ADIKAVI NANNAYA UNIVERSITY:: RAJAMAHENDRAVARAM

B. A. HISTORY

III Year B. A. Programme (UG) Courses – Under CBCS Semester-V

Paper – V (Core Paper)

AGE OF RATIONALISM AND HUMANISM THE WORLD BETWEEN 15TH& 18TH CENTURIES

(History of Modern World (1453 – 1821 A.D))

| Unit – 1 | Feudalism -Geographical Discoveries: Causes – Compass & Maps – Portugal Leads |
|------------|---|
| | and Western World Follows – Consequences; |
| Unit – II | The Renaissance Movement: Factors for the Growth of Renaissance – Characteristic |
| | Features - Transformation from Medieval to Modern World; Reformation & Counter |
| | Reformation Movements: The Background – Protestantism – Spread of the |
| | Movement– Counter Reformation– Effects of Reformation |
| Unit - III | Emergence of Nation States: Contributory Factors - England and other Nation States |
| | – Impact due to the Emergence of Nation States.; Age of Revolutions: The Glorious |
| | Revolution (1688) – Origin of Parliament – Constitutional Settlement – Bill of Rights |
| | – Results. |
| Unit - IV | Age of Revolutions: The American Revolution (1776) – Opening of New World – |
| | Causes – Course – Declaration of Independence, 1776 – Bill of Rights, 1791 – |
| | Significance. |
| Unit – V | Age of Revolutions: The French Revolution (1789) – Causes - Teachings of |
| | Philosophers - Course of the Revolution – Results. |

References:

| 1 | Burke, Peter, The Renaissance |
|----|--|
| 2 | C.J.H. Hayes, Modern Europe up to 1870 |
| 3 | C.D. Hazen, Modern Europe up to 1945 |
| 4 | Christopher Hill, From Reformation to Industrial Revolution |
| 5 | Elton, G.R., Reformation Europe, 1517-1559 |
| 6 | Ferguson, The Renaissance |
| 7 | Gilmore, M.P., The World of Humanism, 1453-1517 |
| 8 | Hilton, Rodney, Transition from Feudalism to Capitalism |
| 9 | J.H.Parry, The Age of Renaissance |
| 10 | J.N.L. Baker, History of Geographical Discoveries and Explorations |
| 11 | The New Cambridge Economic History of Europe, Vol. I, VII. |

Project Work: Individual or group projects may be presented by the students regarding preparation of bibliography on various topics.

Students should also be asked to construct glossaries to help them study and review lessons while helping them to understand a large array of vocabulary words.