theories (Frontier Theory, Cultural Mediator Theory)
7. Theoretical Basis of Islamisation in Bengal: Recent Theories (Personality Theory, Open Village Theory)
8. Reasons for popularity and easy acceptance of Islam in Bengal
9. Reaction: Religious reformation process: Nulo Panchanan, Ghatak Devivar, Ramai Pandit, Srachaitanya, Bhakti Movement and Vaisnavism
10. Sufism and Yoga philosophy, the Dharma Cult and Islam
11. Baul tradition in Bengal
12. Politics of constructing 'personality'/'identity'/'alterity' in the socio-cultural and religious context of medieval Bengal

### Recommended Readings:

A F Salahuddin Ahmed & Bazlul Mobin Chowdhury (Eds.), *Bangladesh: National Culture and Heritage* (Independent University of Bangladesh, 2004)

A F Salahuddin Ahmed, *History and Heritage Reflections on Society Politics and Culture of South Asia* (UPL, 2007)

Abdul Karim, *Social History of the Muslims in Bengal Down to A.D. 1538* (Baitush Sharaf Islamic Research Institute, Chittagong, 1985)

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

Aksadul Alam, "Geographical Factors in Cultural Aspects of Early Bengal (5th to 13th Centuries CE)", *Journal of Bengal Art*, Vol. 20, 2015

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

Jadunath Sarkar (Ed.), *History of Bengal*, Vol. 2 (University of Dacca, 1948)

M R Tarafdar, "The Bengali Muslims in the Pre-Colonial Period: Problems of Conversion, Class Formation and Cultural Evolution", *Pursartha*, No. 9, Paris, 1986; "Trade and Society in Early Medieval Bengal", *The Indian Historical Review*, Vol. 4, No. 2, 1978

M R Tarafdar, *Husain Shahi Bengal* (Asiatic Society of Pakistan, Dhaka, 1965)

R M Eaton, *The Rise of Islam and the Bengal Frontier (1204-1764)* (Oxford, 1994)

মমতাজুর রহমান তরফতার, 'বাংলার ধর্ম জীবন', আনিসুজ্জামান (সম্পাদিত), বাংলা সাহিত্যের ইতিহাস, ১ম খণ্ড (বাংলা একাডেমী, ঢাকা, ১৯৮৭)

মমতাজুর রহমান তরফতার, ইতিহাস ও ঐতিহাসিক (বাংলা একাডেমী, ঢাকা, ১৯৮১)

**Course Code : 510**

**Course Title : Medieval Art and Architecture (Select Topics)**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

The coming of the Muslims changed the architectural landscape of India. Mosque architecture made a significant introduction which gained permanence with the progress and continuation of Muslim rule. The greatest architectural feat of medieval India was the Qutub Minar which still to date is an architectural wonder. The social, economic and changing political conditions were reflected in architecture. With patronization from the rulers, architectural styles could be experimented with and lasting contributions were made that sustained the ravages of time. Tomb architecture reached new heights under the Mughals of which Shah Jahan's Taj Mahal is the most famous. The Mughals were enthusiastic builders and fort architecture saw huge development under them. This course throws light on the styles, techniques, trends, influences and developments of the architecture of pre-Mughal and Mughal era in India.

### Aim:

This course has been designed to help students in obtaining comprehensive idea about the Indian art and architecture in the medieval period.

### Objectives:

- Introduce students to the origin and development of Muslim architecture in India through an evolutionary process of synthesizing
- Know the definition of various architectural terms
- Give idea about different styles of the buildings and their features built during the Delhi Sultanate
- Have knowledge about tomb architecture, mosque architecture and fort architecture with their individual features and architectural significances
- Get idea about some major architectural sites of India, motives behind their construction, plans, descriptions, ornamentations, architectural merits and significances
- Analyze critically the difference between Sultanate architecture and Mughal architecture with their general characteristics and excellence

- Evaluate the excellence of Indian architecture such as, describing Taj Mahal and its glory

### Learning Outcomes:

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

- gather an understanding of the major architectural sites of India and their characteristics and historical significances
- gain the ability to analyze the background of Indian architecture and its development through the ages
- evaluate the role of key rulers in the development of Indian architecture
- acquire skill to examine contemporary political events in the light of their historical roots
- demonstrate analytical writing as well as presentation skills
- develop curiosity to visit historical and archaeological sites and enrich existing knowledge

### Course Contents:

1. Origin of Muslim architecture of India:  
An evolutionary process, meeting and mingling of two civilizations, elements brought by Muslims, contributions of India, factors for the excellence of Muslim architecture in India
2. Beginning of mosque architecture in India:  
A. The Quwat-ul-Islam Mosque B. The Arhai din ka Jhonpra  
C. Comparison between the two mosques
3. Development of architecture under Iltutmish:  
A. Extension of Quwat-ul-Islam Mosque B. Qutub Minar  
C. Tombs of Iltutmish and Sultan Ghuri
4. Khalji architecture:  
A. Building activities of Alauddin Khalji B. Alai Darwaza C. Origin of new elements
5. Tughlaq architecture:  
A. Military aspects of Tughlaq architecture  
B. Tughlaqabad and the Tomb of Ghiyasuddin Tughlaq C. Firuz Tughlaq as builder
6. Octagonal tomb style:  
A. Origin and features B. Tomb of Khan-i-Jahan Telingani  
C. The Sayyids and Lodi tombs
7. Tomb of Sher Shah at Sasaram:  
A. Plan and description B. The climax of octagonal tomb
8. The beginning of Mughal architecture:  
A. General features, difference with the preceding age, sources and reasons of excellences  
B. Humayun's Tomb, its indebtedness to Persia
9. Akbari style:  
Meaning, characteristics, manifestation in Akbar's Tomb
10. Fatehpur Sikri:  
A. Romance in red sand stone, the reflex of Akbar's mind  
B. Secular buildings and religious buildings C. The Buland Darwaza

11. Tomb of Itimadud-daulah:

A. Plan and description B. Connective link between Humayun's Tomb and the Taj Mahal

12. The Age of Shahjahan:

A. Shahjahan as a builder B. Red Fort at Delhi  
C. The Taj Mahal, where lies the beauty of Taj?

**Recommended Readings:**

A B M Hussain, *Fatehpur Sikri* (Bureau of National Reconstruction, 1970)

A B M Hussain, *Manara in Indo-Muslim Architecture* (Asiatic Society of Pakistan, Dhaka, 1970)

A H Dani, *Muslim Architecture of Bengal* (Asiatic Society of Pakistan, Dhaka 1961)

H H Dodwell (Ed.), *Cambridge History of India, Vol. V: 1497-1858* (Cambridge, 1929) (Chapter on Architecture)

James Fergusson, *History of Indian and Eastern Architecture* (John Murray, 1910)

Percy Brown, *Indian Architecture (Islamic Period)* (D B Taraporevala Sons and Co., 1942)

R Nath, *History of Sultanate Architecture* (Abhinav Publications, 1978)

R Nath, *Some Aspects of Mughal Architecture* (Abhinav Publications, 1976)

Wolseley Haig (Ed.), *Cambridge History of India, Vol. III: Turks and Afghans* (Cambridge, 1928) (Chapter on Architecture)



## List of Courses in the Master of Arts (M.A.) in History under Semester System

**Program Structure: 1 Year**

**Total Semesters: 02**

**Each Semester: 26 Weeks**

### Group B: South Asia in Modern Times

#### 1st Semester (Any Four)

Course No.	Course Title	Credit
501	Historiography and Research Methodology	4 Credit
515	Nationalism and National Movements in South Asia	4 Credit
516	Economic History of India under Colonial Rule	4 Credit
517	Administrative Changes in Colonial India	4 Credit

#### 2nd Semester (Any Four)

Course No.	Course Title	Credit
521	Constitutional Changes in Colonial India	4 Credit
522	Armed Resistance Movements During Colonial Times	4 Credit
523	Post-Colonial South Asia (Select Topics)	4 Credit
524	Development of Local Government in South Asia [Currently Not Offered]	4 Credit
525	Social and Cultural History of Bengal (19th and 20th Century)	4 Credit

Course No.	Course Title	Credit
Tutorial & Viva	1 Credit in Each Semester (2 X 1)	2 Credit
<b>Total</b>	<b>1 Year M.A. in History in 2 Semesters</b>	<b>34 Credits</b>

**Group B: Master of Arts (M.A.) First Semester**

**Course Code** : 501  
**Course Title** : Historiography and Research Methodology  
**Course Credit** : 4  
**Full Marks** : 100

Same as Course 501 of Group A

**Course Code** : 515  
**Course Title** : Nationalism and National Movements in South Asia  
**Course Credit** : 4  
**Full Marks** : 100

**Introduction to the Course:**

Teaching of the history of nationalism and nationalist movements has become more relevant in this era of globalization when distinction of the concepts of nation and national interest is to be explained to the students in the context of socio-political, economic and strategic significance. More so, to the students of this millennium who need to understand their past – under what circumstances and process their countries attained freedom from colonial rule and the nature of exploitation and administration during British rule in the Indian subcontinent. Title of the course indicates that nationalist movement in the region of South Asia is to be covered but the course outline is prepared in the light of other courses being offered for the Masters degree in History. Topics offered in this course contain major events and movements related to the nationalist movement in India, carefully avoiding overlap with other course contents related to the history of South Asia during nineteenth and twentieth centuries. Students of countries that have been once ruled by colonial powers, need to understand their past and the legacy of colonialism, to understand patriotism and the need to preserve their freedom and therefore must know why nationalist movements took place and how much sacrifice was made to achieve independence.

**Aim:**

This course has been designed to help students in obtaining comprehensive idea about the nationalism and national movements in South Asia.

**Objectives:**

- Introduce students with the theories of nationalism
- Introduce with the major national movements in South Asia
- Provide with in-depth understanding in major political, economic and cultural events that shaped colonial South Asia into a number of independent states
- Help them relate the theories of nationalism with major events and movements that have occurred in South Asia
- Motivate them think critically about the role of the key actors in the development of major national movements in South Asia
- Motivate them analyze major national movements in light of theories in nationalism

- Help them present different aspects of the major events critically and analytically both orally and in written form

### Learning Outcomes:

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

- describe the major national movements occurred in South Asia against colonial powers
- explain different aspects of events and movements in light of theories of nationalism
- construct ideas that developed nationalist movement against colonial powers
- analyze the causes and effects of the major events and movements covered in this course
- integrate events and movements to get a coherent idea about the emergence of independent countries in South Asia
- evaluate the role of key actors in nationalist movements in an impartial and empathic manner
- demonstrate analytical writing and presentation skills in front of an informed audience

### Course Contents:

1. Meaning and character of Nationalism - its historical development
2. The growth of the press and the development of public opinion, early history of the press, government policy towards the press, The Vernacular Press Act, 1878 - its background and impact, The Newspaper Act and the Press Acts (1916 and 1931)
3. Public associations and organizations up to 1885: The Land-holders Society (1837), the Bengal British India Society (1843), the British Indian Association (1851), the Bombay Association, the Poona Sarvajanik Sabha and the Madras Native Association, the Anjuman-i-Islamia (1855) and the Mohammedan Literary Society (1863), Rajnarayan Bose and the Society for the Promotion of National Feeling (1866), the Hindu Mela (1867) and the National Society (1870), character and limitations of those associations: regional, parochial and communal; Surendranath Banerjee and the Indian Association (1876), Syed Ameer Ali and the National Mahommedan Association (1877) – their character and role
4. The Great Revolt (Sepoy Mutiny) of 1857 and its impact, reactions of the aristocracy and the middle class, British policy
5. Sir Syed Ahmed and the Aligarh Movement
6. Movement for the Indianization of the civil services
7. The Ilbert Bill Controversy (1883-84)
8. Background of the establishment of the Indian National Congress (1885) - early history of the Congress, its character and activities
9. Aftermath of the first Partition of Bengal (1905)
10. Extremist movement - activities of the revolutionaries, significance
11. Rival trends within the Congress - moderates and extremists, the Surat Split (1907)
12. Growth of Muslim separatism - origin of the demand for separate electorate, the Simla Deputation and the birth of the Muslim League
13. Relations between the Congress and the Muslim League, the Lucknow Pact (1916) - its significance and impact

14. The Khilafat Movement - its character and significance, Gandhi and the Non-cooperation Movement
15. Politics under Dyarchy - the Government of India Act, 1919 and its working, the Simon Commission and public reaction, Nehru Report (1928), Jinnah's Fourteen Points (1929), Civil Disobedience Movement, Gandhi-Irwin Pact (1931), Round Table Conference and the Communal Award (1932)
16. Conflicting trends in the Congress: Gandhi, Nehru and Bose
17. The Lahore Resolution (1940), Cripps Mission (1942), Quit India Movement (1942), Cabinet Mission Plan (1946), communal violence of 1946-47, the move towards partition - background and provisions of the Indian Independence Act of 1947, Was partition inevitable?, Why did the British grant independence to India?

### Recommended Readings:

- A R Desai, *Social Background of Indian Nationalism* (Popular Prakashan, 1976)
- A R Mallick, *British Policy and the Muslims in Bengal, 1756-1858* (Asiatic Society of Pakistan, Dhaka, 1961)
- Anil Seal, *The Emergence of Indian Nationalism* (Cambridge, 1971)
- B B Majumdar, *Indian Political Association and Reforms of the Legislature 1818-1917* (Firma K L, 1965)
- B B Misra, *The Indian Middle Classes: Their Growth in Modern Times* (Oxford, 1961)
- Hans Kohn, *The Idea of Nationalism: A Study in its Origins and Background* (Collier, 1967)
- L S S O'Malley, *The Indian Civil Service, 1601-1930* (J Murray, 1931)
- S R Mehrotra, *The Emergence of the Indian National Congress* (Vikas, 1971)
- Sumit Sarkar, *Modern India 1885-1947* (Macmillan, 1982)
- Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-1908* (People's Publishing, 1973)
- Sunit Ghosh, *Modern History of Indian Press* (Cosmo Publications, 1998)
- এ আর দেশাই, *ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি* (কে পি বাগচী, কলকাতা, ১৯৮৭)
- কিরণচন্দ্র চৌধুরী, *ভারতের ইতিহাসকথা* (মডার্ন বুক এজেন্সী, কলকাতা, ১৯৯২)
- তেসলিম চৌধুরী, *ভারতের ইতিহাস, আধুনিক যুগ ১৯০৭-১৯৬৪* (মিত্রম, কলকাতা, ২০১১)
- মোজাম্মেল হক, *ব্রিটিশ ভারতের শাসনতান্ত্রিক ইতিহাস (১৮৫৭-১৯৪৭)* (বুক হাউস, ঢাকা, ১৯৭৬)
- সুপ্রকাশ রায়, *ভারতের জাতীয়তাবাদী বৈপ্লবিক সংগ্রাম* (জুবিলী প্রিন্টার্স, কলকাতা, ১৯৮৩)

**Course Code : 516**

**Course Title : Economic History of India under Colonial Rule**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

This course is designed to epitomise the hope, expectations and aspirations about economic history in such a way that students can form a clear understanding of economic changes in India under British colonial rule. The course contains a series of major points dealing with different aspects of economic changes in India during the colonial period and it presents an overview of the economic history by highlighting growth of modern industries, foreign trade, agricultural indebtedness, depression and

commercialization of agriculture. Definition, land revenue system, legislative protection to peasantry, peasant movements, famines, etc. and economic condition, trade and industries, drain of wealth, etc. are divided into parts A and B of the course respectively. Besides, emphasis is given to the ideas and significant contributions of some selected economists in the economic history of India.

### Aim:

The course aims to prepare students with the basic concepts, definition, nature, factors and development issues of economic history of colonial India. It also aims to analyze the zamindar-peasant relations during the colonial rule.

### Objectives:

- Understand the definition, meaning and terminologies of economic history
- Get an in-depth understanding of the economic policies and practices taken by the British colonial power in India
- Analyze and examine the meaning and significance of the peasant movements
- Understand the meaning of the widely used theory of economic exploitation and drain of wealth in India during the colonial times
- Identify the relationship between social changes and values and apply them in the personal economic and professional lives
- Help the students acquire competence and skills necessary for quality socio-economic life

### Learning Outcomes:

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

- understand the nature of economic history as a discipline
- be acquainted with the concept and profile of economic changes and human resource development
- get in-depth understanding of the role of the working class people in development
- learn the ways of effective communication and thinking for the cause of the country
- develop, identify and apply various skills required to analyze the economic challenges to the ideological struggle and to the criticisms of various theories currently in vogue in the world

### Course Contents:

1. Definition of Economic History, its scope, problems of Indian economic history under debate, main questions
2. Land revenue system with special reference to Permanent Settlement
3. Legislative protection to peasantry:
  - A. Bengal Act X, 1859
  - B. Bengal Tenancy Act, 1885
  - C. Bengal Tenancy (Amendment) Act, 1928
  - D. The Bengal Land Revenue Commission, 1938-40
4. Peasant movements:
  - A. Rangpur Uprising, 1784
  - B. Indigo Revolt, 1859-1862

- C. Tebhaga Movement, 1946-47
- 5. Commercialization of agriculture: Its nature and results
- 6. Trends of agriculture in the 19th and first half of the 20th century
- 7. Agricultural indebtedness
- 8. Depression in the inter-war period and its impact on economy
- 9. Famines, 1770 and 1943
- 10. A. General economic condition of Bengal during pre-colonial period: Agriculture, industry, trade and commerce (coming of the Europeans, introduction of bullion expansion of trade, organization of industries), standard of living (well regulated market, prices of wages), Golden Age: Myth or reality?  
B. General economic condition under the colonial rule
- 11. Indigenous industries of India:  
A. Handloom cotton textile industry B. Silk industry  
C. Sugar industry D. Shipbuilding E. Salt
- 12. Growth of modern industries:  
A. Jute B. Cotton textiles
- 13. Foreign trade of India:  
A. Composition of export and imports B. Pattern of trade  
C. Impact of foreign trade on Indian economy
- 14. Drain of Wealth
- 15. Railways

### Recommended Readings:

- A K Bagchi, *Private Investment in India, 1900-1939* (Cambridge, 1972)
- Anil Chandra Banerjee, *Agrarian System of Bengal, Vol. II (1793-1951)* (K P Bagchi, 1981)
- B M Bhatia, *Famines in India: A Study of Some Aspects of Economic History of India, 1860-1945* (Asia Publishing House, 1963)
- Bipan Chandra, *The Rise and Growth of Economic Nationalism in India* (People's Publishing, 1966)
- Iftikhar-ul-Awal, 'State of Indigenous Industries', in Sirajul Islam (Ed.), *History of Bangladesh 1704-1971, Vol. 2* (Asiatic Society of Bangladesh, 1997)
- M M Islam, *An Economic History of Bengal 1757-1947* (Adorn Publication, 2012)
- M M Islam, *Bengal Agriculture: A Quantitative Study* (Cambridge, 1986)
- Ramesh C Dutta, *The Economic History of India in the Victorian Age* (K Paul, 1906)
- Shahed Amin, *Sugarcane and Sugar in Gorakhpur* (Oxford, 1984)
- Sukumar Bhattacharya, *The East India Company and the Economy of Bengal from 1704 to 1740* (Luzac, 1954)
- William Digby, *'Prosperous' British India; A Revelation from Official Records* (T F Unwin, 1901)
- সিরাজুল ইসলাম (সম্পাদিত), *বাংলার ইতিহাস ১৭০৪-১৯৭১*, ১ম ও ২য় খণ্ড (বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা, ১৯৯৩)
- সিরাজুল ইসলাম, *বাংলাদেশের ভূমিব্যবস্থা ও সামাজিক সমস্যা* (নওরোজ কিতাবিস্তান, ঢাকা, ১৯৮১)

**Course Code** : 517  
**Course Title** : Administrative Changes in Colonial India  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

The East India Company came to India as a trading corporation but soon it acquired the control over Bengal. After the Battle of Palashi in 1757 this Company eventually emerged as a political power. Gradually British colonial power expanded its territorial domain and afterwards established the empire in Indian subcontinent where it initiated a new system of government to serve its purposes. After the end of the Company rule in 1858 the British Crown changed the administrative policy in different ways. This new system laid down the foundation of administration of later-day British India. Even present Bangladesh as well as India carry a colonial hereditament in their administrative system.

### Aim:

This course is designed to help the students obtain comprehensive idea about the history of administration in India during the British colonial rule.

### Objectives:

- Familiarize students with the different wings of administration of British colonial period
- Provide with in-depth study of changes, reforms and foundation of new administration
- Motivate them to think critically the positive and negative impact of colonial administration
- Develop the ability to identify the reaction of Indian people to the administrative policy of the British
- Help students present the different aspects of colonialism reflected in administration in India both orally and in written form

### Learning Outcomes:

By the successful completion of this course students would be able to:

- examine the different colonial policies in administration in India
- understand the growth of civil service, the bureaucratic system that exist till the present day
- acquire basic knowledge about the origin of Bangladesh Civil Service after independence
- analyze the struggle and movements of Indians for achieving equal status in administration
- analyze the colonial impact on administrative system both of positive and negative nature
- demonstrate analytical writing and presentation skill in front of an informed audience

### Course Contents:

1. Introduction of British colonial rule, Dual Government, Anglo-Mughal joint

- administration (1765-72)
2. Growth of central administration under the Company rule, changes after 1857, powers and functions of the Governor-Generals
  3. Growth of Central Secretariat during the rule of East India Company, changes under the British Raj
  4. Growth of district administration in Bengal, its defects
  5. Cornwallis Code - main features, its impact
  6. The administration of justice - civil and criminal
  7. Revenue administration (1772-1790), Permanent Settlement and its administrative structure
  8. Police administration: Pre-British system, police administration under the Company rule, Reforms of 1861 and the new Police Act
  9. Civil Service: Commissions and recommendations
  10. Development of local government - urban and rural
  11. Reorganization of the provinces: Provincial administrative system

### Recommended Readings:

B B Misra, *The Administrative History of India, 1934-1947* (Oxford, 1970)

B B Misra, *The Central Administration of the East India Company, 1773-1834* (Oxford, 1959)

C Banerjee, *Indian Constitutional Documents* (A Mukherjee, 1974)

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)

Hugh Tinker, *The Foundation of Local Self-Government in India, Pakistan & Burma* (University of London, 1954)

Ramsay Muir, *The Making of British India 1756-1856* (University of London, 1923)

S Gopal, *British Policy in India, 1858-1905* (Cambridge, 2007)

Sumit Sarkar, *Modern India, 1885-1947* (Pearson, 2014)

সিরাজুল ইসলাম, *বাংলার ইতিহাস: ঔপনিবেশিক শাসন কাঠামো* (চয়নিকা, ঢাকা, ১৯৮৪)

## Group B: Master of Arts (M.A.) Second Semester

**Course Code** : 521

**Course Title** : Constitutional Changes in Colonial India

**Course Credit** : 4

**Full Marks** : 100

### Introduction to the Course:

This course throws light on the major acts passed for constitutional development during British rule in India. The constitutional development started with the Regulating Act passed in 1773. This development can be divided into two parts: constitutional development during the East India Company rule (1773-1857) and constitutional development during the rule of the British Crown (1857-1947). This course is divided into two parts. Part A analyzes the beginning of the East India Company rule when the Treaty



of Allahabad (1765), Anglo-Mughal joint administration (1765-1772) and various other acts were passed by the British parliament from 1773 to 1853. Part B covers the period from 1858 to 1947. The great Indian Revolt occurred in 1857 and after that the company rule came to an end. Company's Indian empire along with the princely states came under the direct rule of the British crown. The rule of the British Crown continued till 1947. Part B analyzes the various acts passed by the British parliament during this period from 1858 to 1947.

**Aim:**

This course has been designed to give students a brief outline of the constitutional history of colonial India.

**Objectives**

- Give students a comprehensive understanding about constitutional history of British colonial period in India
- Provide an in-depth understanding of major causes behind the enactment of various acts by British parliament to consolidate its rule and reactions of Indians to them
- Make acquainted with the idea of how constitutional development of a country takes place
- Motivate to think critically about the constitutional changes of British colonial rule
- Help present different aspects of the major events critically and analytically both orally and in written form

**Learning Outcomes:**

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

- understand the causes for the enactment of different acts during British colonial rule
- examine the different interests of British Raj behind those acts
- analyze the positive and negative outcomes of those acts from the native as well as British perspectives
- evaluate how constitution of colonial India gradually developed in different circumstances
- demonstrate analytical writing and presentation skill in front of an informed audience

**Course Contents:**

1. Coming of the Europeans
2. Treaty of Allahabad (1765), the grant of Diwani, beginning of the East India Company rule
3. The Regulating Act, 1773
4. The Act of 1781
5. Pitt's India Act, 1784
6. The Act of 1786
7. The Charter Act, 1793
8. The Charter Act, 1813

9. The Charter Act, 1833
10. The Charter Act, 1853
11. The Government of India Act, 1858
12. The Indian Councils Act, 1861
13. The Indian Councils Act, 1892
14. The Morley-Minto Reforms Act, 1909
15. The Government of India Act, 1919
16. The Government of India Act, 1935
17. The Indian Independence Act, 1947

### Recommended Readings:

- Anil Chandra Banerjee (Ed.), *Indian Constitutional Documents*, Vol. I: 1757-1947 & Vol. II: 1858-1945 (A Mukherjee, 1946 & 1961)
- Anil Chandra Banerjee, *The Constitutional History of India*, Vol. I: 1600-1858 & Vol. II: 1858-1919 (Macmillan, 1977)
- B B Yadav (Ed.), *Constitutional Development in India* (Murarilal & Sons, 2009)
- Hugh Tinker, *The Foundation of Local Self-Government in India, Pakistan & Burma* (University of London, 1954)
- R C Agarwal, *Constitutional Development and National Movement in India* (S Chand, 2005)
- R C Majumdar, *British Paramountcy and Indian Renaissance*, Part I & II (Bharatiya Vidya Bhaban, 1963)
- R K Gupta & S C Sarkar, *Overview of Indian Legal and Constitutional History* (Surjeet, 1982)
- Ramsay Muir, *The Making of British India, 1756-1856* (Manchester, 1917)
- Shreegovind Mishra, *Constitutional Development and National Movement in India (1919-47)* (Jonaki Prakashan, 1978)
- Sumit Sarkar, *British India, 1885-1905* (Macmillan, 1983)
- V D Mahajan, *Constitutional History of India* (S Chand, 1960)
- আতফুল হাই শিবলী ও মোঃ মাহবুবুর রহমান, *বাংলাদেশের সাংবিধানিক ইতিহাস (১৭৭৩-১৯৭২)* (সুবর্ণ, ঢাকা, ২০১৩)
- মোজাম্মেল হক, *বৃটিশ-ভারতের শাসনতান্ত্রিক ইতিহাস (১৮৫৭-১৯৪৭)* (বুক হাউজ, ঢাকা, ১৯৭৬)
- সালাহুদ্দীন আহমদ, *উনিশ শতকে বাংলার সমাজ-চিন্তা ও সমাজ বিবর্তন (১৮১৮-১৮৩৫)* (ইউপিএল, ঢাকা, ২০০০)
- সিরাজুল ইসলাম, *বাংলার ইতিহাস: ঔপনিবেশিক শাসন কাঠামো* (চয়নিকা, ঢাকা, ১৯৮৪)

**Course Code** : 522  
**Course Title** : Armed Resistance Movements During Colonial Times  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

This course introduces the theories relating to political violence and explores different types of armed resistance movements in India during the British colonial rule. Theory

and case studies are divided into parts A and B respectively. Theories include critical and conceptual understandings of various types of political violence according to their nature and character. They include revolutions, mutinies, coups, and resistance movements. Social and psychological theories are presented to explain why people rebel. Resistance movements against the colonial ruler generally were highly diversified in terms of forms and contents. When there was Gandhian non-violence movement, concurrently there existed strong current of armed resistances all across the subcontinent. The oppressive and exploitative colonial ruling was instrumental in generating such violent resistances. Such armed resistances roughly can be categorised as peasant resistance, adibasi resistance and nationalist resistance, comprising numerous big and small individual cases of resistance initiatives. Part B consisting of case studies has included some representative case studies from each of the above categories to provide in-depth understanding of the varied forms of movements, their context, forms and nature drawing on cases from different parts of India.

### Aim:

The course aims to provide in-depth understanding of the nature, factors and processes of different types of resistances. It also aims to analyze different cases of armed resistances in South Asia during colonial times, which includes Nepal, Myanmar, Sri Lanka and India.

### Objectives:

- Provide students with the conceptual analyses regarding conflict and violence
- Acquaint with the various theories that try to explain the human phenomena of frustration, anger and deprivation
- Enable them to connect theory with practical cases
- Provide an overview of general pattern of diverse categories of armed resistances
- Explore the context, forms and nature of some select representative cases of armed resistances
- Analyze and assess the meaning and significance of these movements

### Learning Outcomes:

Through this course the students are expected to be able to:

- get acquainted with the work of political thinkers who have forwarded social, political, psychological theories regarding resistance
- know generally about different categories of armed resistance movements in India during the British colonial period as well as their similarities and differences
- develop academic understanding of specific cases of such activities, their contexts, forms, natures and significances
- be aware of the contributions and sacrifices of different social groups and individuals to the Indian nationalist movement
- develop analytical skills to interpret diverse socio-economic and political dynamics, their interplays as exacerbated through the select cases

### Course Contents:

#### Part A: Theories of Armed Resistance:

1. A critical understanding of the characteristics of various forms of political violence:
  - (i) Revolution (ii) War (iii) Rebellion (iv) Mutiny (v) Guerilla War (vi) Coup d'État

- (vii) Terrorism (viii) Riot and (ix) Resistance Movement
- 2. A conceptual understanding of political violence:
  - (i) Causal sequence in political violence (ii) Magnitude of violence
  - (iii) Forms of political violence (iv) Language of violence and resistance
- 3. Theories of violence:
  - (i) The Psychological Theory: 'Frustration-Anger-Aggression'
  - (ii) The Relative Deprivation Theory
- 4. A conceptual analysis of the relationship between politics and violence: Socialization, tradition and legitimacy
- 5. Ideologies, utilities and communication used as basis for political violence
- 6. Force, counterforce and institutional support in violence
- 7. A structural theory of imperialism

**Part B: Case Studies of Armed Resistance in South Asia:**

- 8. India: Resistances during colonial period: An overview
- 9. Peasant resistance:
  - A. Context and contours of peasant resistance in India
  - B. Moplah Rebellion, 1836-1921
  - C. Deccan Riots, 1875
  - D. Telengana Uprising, 1946-1951
- 10. Adibasi resistance:
  - A. Distinct nature of adibasi resistance in India
  - B. Santal Rebellion, 1855-1856
  - C. Munda Uprising, 1900
- 11. Nationalist resistance:
  - A. Origin of armed nationalist movements and their changing approaches
  - B. Ghadar Party, 1913-1919
  - C. Hindustan Socialist Republican Army (HSRA), 1928-1931
  - D. Nationalist armed resistance in Bengal (later part of agnijug):
    - (1) Surya Sen and the Chittagong Armory Raid, 1930
    - (2) Women in armed resistance: Pritilata and the Pahartali European Club attack, 1932
  - E. Subhash Chandra Bose and Azad Hind Fauz (Indian National Army), 1945
  - F. The Royal Indian Navy Mutiny, 1946
- 12. Nepal: The Anglo-Gorkha War of 1814-1816 and the reordering of colonial territory
- 13. Sri Lanka: A. The Great Uva Rebellion of 1817-1818 B. The Matale Rebellion of 1848
- 14. Myanmar: Anti-colonial resistance led by the displaced *thugyis* [village chiefs], *myothugyis* [township heads] and *pongyis* [Buddhist monks], 1852-1886

**Recommended Readings:**

- B D Sanwal, *Nepal and the East India Company* (Asia Publishing House, 1965)
- Chandra Richard De Silva, *Sri Lanka: A History* (Vikas, 1989)
- G E Harvey, *History of Burma: From the Earliest Times to 10 March 1824, the Beginning of the English Conquest* (Frank Cass & Co., 1967)
- Leo E Rose & John T Scholz, *Nepal: Profile of a Himalayan Kingdom* (Westview, 1980)

- R C Majumdar, *History of the Freedom Movement in India*, 3 Vols (Firma KLM, 2004)
- Steven Pile & Michael Keith (Eds.), *Geographies of Resistance* (Routledge, 1997)
- Subrata Banerjee, *The RIN Strike* (People's Publishing, 1981)
- Sumit Sarker, *Modern India: 1885-1947* (Macmillan, 1983)
- Ted Robert Gurr, *Why Men Rebel* (Princeton University, 1970)
- Tarachand, *History of the Freedom Movement in India*, Part III (Government of India, 1983)
- অরুণ চৌধুরী, *সাঁওতাল অভ্যুত্থান ও উপজাতীয়দের সংগ্রাম* (ন্যাশনাল বুক এজেন্সী, কলকাতা, ২০০৫)
- অনন্তসিংহ, *সূর্য সেনের স্বপ্ন ও সাধনা* (র্যাডিক্যাল ইম্প্রেশন, কলকাতা, ২০১৫)
- আনিসুজ্জামান (সম্পাদিত), *মুক্তির সংগ্রাম* (চন্দ্রাবতী, ঢাকা, ২০১২)
- সুপ্রকাশ রায়, *ভারতের কৃষক বিদ্রোহ ও গণতান্ত্রিক সংগ্রাম* (র্যাডিক্যাল, কলকাতা, ২০০৮)
- সৈয়দ আনোয়ার হোসেন ও মুনতাসির মামুন (সম্পাদিত), *বাংলাদেশে সশস্ত্র প্রতিরোধ আন্দোলন* (বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা, ১৯৯৩)

**Course Code** : 523  
**Course Title** : Contemporary South Asia (Select Topics)  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

The region of South Asia today presents an immensely interesting and remarkably significant but often hugely controversial and critical scenario. Decolonization in the forties of the last century and the rise and impact of the Cold War spreading over the next four decades, led the region to assume a significance not known in the past. End of the Cold War and the crisis created by 9/11 with all its resultant implications worldwide, have forced the region to be involved directly with events near and far beyond it. With the inception of SAARC and following the inclusion of Afghanistan into it, this eight-country region has assumed further distinct political salience. Moreover, the region generally and each of the countries in it individually, have still been struggling to witness the building of a cohesive and inclusive nation and society within each of its perimeter. This survey course introduces students to these aspirations of the countries of the South Asia region. While doing that it has identified some select areas of politics, economy, culture, religion and ethnicity of the region and tends to observe and analyze the promises of and prospects for achieving those aspirations in these areas.

### Aim:

The course aims at helping the students getting introduced to the post-colonial South Asia region in a number of select areas like politics, economy, religion, society, culture and ethnicity which concern the region most and the countries in it.

### Objectives:

- Introduce students to the selected issues of concern found common in South Asia region
- Explain the various dynamics of these issues and their variations in these countries

- Develop the analytical skill of looking at them critically and identify some major common trends favouring or affecting the region
- Compare these trends with scenarios of the other regions of the world
- Assess the role being played by South Asia regionally in other regional and/or world forums and analyze critically the limitations
- Help students build and improve the ability to research on different issues of the region and create persuasive written arguments leading to that

**Learning Outcomes:**

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

- understand the post-colonial South Asia region through a number of selected but common areas that concern all the countries of the region
- identify some major cohesive and divisive trends inherited by or taken shape gradually in the countries of South Asia since independence
- be familiar with the major debates in circulation amongst the scholars and experts on politics of nation-building and integration on national and regional basis
- estimate the efforts at regional cooperation in South Asia against the backdrop of the successes of other regional organizations
- improve oral and group skill through an interactive presence and participation in classes

**Course Contents:**

1. South Asia: A brief outline of the region, definition and features
2. Colonialism and decolonization in South Asia: An overview
3. Geo-political importance of South Asia:
  - A. From colonial to the end of the Cold War
  - B. Post Cold War era and the post 9/11 phase
4. South Asia: Nation building and ethnicity:
  - A. Factors, general features, hindrances
  - B. Case study of LTTE in Sri Lanka and CHT in Bangladesh
5. Political landscape of South Asia: Regime types:
  - A. Democracy B. Authoritarianism C. Monarchy
6. Religion and politics in South Asia:
  - A. Basic trends B. Major implications C. Case studies
7. South Asia: Political economy: General features, case studies
8. Roots of conflict in South Asia: Cultural context: Pre and post-independence era
9. Inter-state relations in South Asia:
  - A. Small state security: Concept, definition, basic features
  - B. India-Pakistan relations
  - C. Bangladesh-India relations
  - D. Bangladesh-Pakistan relations
  - E. India’s relations with Sri Lanka, Nepal, Bhutan and Afghanistan
  - F. Bangladesh and Nepal, Bhutan, Sri Lanka, Afghanistan
10. South Asia and the United States
11. South Asia and the former Soviet Union and Russia

12. China and South Asia

13. Move for regional cooperation: SAARC

### Recommended Readings:

Akbar Ahmed, *Pakistan Society: Islam, Ethnicity and Leadership in South Asia* (Oxford, 1986)

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)

E Sridharan, *International Relations Theory and South Asia Security, Political Economy, Domestic Politics, Identities and Images*, Vol. 2 (Oxford, 2014)

Francis Robinson (Ed.), *The Cambridge Encyclopedia of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives* (Cambridge, 1989)

J Robinson, *The Maldives Islamic Republic, Tropical Autocracy* (Hurst, 2013)

K M de Silva, *A History of Sri Lanka* (Penguin, 2005)

Kathryn Jacques, *Bangladesh, India and Pakistan: International Relations and Regional Tensions in South Asia* (Macmillan, 2000)

L E Rose & J T Scholz, *Nepal: Profile of A Himalayan Kingdom* (Westview, 1980)

Paramanand, *Political Development in South Asia* (Academic Publishers, 1988)

Pramod Kumar Mishra, *South Asia in International Politics* (UDH, 1984)

Ramakant & Ramesh Chandra Misra, *Bhutan: Society and Polity* (Indus Publishing, 1996)

Rounaq Jahan, *Bangladesh Politics: Problems and Issues* (UPL, 2005)

Stanley Wolpert, *Roots of Confrontation in South Asia* (Oxford, 1982)

Syed Anwar Husain, *Bangladesh: National Scenario, Foreign Policy and SAARC* (Agamee Prakashani, 2003)

Syed Anwar Husain, *War and Peace in the Chittagong Hill Tracts* (Agamee Prakashani, 1999)

Thomas Barfield, *Afghanistan: A Cultural and Political History* (Princeton, 2012)

**Course Code : 525**

**Course Title : Social and Cultural History of Bengal (19th and 20th Centuries)**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

Social and cultural history is a modern trend of history which is important to understand a particular society. The history presented in the media and text books remains predominantly political and to a lesser extent social. The purpose of this course is precisely to explain not only the rediscovery of social history but also to explore what cultural history is. A competent survey of history-writing in nineteenth and early twentieth-century Bengal could assume that social and cultural history-writing had to start from scratch. We now know that social and cultural history deal with various aspects of social structure, social composition, urbanization, mobility, reaction of people to different forces of change in society.

**Aim:**

This course deals with relevant issues of social and cultural history of Bengal during 19th and 20th centuries in which students will achieve an extensive idea about the social and cultural history of 18th and 19th century Bengal.

**Objectives:**

- Learn to understand the definition and importance of social and cultural history
- Understand the socio-cultural process of 18th and 19th century that led to the transition of Bengali middle class to colonial modernity
- Introduce students with the major cultural and social movements that led to the formation of separate identities in Bengali society
- Learn how and why important historical events and movements happened in the society of Bengal during colonial rule
- Think critically about the role of social and cultural leaders of Bengal that led to the formation of separate Hindu Muslim identity in Bengal

**Learning Outcomes:**

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

- explain different social and cultural movements that shaped the Bengali middle class
- describe the major social and cultural movements that led to the creation of colonial modernity in Bengal
- analyze the events of social and cultural movements which contributed to the formation of Bengali middle class enlightenment
- analyze the process of assimilation and separation of different communities in Bengal society
- examine contemporary socio-cultural tensions and conflict in Bengal society
- demonstrate analytical writing and presentation skill in front of an informed audience

**Course Contents:**

1. Social and cultural history of Bengal: Definition and theoretical discussion
2. Social and cultural conditions of nineteenth century Bengal (1800-1900)
3. Social structure in Bengal: Class structure, social composition, social/class structure in the colonial period, territorial boundaries of Bengal, social structure in Eastern Bengal, social composition in Eastern Bengal, condition of the subaltern in the society, dominant class in the society (formation and influence), emergence of the middle class and its influence on the society
4. Major social and cultural trends:
  - A. Hinduism: Reform in Hinduism, neo-Hinduism, Radhakanta Dev, Keshabchandra Sen, Akshay Kumar Dutta
  - B. Islam in Bengal: Sufi influence, offshoots of Wahhabism, Ahl-i-Hadith, Tariqa-i-Muhhammadiyah, neo-Vaishnav influence
5. Role of the missionaries in Bengal: Society, culture and education
6. Urbanization in Bengal in the 19th and 20th centuries
7. Cultural trends in the arts and crafts of Bengal in the 19th and 20th centuries
8. Bengali festivals: Cultural, religious, economic



9. Bengali music of the 19th and 20th century: Folk music, regional, spiritual, professional, seasonal, festival
10. External influences in the making of Bengali culture

### Recommended Readings:

A R Mallick, *British Policy and the Muslims in Bengal 1757-1856* (Asiatic Society of Pakistan, Dhaka, 1961)

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

Sufia Ahmed, *Muslim Community in Bengal, 1757-1856* (University of Dhaka, 1996)

Sumanta Banerjee, *The Parlour and The Streets Elite and Popular Culture in Nineteenth Century Calcutta* (Seagull Books, 1989)

ওয়াকিল আহমেদ, *উনিশ শতকে বাঙালী মুসলমানের চিন্তা চেতনার ধারা* (বাংলা একাডেমী, ঢাকা, ১৯৮৩)

গোলাম মুরশিদ, *হাজার বছরের বাঙালি সংস্কৃতি* (অবসর, ঢাকা, ২০০৬)

নুরুল ইসলাম মঞ্জুর, *রামমোহন রায় ও তৎকালীন বাংলা সমাজ* (ঢাকা, ১৯৯০)

বিনয় ঘোষ, *বাংলার নবজাগৃতি* (ওরিয়েন্ট লংম্যান, কলকাতা, ১৩৮৬)

বিনয় ঘোষ, *বাংলার সামাজিক ইতিহাসের ধারা* (বুক ক্লাব, ঢাকা, ২০০০)

বিনয় ঘোষ, *সাময়িকপত্রে বাংলার সমাজ চিত্র* (এস এন এস এল, কলকাতা, ১৯৬২)

মুনতাসীর মামুন, *উনিশ শতকে পূর্ববঙ্গের সমাজ* (১৮৫৭-১৯০৫) (সমাজ নিরীক্ষণ কেন্দ্র, ঢাকা, ১৯৮৬)

মুনতাসীর মামুন, *উনিশ শতকে পূর্ববাংলার সভা সমিতি* (ডানা, ঢাকা, ১৯৮৪)

সালাহুদ্দীন আহমদ, *উনিশ শতকে বাংলার সমাজ-চিন্তা ও সমাজ বিবর্তন* (১৮১৮-১৮৩৫) (ইউপিএল, ঢাকা, ২০০০)

সিরাজুল ইসলাম (সম্পাদিত), *বাংলার ইতিহাস ১৭০৪-১৯৭১*, ৩য় খণ্ড (বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা, ১৯৯৩)

সুশোভন সরকার, *বাংলার রেনেসাঁস* (দীপায়ন, কলকাতা, ১৩৯৭)

স্বপন বসু, *বাংলার নবচেতনার ইতিহাস ১৮২৬-১৮৬৫* (পুস্তক বিপণি, কলকাতা, ২০০০)

## List of Courses in the Master of Arts (M.A.) in History under Semester System

**Program Structure: 1 Year**

**Total Semesters: 02**

**Each Semester: 26 Weeks**

### Group C: International History

#### 1st Semester (Any Four)

Course No.	Course Title	Credit
501	Historiography and Research Methodology	4 Credit
530	International Law	4 Credit
531	West and Central Asia in Modern Times (Select Topics)	4 Credit
532	Asia and Pacific Region in Modern Times (Select Topics)	4 Credit
533	History of Ideas and Ideologies	4 Credit

#### 2nd Semester (Any Four)

Course No.	Course Title	Credit
536	Imperialism, Nationalism and Globalization	4 Credit
537	Gender and History	4 Credit
538	War and Peace in Modern Times	4 Credit
539	Socialist Movement in Modern Times	4 Credit
540	Latin America in Modern Times [Currently Not Offered]	4 Credit
541	Post-Colonial Africa	4 Credit
542	Islam in the Wider World [Currently Not Offered]	4 Credit

Course No.	Course Title	Credit
Tutorial & Viva	1 Credit in Each Semester (2 X 1)	2 Credit
<b>Total</b>	<b>1 Year M.A. in History in 2 Semesters</b>	<b>34 Credits</b>

## Group C: Master of Arts (M.A.) First Semester

**Course Code** : 501  
**Course Title** : **Historiography and Research Methodology**  
**Course Credit** : 4  
**Full Marks** : 100

Same as Course 501 of Group A

**Course Code** : 530  
**Course Title** : **International Law**  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

International Law as an academic discipline deals with the international community. Primarily, it governs the relations between the states but other non-state actors i.e., international organizations, non-government organizations, individuals and corporations have been increasingly coming under the jurisdiction of international law over the last few decades. Commencing with the definition of international law, this course addresses the origin and development of international law, its basis, source and relationship with municipal law. The course then deals with state, recognition of state, modes of acquiring and losing state territory, rivers, law of the sea, nationality, extradition and diplomatic agents.

### Aim:

This course has been designed to help students in obtaining comprehensive idea about the theories and practices of international law.

### Objectives:

- Introduce students to the nature of international legal system
- Provide with in-depth understanding of the rights and duties of various actors under international law
- Help understand the affairs of the state from the perspective of international law
- Understand the local context from the perspective of international river and sea laws
- Learn extradition in relation to international law and politics
- Get ideas about privileges and immunities of diplomatic agents along with relevant cases

### Learning Outcomes:

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

- describe the origin and historical development of international law and its various sources
- explain how international law works and how the world is or is not governed by the international law

- apply international law in practical contexts
- analyze the impact of international law on various aspects of state and public life
- evaluate the role of international law in relation to political factors
- examine conflicts over an issue in the light of international law
- demonstrate analytical writing and presentation skills in front of an informed audience

**Course Contents:**

1. Definition, significance and nature of International Law
2. Origins and development: Practice in antiquity - Graeco-Roman world, the medieval age, the modern age and true development of International Law, classical writers: Gentilis, Grotius, others
3. Basis of International Law: Theory of fundamental rights, Law of Nature and the Naturalists, Theory of Consent and the Positivists, true basis
4. Sources of International Law: Custom, treaties, Statute of ICJ, decisions of courts/tribunals, writings of authors, General Principles of Law/International Law, considerations of humanity
5. Relations between International and Municipal Law: Dualistic theory, Monistic theory
6. The state: Definition, rights of states, classification of states: (a) Vassal (b) Protectorate (c) Federal State (d) Confederation (e) Neutral State (f) Neutralised State (g) Condominium (h) Mandate (i) Trust territories (j) Buffer States
7. Recognition of state: Concept, recognition of state and government, theories: (a) Constitutive and (b) Declaratory, modes: De facto and De jure, consequences of recognition
8. Modes of acquiring and losing state territory: Occupation, cession, prescription, conquest and subjugation, accretion
9. Rivers: Categories of rivers: national rivers, non-national rivers, boundary rivers, international rivers, navigation and use of water of international rivers, case studies: Ganges Treaty 1996, Tipaimukh Dam, River Interlinking Project of India
10. Law of the Sea: Maritime Belt/Boundary/Territorial Sea, Baseline, Contiguous Zone, Exclusive Economic Zone, Submarine Area and the Open Sea, Continental Shelf, Sea Bed, Ocean floor, Freedom of the Seas, Jurisdiction: Innocent Passage, Hot Pursuit (with special reference to the important conventions on the Law of the Sea)
11. Nationality: Concept, modes of acquiring and losing nationality, dual nationality, statelessness
12. Extradition: Definition, objects, extraditable crime, conditions
13. Diplomatic agents: Origin, kinds and classes of diplomatic representatives, functions, their immunities and privileges, basis of immunities and privileges, theory of extra-territoriality, functional theory

**Recommended Readings:**

Convention on the Law of the Non-navigational Uses of International Watercourses, 1997  
 D J Harris, *Cases of Materials on International Law* (Sweet & Maxwell, 2009)  
 Ian Brownlie, *Principles of Public International Law* (Oxford, 2003)  
 J G Starke, *An Introduction of International Law* (Butterworths & Co., 1977)  
 J L Brierly, *The Law of Nations: An Introduction to the International Law of Peace* (Oxford, 1963)

L Oppenheim & H Lauterpacht, *International Law: A Treatise* (Longmans, 1955)  
 M P Tandon & R Tandon, *Public International Law* (Law Agency, 1992)  
 Malcolm N Shaw, *International Law* (Cambridge, 2008)  
 Michael Akehurst, *A Modern Introduction to International Law* (Allen & Unwin, 1982)  
 S K Kapoor, *International Law* (Central Law Agency, 1996)  
 United Nations Convention on the Law of the Sea, 1982  
 Vienna Convention on Diplomatic Relations, 1961  
 মিজানুর রহমান, *পরিবর্তনশীল বিশ্বে আন্তর্জাতিক আইন* (পল্লল প্রকাশনী, ঢাকা, ২০০৩)  
 শাহ আলম, *সমকালীন আন্তর্জাতিক আইন* (নিউ ওয়াশিংটন বুক কর্পোরেশন, ঢাকা, ২০০০)

**Course Code : 531**  
**Course Title : West and Central Asia in Modern Times (Select Topics)**  
**Course Credit : 4**  
**Full Marks : 100**

### Introduction to the Course:

This course provides an introduction to the modern history of West and Central Asia. It covers the period from World War II until the present. Geographically, in West Asia it looks into Egypt, Iraq, Syria, Lebanon, Jordan, Israel/Palestine, the Arabian Peninsula, Turkey and Iran. Major themes include the growth of state power, political, social, economic, intellectual and cultural developments in the region including the emergence of nationalism and pan-Arabism, authoritarianism, the Israeli-Palestinian conflict, role of outside powers, the politics of oil, rise of Islamic political movements, the recent protest movements and the developments connected to the 'Arab Spring'. In Central Asia the course looks into the region as an emerging and increasingly important area of Asia. Being part of the former Soviet Union for a long time the countries of Central Asia particularly the so-called five "Stans" as independent republics, now have been showing signs of huge possibilities in economy and development but enormous problems like fragile democracy and rise of militant Islam. The big powers rivalry in the region bordering two of them viz. Russia and China also forms a part of the course to discuss.

### Aim:

The course has been designed to help students obtain comprehensive idea about the history of the West and Central Asia of the second half of the twentieth century.

### Objectives:

- Introduce students to the history of West Asia since the second half of twentieth century
- Identify ways in which historical events and long-term processes have informed social and political realities in contemporary West and Central Asia
- Promote multicultural communication by broadening students' understanding of the West Asian societies, politics and cultures
- Help gain deeper insight towards an overall understanding of the two important regions
- Acquaint students with the dilemmas in this region and encourage them to express their opinions in this regard

- Help students look at the contemporary challenges of globalization, religious radicalism, democratization, and transnational terrorism

### Learning Outcomes:

Upon successful completion of this course students will be able to:

- demonstrate knowledge and understanding of the important events, places, and time periods in the development of modern West and Central Asia
- demonstrate an ability to comprehend historical and political developments and how they relate to the underlying cultural, social, and religious trends in the region and the broader forces such as imperialism, conflict, and radicalism
- analyze critically some of the developments in the modern West and Central Asia and to question whether these trends and forces made West and Central Asia unique or exceptional
- judge the false images and misconceptions about the West and Central Asian societies
- identify the challenges the Central Asian countries and Arab world are facing at the political, economic, religious and social levels
- analyze critically the influence of foreign cultures on West and Central Asian countries
- take into account the fact that the study of the Middle East has grown into a multi-disciplinary and cross-cultural academic phenomenon attracting strong interest for political, cultural and social reasons

### Course Contents:

#### Part A: West Asia:

1. Introduction of the region:
  - A. The region defined
  - B. Resources
  - C. Geo-political importance
2. Turkey:
  - A. Domestic policy after Mustafa Kamal
  - B. External relations: Relations with big powers and West Asian countries
3. Iran:
  - A. Mosaddaq: Oil nationalization and crisis
  - B. Political, socio-economic condition of the Pahlovi period
  - C. Islamic Revolution (1979) and post-Revolution period
  - D. Relations with big powers
4. Iraq:
  - A. Iraq under Saddam Hossain: Political, economic development
  - B. External relations: Relations with big powers
  - C. Iraq-Iran War (1979-89)
5. Egypt:
  - A. Domestic policy of Nasser (1954-70): Nasserism, nationalization of Suez Canal (1956)
  - B. President Anwar Saddat (1970-81): Camp David Accord (1978)
  - C. President Husni Mubarak (1981-2011): Domestic policy
  - D. Relations with big powers
6. Palestine problems:
  - A. Arab-Israel wars
  - B. Role of big powers

- C. Declaration of Palestinian independence, Declaration of Palestinian self-rule
- 7. Saudi Arabia:
  - A. Domestic policy: Modernization and reforms since 1945
  - B. External policy: Relations with big powers
- 8. Arab regionalism:
  - A. Arab League B. The Baghdad Pact C. The UAR
- 9. West Asia in Modern Affairs:
  - West Asia and Great Powers: Great Britain, USA and Russia

### Part B: Central Asia:

- 1. Introduction:
  - A. Geography, climate, culture and ethnic features B. Definition of Central Asia
- 2. Central Asia under Russia and Soviet Union:
  - A. Colonization or colonialism? B. Soviet Union: A colonialist ruler?
  - C. Decolonization of Central Asian states
- 3. Geopolitical significance:
  - A. Definition B. Natural resources C. Geographical position D. Strategic locations
- 4. Democracy:
  - A. Unfavourable landscape B. Stumbling blocks C. Democratization and the West
- 5. Economy:
  - A. Development and/or growth B. Geography and economic development
  - C. Quantifying the development: The Human Development Index
  - D. Moving beyond the HDI
- 6. Religion:
  - A. Islamization B. Syncretism C. Religious terrorism: A propaganda
  - D. Political spectrum
- 7. Big powers and Central Asia:
  - A. USA B. China C. Russia

### Recommended Readings:

- Albert Hourari, *The Emergence of the Modern Middle East* (Oxford, 1981)
- Aurel Braun (Ed.), *The Middle East in Global Strategy* (Boulder, 1987)
- Boris Rumer & Stanislav Zhukov (Eds.), *Central Asia: Challenges of Independence* (Routledge, 1998)
- David E Long, *The United States and Saudi Arabia: Ambivalent Allies* (Boulder, 1985)
- Erik J Zurcher, *Turkey A Modern History* (I B Tauris, 2004)
- Geoffrey Wheeler, *The Modern History of Soviet Central Asia* (Praeger, 1975)
- George Lenczowski, *The Middle East in World Affairs* (Cornell University, 1980)
- Helena Cobban, *The Palestinian Liberation Organization: People, Power and Politics* (Cambridge, 1985)
- M N Cooper, *The Transformation of Egypt* (Croom Helm, 1982)
- Peter Mangold, *Superpower Intervention in the Middle East* (St. Martin's Press, 1978)
- Phebe Marr, *The Modern History of Iraq* (Routledge, 2011)
- Saiyid Athar Abbas Rizvi, *Iran: Royalty, Religion and Revolution* (Ma'rifat Publishing, 1980)

Sydney Nattleton Fisher, *The Middle East: A History* (McGraw-Hill, 2003)

Tabassum Firdous, *Central Asia Security and Strategic Imperatives* (Kalpaz Publications, 2002)

Yahya Armajani, *Middle East Past and Present* (Prentice Hall, 1986)

Yehuda Lukace (Ed.), *The Israeli-Palestinian Conflict A Documentary Records 1967-1990* (Cambridge, 1972)

সফিউদ্দিন জোয়ারদার, *আধুনিক মধ্যপ্রাচ্য*, ১ম ও ২য় খণ্ড (বাংলা একাডেমী, ঢাকা, ২০০০)

**Course Code : 532**

**Course Title : Asia and Pacific Region in Modern Times (Select Topics)**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

This course focuses on the modern and contemporary history of countries and nations of Asia and the Pacific region. They include Peoples Republic of China, Republic of Korea, Japan, Indonesia, Malaysia, Myanmar, Vietnam, etc. Regional organizations such as APEC and ASEAN are also parts of the course.

### Aim:

The course is designed to get an idea about the Asia and Pacific region in terms of politics, economy, society, culture and other relevant issues of the countries therein particularly during the Cold War and post Cold War era.

### Objectives:

- Help students get in-depth knowledge on topics such as history, culture, economy and society of the Asia Pacific region
- Acquire understanding of the region's historical trends and developments
- Gather critical and analytical knowledge on various issues of the region as a whole
- Demonstrate to students writing, oral and presentation skills on the selected topics

### Learning Outcomes:

On completion of the semester students are expected to be able to:

- assess Japan's imperialist policy towards other Asian countries and its consequences
- explain rise of Japan as an economic super power during and after the Second World War
- discuss China's encounter with England as she tried to resist the opium trade
- analyze critically the nationalist, socialist and communist revolutions China went through in the 20th century
- analyze the history of China under Mao Ze Dong and understand post-Mao China
- understand the significance of the creation of APEC and gain in-depth knowledge of the implications of Bangladesh's relationship with China and Japan
- assess the geo-political importance of the Southeast Asian countries as economic power house along with a short introduction to their history



**Course Contents:****Part A: China, Japan, Taiwan and APEC:**

1. Japan:
  - A. Japanese imperialism: Emergence, expansion and fall
  - B. Japanese aggression between two world wars C. Washington Conference, 1921-1922
  - D. US-Japan relationship - critical analysis E. Fall of Japan during WWII
  - F. Post World War foreign policy of Japan G. Rise of Japan as an economic power
2. China - Background:
  - A. Introduction: Isolation, self-sufficient economy, Opium War (1839), First Sino-Japanese War (1894-1895), unequal treaties, Taiping Rebellion (1850-1864), Boxer Rebellion (1900)
  - B. Formation of Kuomintang C. Dr. Sun Yat Sen and fall of Manchu dynasty
  - D. Formation of CCP influenced by USSR, elements of CCP and ideological tensions
  - E. Chiang Kai-shek and Mao Zedong F. The Long March G. Nanking Massacre
  - H. Civil War I. Formation of PRC
3. Modern China (PRC):
  - A. The Great Leap Forward B. Death of Mao - end of an era
  - C. Deng Xiaoping: the new leader D. Economic reform E. Foreign policy
  - F. Territorial integrity, conflicts and relationship with neighbours
  - G. China as a superpower
  - H. Impact on environment due to fast growing economy and development
4. Taiwan (ROC): Formation
5. APEC:
  - A. Background B. Formation C. Activities
6. Bangladesh and the region:
  - A. Independence of Bangladesh and the region's role
  - B. Japan in 1971 and after C. China in 1971 and acceptance of Bangladesh
  - D. Contribution to Bangladesh's economy by Japan and China

**Part B: Southeast Asia and ASEAN:**

1. Geo-political importance in the post-Cold War era and 21st century:
  - A. Internal factors B. External factors
  - C. Super powers and their influences
2. Indonesia and Malaysia since independence:
  - A. Political situation after independence B. Internal and external policies
  - C. Impact on Southeast Asia
3. Burma (Myanmar):
  - A. First ten years after independence (Uno era) B. Mebin era socialism
  - C. Military rule D. Movement for democracy E. Aung San Suu Kyi F. Aftermath
4. Vietnam and Vietnam War:
  - A. Geneva Conference - success and failure
  - B. Ho Chi Minh as a nationalist and communist leader C. The War
5. ASEAN:
  - A. Background B. Aims and objectives C. Formation D. Success and failure

**Recommended Readings:**

- C A Buss, *The Far East* (Macmillan, 1957)
- Christopher Howe, *China and Japan History, Trade and Prospects* (Oxford, 1996)
- D G E Hall, *A History of South-East Asia* (St. Martin's Press, 1981)
- D R SarDesai, *Southeast Asia: Past and Present* (Routledge, 2012)
- Harold M Vinacke, *History of the Far East in Modern Times* (Appleton-Century-Crofts, 1959)
- Immanuel C Y Hsu, *The Rise of Modern China* (Oxford, 1999)
- John F Cady, *Southeast Asia: Its Historical Development* (McGraw-Hill, 1964)
- John King Fairbank, *East Asia: The Modern Transformation* (Houghton Mifflin, 1965)
- Mark Berger & Douglas A Borer, *The Rise of East Asia: Critical Visions of the Pacific Century* (Routledge, 1997)
- Michael Dutton, *Policing Chinese Politics: A History* (Duke University, 2005)
- Peter Mueller & Douglas A Ross, *China and Japan. Emerging Global Powers* (Praeger, 1975)
- জহর সেন, দক্ষিণ পূর্ব এশিয়ার ইতিহাস (পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা, ১৯৮৫)
- মোহাম্মদ মুসা আনসারী, ইন্দোনেশিয়া ও মালেশিয়ার ঐতিহাসিক ক্রমবিকাশ (বাংলা একাডেমী, ঢাকা, ১৯৯৩)

**Course Code** : 533  
**Course Title** : History of Ideas and Ideologies  
**Course Credit** : 4  
**Full Marks** : 100

**Introduction to the Course:**

History of ideas is a dynamic and expanding field that explores ideas comparatively in their geographical, social and historical contexts. This course begins with some basic concepts about the ideologies, isms and issues. It then deals with the relationship between ideas and actions across a wide variety of geographical locations and historical periods.

**Aim:**

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

**Objectives:**

- Become conversant with ideas and ideologies of key thinkers and figures in history
- Address a body of cultural knowledge necessary for all educated and thoughtful persons
- Show students the diverse ways of thinking and invite them to think for themselves
- Understand how different ideas and ideologies have connected together over time
- Equip students with the intellectual artillery for the rampant battle of contemporary mind

### Learning Outcomes:

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

- describe the contributions of key thinkers to the development of ideas in history
- develop coherent arguments both orally and in written form
- read texts critically evaluating their arguments
- situate ideas in practical and intellectual contexts
- cross boundaries of disciplines, i. e., history, philosophy and to some extent social science
- formulate and debate students' own ideas based on their acquired knowledge and skills

### Course Contents:

1. Introduction: Understanding ideology, ism, issue - relationship with politics
2. Colonialism and Imperialism, Decolonization and Neo-colonization
3. Nationalism
4. Democracy, Good Governance and Civil Society
5. Liberalism
6. Socialism: Evolution, Utopian Socialism, Scientific Socialism and Communism
7. Conservatism and Neo-conservatism
8. Anarchism
9. Fascism
10. Modernism and Post-modernism
11. Gender and Feminism
12. Religious Fundamentalism and Failed State
13. Michel Foucault and Theory of Power

### Recommended Readings:

Andrew Heywood, *Political Ideologies: An Introduction* (Palgrave Macmillan, 2003)

Arthur Shadwell, *The Socialist Movement (1824-1924): Its Origin and Meaning, Progress and Prospects* (Philip Allan & Co, 1925)

Benedict Anderson, *Imagined Community: Reflections on the Origin and Spread of Nationalism* (Verso, 1983)

Ernest Renan, "What is a Nation?", Text of a conference delivered at the Sorbonne on 11 March 1882, in Ernest Renan, *Qu'est-ce qu'une nation?* (Presses-Pocket, 1992) [English translation: Ethan Rundell]

Henry Somerville, "The Variations of Socialism", *Studies: An Irish Quarterly Review*, Vol. 2, No. 8, December 1913

J V Stalin, *Marxism and the National Question* (Marxists Internet Archive, 1913)

Jochen Schulte-Sasse, "Modernity and Modernism, Postmodernity and Postmodernism: Framing the Issue", *Cultural Critique* (University of Minnesota Press), No. 5, Winter 1986-1987

Lois Tyson, *Critical Theory Today A User-Friendly Guide* (Routledge, 2006)

Lyman Sargent, *Contemporary Political Ideologies A Comparative Analysis* (Wadsworth Publishing, 2008)

Max Weber, "Structures of Power" in H H Gerth & C Wright Mills (Eds.), *From Max Weber: Essays in Sociology* (Oxford, 1946)

Max Weber, *Essays in Sociology* (Oxford, 1946)

Tim Woods, *Beginning Postmodernism* (Viva Books, 2010)

এম এম আকাশ, 'ক্ষমতা প্রশ্ন ও মিশেল ফুকোর মতামত', পারভেজ হোসেন (সম্পাদিত), মিশেল ফুকু: পাঠ ও বিবেচনা (সংবেদ প্রকাশনা, ঢাকা, ২০০৭)

## Group C: Master of Arts (M.A.) Second Semester

**Course Code** : 536

**Course Title** : Imperialism, Nationalism and Globalization

**Course Credit** : 4

**Full Marks** : 100

### Introduction to the Course:

By the late nineteenth century European civilization spread to and influenced the whole world. The large and industrialized states gained empires in Asia, Africa and the islands of the Sea. In opposition to these empires non-European and subject-peoples began to assert ideas learned from Europe - ideas of liberty, democracy, nationalism, independence and sovereignty. Such assertions by the colonial peoples of the later-coined 'Third World', along with some other international factors, created the background of decolonization. Thus began another historical process whereby the colonial powers withdrew politically from their colonial possessions. Beginning immediately after the end of the Second World War and the rise of the Cold War the decolonization process continued through to the 1970s. The closing decades of the twentieth century witnessed yet another historical process known as 'Globalization'. Used for some time to mean 'Westernization', this process began and still has been impacting the whole world threatening at times the boundaries of the modern nation-states. This course while surveying all these momentous developments in world history helps students understand these major forces shaping the world in modern times.

### Aim:

The course is designed to make the students familiar with some key concepts that have been in circulation in the academic world for a relatively long time like the ideas of Colonialism, Imperialism, Nationalism, Decolonization and Globalization.

### Objectives:

- Introduce to the students the four key concepts in discussion namely Imperialism, Nationalism, Decolonization and Globalization
- Explain the debates centering these concepts and show their manifestations in different parts of the world
- Make a comparative study to get a broader picture of the concepts in practice in different Asian and African countries
- Distinguish some major trends out of them and attempt to conceptualize them
- Let students assess the long-term impact on the continents of Asia and Africa in

the post-colonial era and in a new globalized world

- Encourage to develop the interest and ability to research on any of these aspects that concern their own country, continent or beyond

### Learning Outcomes:

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

- define some key concepts that shape and influence the world in modern times
- relate these concepts to European imperial exercises in Asia and Africa and the colonial responses to them
- identify the factors that helped develop nationalism in the colonies arguing about both the positive and negative role that colonialism itself played in the process
- analyze the major forces behind the decolonization process in Asia and Africa in the backdrop of the debate on the role of the extra-colonial factors
- examine the signs and features of globalization as it is impacting every corner of the globe with implications particularly for the nations and nation-states of these two continents
- improve the practice of writing pieces on any of these theoretical concepts as manifested in a third world post-colonial setting having strong or diminishing colonial inheritance

### Course Contents:

1. Imperialism: Definition and classification
2. Theories of imperialism:
  - A. Economic: Karl Marx, J A Hobson, Rosa Luxemburg
  - B. Non-Marxist
  - C. Socio-economic interpretation
3. Technology and imperialism: Guns and medicine, railroads and steamship
4. Growth of nineteenth century imperialism
5. Nationalism:
  - A. Definition and concepts: Nation, nationality, patriotism and nationalism
  - B. Basis and characteristics
6. Evolution of nationalism in phases: A. Embryonic B. Triumphant C. Militant
7. Nationalism: Transformation from a European to a world concept
8. Imperialism in Asia: Dutch, British, French and Russian
9. Growth of nationalism in Asia:
  - A. General causes of growth
  - B. Survey of Asian nationalism: India, Near East and Western Asia, China and Japan
10. Imperialism in Africa: Major features
11. Nationalism in Africa:
  - A. Definition and major trends
  - B. Factors that helped in the growth of it
12. Decolonization: Factors that led to the decolonization process
13. Decolonization in Asia and Africa: Phases and general features
14. Globalization:
  - A. Concept and definition: Liberal and Marxist theories, how far 'Global'?
  - B. Historical background of globalization
  - C. Features of contemporary globalization

- D. Globalization versus nationalism, nation-states, democracy and local entities
- E. Globalization: Recent challenges

### Recommended Readings:

- Anthony Brewer, *Marxist Theories of Imperialism: A Critical Survey* (Routledge, 1980)
- Carlton J H Hayes, *Essays on Nationalism* (Macmillan, 1926)
- Daniel R Headrick, *The Tools of Empire* (Oxford, 1981)
- Elie Kedourie, *Nationalism in Asia and Africa* (New American Library, 1968)
- Hans Kohn & Wallace Sokolosky, *African Nationalism in the Twentieth Century* (Princeton, 1965)
- Hans Kohn, *The Idea of Nationalism* (Macmillan, 1946)
- J Kenedy, *Asian Nationalism in the Twentieth Century* (Macmillan, 1968)
- K R Minogue, *Nationalism* (Basic Books Inc., 1967)
- Manfred B Steger, *Globalization: A Very Short Introduction* (Oxford, 2013)
- R S Chavan, *Nationalism in Asia* (Sterling Publishers, 1973)
- Robert Hargreaves, *Decolonization in Africa* (Longman, 1996)
- Robin Winks (Ed.), *The Age of Imperialism* (Barnes & Noble, 1969)
- Stewart C Easton, *The Twilight of European Colonialism A Political Analysis* (Holt Rinehart, 1960)
- Tom Kemp, *Theories of Imperialism* (Dobson, 1967)
- আনু মুহাম্মদ, *বিশ্বায়নের বৈপরীত্য* (শ্রাবণ, ঢাকা, ২০১১)

**Course Code** : 537  
**Course Title** : Gender and History  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

This course introduces to students the meaning and significance of Women's History (also termed Gender History). This includes its inception in modern times in academia, key concepts as found in basic texts, the new methodology developed by practitioners of the discipline and a brief overview tracing its development. The course has been divided into two parts. Part A discusses theory, methodology and how the discipline developed into a major subject in academia. Part B focuses on biographical sketches of female figures mentioned in history who contributed as co-creators in society. Through examples of female historical figures both in the East and the West, in ancient, medieval and modern times, the course illustrates the basic tenets of Women's History and depicts the linkages between thinkers, movements and persons, or, in other words, theory, practice and personalities. Thus, parts A and B are vitally connected.

### Aim:

This course has been designed to help students comprehend the complex issues in the political, economic and social arena which determine gender relations, gender identities and gender norms. The course also aims to connect theory with ground reality by focusing on examples of real life women throughout history, their life and struggle, so that a complete understanding of the issues can be achieved.

**Objectives:**

- Introduce to students an understanding of gender studies as a major discipline in academia and connect it with the exercise of mainstream historical investigation
- Develop comprehension about the major theoretical concepts which are regarded as the basic tenets of social history
- Provide a historical overview of how patriarchal institutions have developed and to what effect
- Introduce to students new methods and methodology specific to the research of gender
- Provide a historical basis to theoretical assumptions regarding gender politics, gender oppression and gender bias
- Present an understanding of the similarities and dissimilarities between gender oppression across timelines (ancient, medieval, modern) and geographical boundaries (the East and the West)
- Motivate students to analyze events critically and appreciate the contribution of key players on the basis of proper scientific investigation of source materials

**Learning Outcomes:**

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

- formulate a clear understanding of the basic concepts related to gender studies and women's history
- explain the various theories of feminism
- trace the origin and development of patriarchy as an extensive, all-embracing socio-economic phenomenon
- identify the epistemological basis of the oppression of women in all levels of society
- gain knowledge of the separate methods, methodology and sources of women's history
- gain a broad spectrum understanding of women's movements from the political, historical, economic, social and ideological perspectives
- learn about historical figures of the ancient, medieval and modern times and form an informed opinion about their significance and relevance for future social developments

**Course Contents:****Part A:**

1. Core concepts as key categories for historical analysis:
  - A. Sex and gender
  - B. Femininity and masculinity
  - C. Gender identity and gender role
  - D. Gender issues and gender relations
2. Areas of women's oppression:
  - A. Religion
  - B. Family
  - C. Sexuality and reproduction
  - D. Economic activity
  - E. Political power
  - F. State formation
  - G. Colonialism and imperialism
3. Patriarchy: Theories of its origin
4. Theories of feminism
5. Theories in Women's Studies and their relation to women's history

6. Defining women's history: Why we should study women's history: restoring the balance to traditional historiography
7. Feminist epistemology
8. Methodology, methods and sources for doing women's history

**Part B:**

9. The ancient period:
  - A. Draupadi [India] B. Hypatia [Egypt] C. Rabi'ah al Adawiyyah [Iraq]
10. The medieval period:
  - A. Razia Sultan [India] B. Joan of Arc [France] C. Queen Elizabeth I [England]
11. Colonial and modern South Asia/Bengal:
  - A. Rani Swarnomoyee B. Nawab Faizunnesa Chaudhurani C. Pandita Ramabai
  - D. Sarojini Naidu E. Rokeya Sakhawat Hussein F. Preetilata Waddedar
  - G. Leela Nag H. Selina Parveen I. Sufia Kamal
12. The Modern period (Outside of South Asia):
  - A. Elizabeth Cady Stanton B. Emmeline Pankhurst C. Rosa Luxemburg
  - D. Clara Zetkin E. Alexandra Kolontai F. Doria Shafik G. Kartini

**Recommended Readings:**

- Deidre Beddoe, *Discovering Women's History* (Pandora Press, 1983)
- Firdous Azim & Niaz Zaman (Eds.), *Infinite Variety: Women in Society and Literature* (UPL, 1994)
- Gerda Lerner, *The Creation of Feminist Consciousness: From the Middle Ages to 1870*, Vol. 2 (Oxford, 1993)
- Gerda Lerner, *The Creation of Patriarchy*, Vol. I (Oxford, 1986)
- Joan Kelly, *Women, History and Theory* (University of Chicago, 1984)
- Meghna Guhathakurta (Ed.), *Contemporary Feminist Perspectives* (UPL, 1997)
- Merry E Wiesner-Hanks, *Gender in History* (Blackwell, 2001)
- Rosalind Miles, *The Women's History of the World* (Paladin Grafton Books, 1989)
- Rosemary Tong, *Feminist Thought: A Comprehensive Introduction* (Westview, 1989)
- Sheila Rowbotham, *Hidden from History: 300 Years of Women's Oppression and the Fight Against It* (Pluto Press, 1973)
- কনক মুখোপাধ্যায়, *সমকালের প্রেক্ষাপটে প্রীতিলতা ওয়াদ্বেদার* (যাদবপুর বিশ্ববিদ্যালয়, কলকাতা, ১৯৯৯)
- নওয়াব ফয়জুল্লাহা চৌধুরানী, *রূপজালাল* (বাংলা একাডেমী, ঢাকা, ১৯৮৪)
- নৃসিংহপ্রসাদ ভাদুড়ী, *মহাভারতের অষ্টাদশী* (আনন্দ, কলকাতা, ২০১৩)
- মালেকা বেগম, *বাংলার নারী আন্দোলন* (ইউপিএল, ঢাকা, ১৯৮৯)
- শাহানারা হোসেন, *ঊনবিংশ ও বিংশ শতাব্দীতে বাঙালি মুসলিম নারী: রোকেয়ার নারীবাদ ও তার ধারাবাহিকতা* (বাংলা একাডেমী, ঢাকা, ২০১৪)



**Course Code** : 538  
**Course Title** : War and Peace in Modern Times  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

This is a survey as well as interpretive course concerning specifically with the two recurring themes in world history - war and peace. This course picks up selected but decisive examples of war and peace from the earliest times down to the present. The objective of the course is to enlighten students on how the present-day world has evolved through war and peace. Both war and peace are explained in theoretical contexts.

### Aim:

The course is designed to help the students obtain comprehensive idea about the two recurring themes in world history - war and peace.

### Objectives:

- Familiarize students with the concepts of war and peace
- Introduce different types of war and provide an in-depth study on the theories of war
- Motivate to think critically the ethics and justification of war
- Provide in-depth study on the theories of peace and think critically the negative peace and positive peace and their sustainability
- Introduce students with the history of peace thinking and with some eminent peace thinkers
- Develop the ability to identify the effective process of making peace
- Help students present different aspects of war and peace both orally and in written form

### Learning Outcomes:

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

- understand the causes of war generally and universally
- explain the different theories of war
- analyze the various peace making initiatives
- examine the different types of peace making process
- analyze the peace by peaceful means
- construct ideas about the different ways of peace building
- demonstrate analytical writing and presentation skills in front of an informed audience

### Course Contents:

#### Section A: War:

1. War: Meaning and definition
2. History of warfare: Phases: Pre-civilization to contemporary war

3. Why war: Theories on war: Psycho-analytical theory, Evolutionary theory, Marxist/Economic theory, Demographic theory, Rationalist theory
4. War ethics: Is war justified?
5. Types of war:
  - A. Conventional war B. Unconventional war C. Asymmetric war (Vietnam War)
  - D. Liberation war (Liberation War of Bangladesh, 1971)
  - E. Civil war (Spanish Civil War, 1936-1939) F. Total warfare (The Two World Wars, 1914-1918, 1939-1945) G. War of aggression (US operations in Iraq and Afghanistan)
  - H. Insurgency (War and peace in the Chittagong Hill Tracts, 1975-1997)
  - I. Atomic war (Hiroshima) and Nuclear war (Bangladesh Liberation War, 1971)
  - J. Others: Biological war, Chemical war, Cyber warfare, Information warfare, Trade war
6. Case Studies of War:
  - A. American War of Independence, 1775-1783
  - B. Crimean War, 1854-1856
  - C. Spanish Civil War, 1936-1939
  - D. Two World Wars, 1914-1918, 1939-1945
  - E. Cold War, 1945-1991
  - F. Vietnam War, 1954-1975
  - G. Bangladesh Liberation War, 1971
  - H. War and peace in the Chittagong Hill Tracts, 1975-1997

**Section B: Peace:**

1. Etymology, definition and history of peace thinking, contributions of some eminent peace thinkers, peace institutions
2. Peace theories
3. Negative peace: Balance of power, peace through strength, peace through military preponderance, the use and abuse of threats, national security via military force, reduction of war and creation of peace
4. Positive peace: Peace through justice, development and human rights, peace and human security, democracy and peace
5. Peace education
6. Selected Peace Treaties:
  - A. Magna Carta, 1215 (between King John and the barons)
  - B. Treaty of Paris, 1856 (ended the Crimean War)
  - C. Treaty of Versailles, 1919 (ended the First World War)
  - D. Paris Peace Accords, 1973 (ended the Vietnam War)
  - E. The Kyoto Protocol, 1997 (on environment)
  - F. The Chittagong Hill Tracts Peace Accord, 1997 (for ending the conflict in CHT)

**Recommended Readings:**

- Angelo Codevilla & Paul Seabury, *War: Ends and Means* (Potomac Books, 2006)
- Anthony Weaver, *Making for Peace* (Brenthem Press, 1988)
- Azar Gat, *War in Human Civilization* (Oxford, 2008)

- Benjamin B Ferenz, *A Common Sense Guide to World Peace* (Oceana Publications, 1975)  
 Carl von Clausewitz, *On War* (Penguin, 1968)  
 Franco Fornari, *The Psychoanalysis of War* (Indiana University, 1975)  
 J G Starke, *The Science of Peace* (Legal Books, 1986)  
 Johan Galtung, "Cultural Violence", *Journal of Peace Research*, Vol. 27, No. 3, August 1990  
 Johan Galtung, *Peace by Peaceful Means* (Sage Publishers, 1996)  
 L S Stavrianos, *The World to 1500: A Global History* (Prentice-Hall, 1970)  
 Michael Walzar, *Just and Unjust Wars* (Basic Books, 1992)  
 Syed Anwar Husain, *War and Peace in Chittagong Hill Tracts: Retrospect and Prospect* (Agamee Prokashoni, 1999)  
 Syed Anwar Husain, *Lectures on World Peace* (United Nations Association of Bangladesh, Dhaka)  
 সৈয়দ আনোয়ার হোসেন, *মুক্তিযুদ্ধের ইতিহাসচর্চা: তত্ত্ব ও পদ্ধতি* (অনুপম, ঢাকা, ১৯৯৯)

**Course Code** : 539  
**Course Title** : Socialist Movements in Modern Times  
**Course Credit** : 4  
**Full Marks** : 100

### Introduction to the Course:

This course provides a global study of socialism and communism in the modern era. It traces the rise of socialism in the late 18th and 19th centuries to the recent fall of communism in the Soviet Union and Eastern Europe. In doing so the course adopts a global approach. The roots of socialism and communism are European. However, its early 20th century flowering was Eurasian in the context of Russia. Communism in its 20th-century incarnation took on a distinctly global character in Eastern Europe, China, Africa and other Southeast Asian countries, as well as Cuba and other communist movements in Latin America. The course deals with the roots and foundations of Marxist theory and the historical development of the movements for socialism and communism in the world in the nineteenth and twentieth centuries. It also focuses on the struggles to establish socialism and communism on the world scene, its impact, the backlash to it, the Chinese Revolution, and expansion of the ideology towards Asia and Africa. Finally, while it is often spoken of the "fall of communism", it should not be forgotten that at the present time over one-fifth of the people on the planet live under communist regimes. In the context of all these, the focus is on developing an understanding of the crucial ideas, historical changes, and dynamics that led to the rise as well as the fall of communism. Furthermore, the course seeks to explore the lasting legacy of socialist thought and communism in both the political and economic arenas.

### Aim:

The course aims at exploring the nature of politics, political ideologies, political systems, political behaviour and political development.

### Objectives:

- Help students understand the fundamental principles of Marxist political science

- Introduce the basic thoughts and views on socialist political development in China
- Make conversant with the doctrines and views of historical and contemporary western scholars on politics
- Motivate them learn the diversity of human cultures, and the different ways in which people respond to political authorities and ideologies

**Learning Outcomes:**

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

- understand the world political situation of the twentieth century
- comprehend how an influential political ideology germinated and demised
- identify why the world was divided into two political spheres
- differentiate between capitalism and socialism
- explain the origin and growth of social movements
- develop a framework for understanding socialist ideology and the influence and contributions of the movements for socialism to modern world history
- gain the knowledge and conceptual tools to understand the political and social history of communist regimes across the world from the 1940s to the end of the 1980s

**Course Contents:**

1. Background: Essence and origins of socialism:
  - A. Meaning of socialism
  - B. From Plato's 'Republic' to Thomas More's 'Utopia'
2. Early socialist movements: Utopian Socialism, Trade Unionism, Anarchism
3. Revolutionary Socialism:
  - A. Marxism: The revolutionary form of socialism
  - B. Marxian theory of revolution
  - C. First and Second International
4. Social Democracy:
  - A. Beginning of social democratic movement in Europe in the 19th century as an alternative to Revolutionary Socialism
  - B. Development of Social Democracy in the 20th century
5. October Socialist Revolution in Russia:
  - A. Russian Social-Democratic Labour Party (RSDLP) and rise of Lenin
  - B. Leninism: Marxian Socialism in the 20th century
  - C. Victory of the socialist revolution
  - D. Stalin-Trotsky controversy: 'Socialism in One Country' and 'Permanent Revolution'
6. Spread of socialism in the wake of the Russian Revolution:
  - A. Formation of 'Comintern'
  - B. Socialist movements in Europe, Asia and America
7. Victory of socialist revolution in China and its impact:
  - A. 'Maoism' as a new form of revolutionary socialism
  - B. Background and events of the Chinese Revolution
  - C. Impact of the Chinese Revolution on the countries of Asia, Africa and Latin America

8. Socialism in Latin America:
  - A. Cuban Revolution and its impact
  - B. Democratic Socialism
9. Other forms of socialism: African socialism, etc.

### Recommended Readings:

Alfred Fried & Ronald Sanders (Eds.), *Socialist Thought: A Documentary History* (Doubleday Anchor, 1964)

Arthur Shadwell, *The Socialist Movement (1824-1924)* (Philip Allan, 1925)

David Selbourne, *Against Socialist Illusion* (Macmillan, 1985)

G D H Cole, *History of Socialist Thought*, 7 Volumes (Palgrave Macmillan, 2003)

Harry W Laidler, *History of Socialism* (Thomas Y Crowell Company, 1968)

Karl Marx & Frederick Engels (Eds.), *Capital: A Critique of Political Economy* [English translation: Samuel Moore & Edward Aveling] (Modern Library, 1906)

Leo Panitch, *Renewing Socialism: Democracy, Strategy, and Imagination* (Westview, 2001)

Makoto Itoh, *Political Economy for Socialism* (Macmillan, 1995)

Michael Harrington, *Socialism* (Bantam, 1972)

Michael Newman, *Socialism - A Very Short Introduction* (Oxford, 2005)

V I Lenin, *State and Revolution* (International Publishers, 1977)

**Course Code : 541**

**Course Title : Post-Colonial Africa**

**Course Credit : 4**

**Full Marks : 100**

### Introduction to the Course:

The rapidly increasing importance of Africa in world affairs is now only too apparent, but the picture it presents today is one of great complexity, confusion and even impending disaster. This course is designed to provide an introduction to the understanding of events in Africa and to stimulate an informed interest in the very difficult and complex problems with which the African people now have to grapple. Particularly from this course, students will get an idea of the different aspects of the continent of Africa after the end of the colonial rule.

### Aim:

The aim of this course is to make students think critically about post-colonial Africa. It will mainly examine the cruxes, puzzles, unsolved questions, progress and possibilities of sub-Saharan Africa. The course also appeals to develop historical arguments and reasoning about causation and contextualization.

### Objectives:

- Give students an in-depth understanding of colonization and decolonization in Africa
- Familiarize with the causes and the regional variations of the process of decolonization

- Equip with the knowledge tools to understand the problems of democracy and political instability in different African nations
- Explain the reasons for military rule in Africa and discuss problems of regional integration
- Give in-depth knowledge on African socialism and neo-colonialism in Africa
- Render an understanding of apartheid in Africa
- Provide knowledge on Africa's position in world affairs and assess the policies of USA, Russia and China towards Africa

**Learning Outcomes:**

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

- explore the governing practices and ideologies like democracy, militarism, socialism, neo-colonialism etc. in post-colonial Africa
- assess critically the political, social and economic ambiances of contemporary Africa
- get an idea about Africa becoming a part of international politics of the big powers
- analyze the dogmas that are enveloping Africa in different ways
- identify the prospects, potentiality and challenges of post-colonial Africa
- formulate arguments on independent Africa from optimistic or pessimistic point of view

**Course Contents:**

1. Colonization of Africa: An overview
2. Background of independence:
  - A. Regional variations
  - B. Decolonization: Definition
  - C. Causes of decolonization, role of the UNO
3. Problems and prospects for independent Africa:
  - A. Democracy and political instability, one party rule
  - B. Economy: Beginning with economic underdevelopment, recent economic trends, NEPAD, Agenda 2063
  - C. Military rule: Theories and their applicability in Africa, military coups going out of fashion in Africa?
  - D. National integration: Case studies: Biafra, Katanga and Rwanda-Burundi
  - E. African Socialism
  - F. Neo-Colonialism
  - G. Apartheid: End of Apartheid in South Africa in 1990's and its effect
4. Problems and prospects in new independent states: Namibia, Eritrea and South Sudan
5. Politics among nations: Africa in Non-Alignment Movement and in UNO
6. African Union (AU): Background, from OAU to AU, successes and failures
7. Africa in world affairs:
  - A. Geo-political significance
  - B. Policies of USA, Russia and China to Africa

**Recommended Readings:**

Ali A Mazrui, *Africa: The Next Thirty Years* (Heineman, 1980)

Arthur Hazelwood (Ed.), *African Integration and Disintegration* (Oxford, 1967)

Basil Davidson, *Africa: A Social and Political History* (Longman, 1994)

Colin Legum, *Africa: A Handbook* (Penguin, 1969)

Joan G Roland (Ed.), *Africa: The Heritage and the Challenge* (Fawcett, 1974)

John Hatch, *Africa: Today and Tomorrow* (Dennis Dobson, 1965)

K Nkrumah, *Neo-Colonialism: The Last Stage of Imperialism* (Nelson, 1965)

P J M McEwan (Ed.), *Twentieth Century Africa* (Oxford, 1968)

Richard P Werbner, *Postcolonial Subjectivities in Africa* (Zed Books, 2002)

Roland Oliver & Michael Crowder, *The Cambridge Encyclopedia of Africa* (Cambridge, 1981)

R W July, *A History of the African People* (New York, 1970)

Vernon Mackay, *Africa in World Politics* (Oxford, 1991)

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