



**Government of Karnataka**

**Curriculum Frame work for Under graduate**

**V and VI Semester Model  
Syllabus for BA  
HISTORY**

**Submitted to**

**Vice Chairman**

Karnataka State Higher Education Council  
s30, Prasanna Kumar Block, Bengaluru City  
University Campus, Bengaluru, Karnataka – 560009

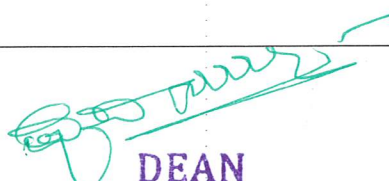
**Registrar**  
Davangere University  
Shivagangotri, Davangere

**DEAN**  
Faculty of Arts  
Davangere University  
Shivagangotri, Davangere.

**Program Structure for Four Year under Graduate Program and Master Program in  
History (B.A/B.Sc/BBA/B.Com/BCA/BHM/BVA/BSW)**

**UG Program with two core subjects in all the four years**

Semester	Paper Code	Title of the Paper	Instructions per hours week	Exam Duration	Marks			Credits
					IA	Exam	Total	
V Semester	DSC-10	Colonialism And Nationalism in Asia(1900 to 1970)	4	2	40	60	100	4
	DSC-11	History of European 1789 to 1945 AD	4	2	40	60	100	4
	DSC-12	Contemporary History of India from 1947-1990s	4	2	40	60	100	4
	SEC-4	Employability Skill/Cyber Security	3					3
		Total Credits	15					
VI Semester	DSC-13	History of Freedom Movement and Unification in Karnataka	4	2	40	60	100	4
	DSC-14	History of India. (CE 1761-CE 1857)	4	2	40	60	100	4
	DSC-15	History of United States of America –I (c.1776-1945)	4	2	40	60	100	4
	SEC-5	Internship	2					2
		Total Credits	14					

  
**DEAN**  
 Faculty of Arts  
 Davangere University  
 Shivagangotri, Davangere.

# 5th Semester



Government of Karnataka

## Model Curriculum

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

### Course Objectives:

To understand and analyze the manner in which the different manifestations of colonialism were at work in India, China, Japan, Indonesia and Indo-China, and the nationalist responses in these countries. To provide substantial theoretical knowledge by way of analyzing the two concepts of colonialism and nationalism through the works of notable scholars on Colonialism, Dependency theory, World System and Nationalism. To understand the concepts and policies like De colonialism and Neo-colonialism. To analyse the theory and practice of colonialism and nationalism in Asia.

### Learning Outcome:

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

Unit	Contents of Course- DSC-10	60 Hours
Unit-I	<b>Chapter-1:</b> What is Asia: (a) Land and its people. (b) Pre colonial Society. <b>Chapter-2:</b> The Advent of Western Powers: (a) The early Europeans. (b) The Portuguese, Spanish. (c) The Dutch, French and the English. <b>Chapter-3:</b> Introduction to Modern World System Theory	15 Hours
Unit-II	<b>Chapter-4:</b> Perceptions on Colonialism J. A. Hobson. Theory of Underdevelopment: Paul Baran - A.G. Frank - Samir Amin. <b>Chapter-5:</b> Manifestations of Colonialism and their Functioning <b>Chapter-6:</b> Colony-Protectorate - Spheres of Influence.	15 Hours
Unit-III	<b>Chapter-7:</b> The Colonial Experience: Cases of India. <b>Chapter-8:</b> The Colonial Experience: China, Japan, Indo China and Indonesia. <b>Chapter-9:</b> Nationalism: Meaning. Factors for the Genesis of Nationalism.	15 Hours
Unit-IV	<b>Chapter-10:</b> Gandhian era and Freedom Movement. <b>Chapter-11:</b> De-colonization and Neo-colonialism	12 Hours
Maps	Beijing, Mukden, Port Arthur, Nanking, Shanghai, Tokyo, Kyoto, Hiroshima, Nagasaki, Hanoi, Delhi, Calcutta, Belgaum, Calicut, Bandung, Jakarta, Jerusalem, Mecca, Riyadh, Constantinople.	3 Hours

**Exercise:**

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

### Suggested Readings

References	
1	Amin, Samir, Imperialism and Unequal Development England, The Harvester Press, 1977
2	Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism London, Verso, Revised edition, 1991.
3	Bandyopadhyaya, Sekhar, Decolonization in South Asia, London, Routledge, 2009
4	Gellner, Ernest, Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
5	Wallerstein, Immanuel, The Modern World System(3vols.), New York, Academic Press, 1974
6	Sardesai, D.R., South East Asia: Past and Present New Delhi, Vikas, 1981
7	Desai, A.R., Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
8	Edwardes, Michael, Asia in the European Age 1498-1955 New Delhi, Asia Publishing House, 1961.
9	Frank, A.G., World Accumulation 1492-1789 Basingstoke, Palgrave Macmillan, 1978.
10	Hall, D.G.E., A History of South East Asia London, Macmillan, 1964.

### Pedagogy

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

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

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

### **Course Objectives:**

#### Course Objectives

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

### **Learning Outcome:**

After studying this course, students will be able to

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

Unit	Contents of Course- DSC-11	60 Hours
Unit-I	<b>THE FRENCH REVOLUTION AND NAPOLEONIC ERA</b>	15 Hours
	<p><b>Chapter-1:</b> The causes of French Revolution – Causes Role of Philosophers Tennis court oath. Work of National Assembly – Reign of Terror</p> <p><b>Chapter-2:</b> Napoleon Bonaparte – Military Achievements and Reforms.</p> <p><b>Chapter-3:</b> The Congress of Vienna</p>	
Unit-II	<b>UNIFICATION OF ITALY, GERMANY, AND THE INDUSTRIAL REVOLUTION</b>	13 Hours
	<p><b>Chapter-4:</b> The Unification of Italy – carbo – three leaders of Unification – Mazzini – Cavour- Garibaldi – Stages of Unification</p> <p><b>Chapter-5:</b> Unification of Germany –foreign policy of Bismark</p>	
Unit-III	<b>FIRST WORLD WAR</b>	14 Hours
	<p><b>Chapter-6:</b> The First world war – causes and Results of the War – League of Nations.</p> <p><b>Chapter-7:</b> The Russian Revolution of 1917 Causes and Results.</p>	
Unit-IV	<b>RISE OF DICTATORS &amp; SECOND WORLD WAR</b>	15 Hours
	<p><b>Chapter-8:</b> Rise of Dictators – Treaty of Versailles – Rise of Hitler – Nazi party – Causes for the rise of Nazism – Nazi Doctrine.</p> <p><b>Chapter-9:</b> The second world war – causes and Results.</p>	
Maps	<p><b>Outlines:</b> Europe under Napoleon Bonaparte, Unified Italy, Unified Germany.</p> <p><b>Places:</b> Paris, Rome, Moscow, London, Berlin, Madrid, Lisbon, Waterloo, Versailles, Corsica, Elba, Warsaw, Vienna, Ajaccio, Geneva, Frankfurt, The Hague, Sarajevo, Trafalgar, Marengo.</p>	3 Hours



### Suggested Readings

References	
1	A History of Modern Europe (1789-1991) H.L. Peacock,
2	The Struggle for Mastery in Europe: 1848-1918 A.J.P Taylor
3	The Cold War: Ideological Conflict or Power Struggle Normali A. Grabener
4	The USSR: A Share History Vladimir Polrtayen,
5	Development in Russian Politics Stephen White
6	Mastering Modern European History Stuart Miller,
7	A Text Book of European History by Southgate, G.W.
8	Aspects of European History 1789-1980. Stephen J. Lee
9	Europe Since Napoleon Thompson, D
10	European Union: European politics. Tim Bale.

### Pedagogy

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

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

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

#### **Course Objectives:**

This chapter will discuss the political legacies of colonialism in India. After studying this lesson the students will be able to:

- know the meaning of legacy of Colonialism
- understand the legacy of Colonialism.
- assess the political legacy of Colonialism.
- identify the important legacies in the form of political legacy of British Colonialism in India.

#### **Learning Outcome:**

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s

Unit	Contents of Course- DSC-12	60 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Political legacy of Colonialism. <b>Chapter-2:</b> Economic and Social Legacy of Colonialism. <b>Chapter-3:</b> National movements: Its significance, Value and Legacy	<b>12 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Framing of Indian Constitution – Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions <b>Chapter-5:</b> The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality. <b>Chapter-6:</b> Political development in India since Independence.	<b>15 Hours</b>
<b>Unit-III</b>	<b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis. <b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development : An Overview <b>Chapter-9:</b> Foreign policy of India since independence.	<b>15 Hours</b>
<b>Unit-IV</b>	<b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG. <b>Chapter-11:</b> Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism. <b>Chapter-12:</b> Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution And Agrarian Struggles Since Independence	<b>15 Hours</b>
<b>Maps</b>	Delhi, Mumbai, Chennai, Kolkata, Shimla, Lahore, Hyderabad, Amritsar, Rourkela, Durgapur, Srinagar, Junagadh, Bhilai, Gouhati, Aligarh, Patna, Pondicherry, Bhopal, Godhra, Poona, Tarapur	<b>3 Hours</b>

#### Reference Books

1. Bandyopadhyay , J, **The Making of the India"s Foreign Policy**, Allied Publishers, New Delhi, 1970.
2. Bandyopadhyay Sekhar, **From Plassey to Partition, A History of Modern India**, Orient Longman, New Delhi, 2004.
3. Bannerjee A. C., **The New History of Modern India**, Bagchi & Co. Delhi, 1983.
4. Brass, Paul, R. (ed.), **The New Cambridge History of India: The Politics of India since Independence**, Cambridge University Press, Cambridge. 1990.
5. Chandra Bipan, et.al., **India after Independence, 1947-2000**, Penguin Books, New Delhi, 1999.

6. Chandra Bipin, **Rise and Growth of Economic Nationalism in India**, Delhi, 1966.
7. Chatterjee, Partha (ed.), **State and Politics in India**, Oxford University Press, New Delhi, 1997.
8. Dietmar, Rothermund, **Contemporary India: Political, Economic and Social Development**, Palgrave, Delhi, 2013
9. Francine Frankel, R, **India's Political Economy, 1947-1977. The Gradual Revolution**, Oxford University Press, New Delhi, 1978.
10. Grover B.L. and Grover S., **A New Look at Modern Indian History**, S. Chand & Co. New Delhi.
11. Nanda B.R, **Making of a Nation: India's Road to Independence**, Delhi, 1998.
12. Pylee M. R., **Constitutional History of India** S. Chand & Co. Ltd, New Delhi, Fifth Edition – 2011.

**Exercise:**

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

**Pedagogy**

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

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

6th Semester

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

**Course Objectives:**

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

Karnataka.

**Learning Outcome**

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

<b>Unit</b>	<b>Contents of Course- DSC13</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction: Historical background: The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka Revolt of Veerappa Deshmukh of Koppa in 1819.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p>	<b>12 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi – effects of the Struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka – Early activities the response to Swadeshi and Non Co operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924) Satyagraha campaigns in Karnataka (1930-34).</p>	<b>15 Hours</b>

<b>Unit- III</b>	<b>Chapter-7:</b> Quit India Movement in Karnataka-its effects <b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore State. <b>Chapter-9:</b> Origin and Development of unification movement in Karnataka: Factors responsible for unification Movement:	<b>15 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations <b>Chapter-11:</b> The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness <b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.	<b>15 Hours</b>
<b>Maps</b>	Vidurashwatha, Shivapura, Surapura, Siddapura, Halagali, Kittur, Naragunda, Nagara, Ankola, Mundaragi, Belgaum, Dharwad, Nandi hills, Mysore, Isoor, Bangalore, Sulya, Gulbarga, Badanavalu, Bailahongala.	<b>3 Hours</b>

#### Exercise:

- Students can be asked to make a report of the heroes who fought for freedom.
- Students can be asked to study and understand the British influence in Karnataka and its impact.
- Students can be asked to understand the struggles by surapura and other areas struggles against British rule.

#### Suggested Readings

References	
1	S.Chandrashekhar - Karnataka Ekikaranada Charitre
2	R.R.Diwakar - Karnataka through the ages
3	P.B.Desai - History of Karnataka
4	G.S.Halappa - History of Freedom Movement in Karnataka
5	Basavaraja.K.R. - History of Karnataka
6	K. Veerathappa - Studies in Karnataka History and Culture.
7	James Manor - Political change in an Indian State Mysore 1917-
8	M.Shamarao - 1955 - Modern Mysore (2 vols.)
9	H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa

#### Pedagogy:

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

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

<b>Course Title: History of India. (CE1761-CE 1857)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

This course is designed to

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

### **Learning Outcome**

At the end of the course, the students shall –

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



Unit	Contents of Course- DSC14	60 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Indian Polity, Society and Economy in mid 18 <sup>th</sup> century. Mercantile Policies and Indian Trade. <b>Chapter-2:</b> Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas. <b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> British Administration and Law. The Spread of English Education. <b>Chapter-5:</b> The New Land Settlements. <b>Chapter-6:</b> Commercialization of Agriculture.	<b>14 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Deindustrialization – British Industrial Policy <b>Chapter-8:</b> Economic Impact of the Colonial Rule. <b>Chapter-9:</b> Social Discrimination and Colonial Rule	<b>14 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India <b>Chapter-11:</b> Revolt of 1857 <b>Chapter-12:</b> The Beginnings of Indentured Labour – Labour Movements in Colonial India.	<b>14 Hours</b>
<b>Maps</b>	Mysore, Srirangapattana, Kolkata, Amritsar, Kasimbazar, Salbai, Kanpur, Delhi, Jhansi, Murshidabad, Meerut, Lucknow, Bombay, Agra, Banarus, Poona, Bessein, Surat, Lahore, Madras	<b>3 Hours</b>

#### Exercise:

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

#### Suggested Readings

References	
1	Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan.
2	Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press
3	Bhatia, B. M. (1967), Famines in India, Asia Publishing House.
4	Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press.
5	Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand
6	Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education.

7	Gadgil, D. R. (1939), Industrial Evolution of India Marshal, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007
8	Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar.

**Pedagogy:**

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

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

<b>Course Title: History of United States of America – I (c.1776to1945)</b>	
<b>Semester:</b> V	<b>Course Code:</b> DSC-15
<b>Total Contact Hours:</b> 60	<b>Course Credits:</b> 4
<b>No. of Teaching Hours/Week:</b> 4	<b>Duration of ESA/Exam:</b> 2 Hours
<b>Formative Assessment Marks:</b> 40	<b>Summative Assessment Marks:</b> 60+40=100

**Course Objectives:**

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

**Learning Outcome:**

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

Unit	Contents of Course- DSC-15	60 Hours
<b>The Background &amp; Making of the Republic</b>		
<b>Unit-I</b>	<b>Chapter-1:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black. <b>Chapter-2:</b> a) Revolution: Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations. <b>Chapter-3:</b> b) Processes and Features of Construction Making: Debates, Historical interpretations.	<b>12 Hours</b>
<b>Evolution of American Democracy</b>		
<b>Unit-II</b>	<b>Chapter-4:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court <b>Chapter-5:</b> Expansion of Frontier: Turner's Thesis; Marginalization, displacement, and discrimination of Native Americans; Case histories of Tecumseh, Shawnee Prophet. <b>Chapter-6:</b> Limits of Democracy: Blacks and Women	<b>15 Hours</b>
<b>Early Capitalism &amp; The Agrarian South</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements. <b>Chapter-8:</b> a) Plantation economy <b>Chapter-9:</b> b) Slave Society and Culture: Slave Resistance.	<b>15 Hours</b>
<b>Ante Bellum Foreign Policy &amp; Civil War</b>		
<b>Unit-IV</b>	<b>Chapter-10:</b> War of 1812: Monroe Doctrine: Manifest Destiny. <b>Chapter-11:</b> Abolitionism and Sectionalism – Issues and Interpretations. <b>Chapter-12:</b> Rise of Republicanism, Emancipation and Lincoln.	<b>15 Hours</b>
<b>Maps</b>	Washington, New York, Boston, Montreal, Philadelphia, Quebec, Chicago, Savannah, Orlando, Atlanta, Ottawa, Mexico, Haiti, San Francisco, Havana, Baltimore, Richmond, Windsor, Columbia, Shawnee	<b>3 Hours</b>

**Exercise:**

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

**Suggested Readings**

References	
1	Bailyn Bernard, The Great Republic 1985
2	Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967
3	Beard Charles, An Economic Interpretation of the American Constitution. Macmillan, 1921
4	Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970
5	Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.
6	Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.
7	Faulkner U., American Economic History . New York, Harper, 1960
8	Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964
9	Foner Eric, America's Black Past. Harper collins, 1970
10	Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947

**Assessment: Weight age for assessment (in percentage)**

Formative Assessment for C1&C2		
Assessment Occasion/ Type	Marks	
	C1	C2
Internal Test	10	10
Case Study/Assignment/Fieldwork/Project work	10	
Seminar	05	
Attendance/ Classroom Participation	05	
Total	40	
Formative Assessment as per NEP guidelines are Compulsory		

**Davanagere University**  
**Subject: History**  
**Question Paper Pattern ( NEP )**

**Title of the Paper :**

**Duration : 2 Hours .**

**Max. Marks ;60.**

**SECTION-A**

**Answer any Five of the following Questions.**

**( 5x5=25 )**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION –B.**

**Answer any Four of the following Questions.**

**( 2x10=20 )**

- 9.
- 10.
- 11.
- 12.

**SECTION –C**

**Answer any Three of the following Questions.**

**( 1x15=15 )**

- 13.
- 14.

  
**DEAN**  
**Faculty of Arts**  
**Davanagere University**  
**Shivagangotri, Davangere.**

