Preface

The Department of History, Jadavpur University, was born in August 1956 because of the Special Importance Attached to History by the National Council of Education. The necessity for reconstructing the history of humankind with special reference to India’s glorious past was highlighted by the National Council in keeping with the traditions of this organization. The subsequent history of the Department shows that this centre of historical studies has played an important role in many areas of historical knowledge and fundamental research.

As one of the best centres of historical studies in the country, the Department updates and revises its syllabi at regular intervals. It was revised last in 2008 and is again being revised in 2011. The syllabi that feature in this booklet have been updated recently in keeping with the guidelines mentioned in the booklet circulated by the UGC on ‘Model Curriculum’. The course contents of a number of papers at both the Undergraduate and Postgraduate levels have been restructured to incorporate recent developments - political and economic - of many regions or countries as well as the trends in recent historiography. To cite just a single instance, as part of this endeavour, the Department now offers new special papers like ‘Social History of Modern India’ and ‘History of Science and Technology’ at the Postgraduate level. The Department is the first in Eastern India and among the few in the country, to introduce a full-scale specialization on the ‘Social History of Science and Technology’. The Department recently qualified for SAP. The first phase, DRS is based on research projects and publications on Environmental History of India. This programme is the first of its kind in the country, and the Department has already published books and articles on the subject. The Faculty has undertaken numerous projects under the DRS programme. It has earned recognition by holding international conferences. The most recent conference was on ‘History of Water’. The engagement with the History of Environment and the History of Science and Technology is reflected in many of the courses taught at both the Undergraduate and the Postgraduate levels. We have consciously introduced a gender component in most of our courses. The overall versatility of the curriculum is visible in the courses offered to UG and PG students. This year, we have introduced an entirely new course on the History of Colonialisms at the UG level. This is the first of its kind in West Bengal, if not also in the country. The courses on the Economic History of Modern India have been substantially revised to meet the needs of the time. We have also included Medieval Indian History as optional general course at the PG level. In the optional general courses on South-East Asia at the PG level, we have included Thailand and Malaysia. This year we have also introduced two other new courses at the PG level — one on Military History as a special course and the second general course on the 20th century world, has been remodelled as the ‘Twentieth Century: The Age of Extremes?’ The special course on Military History too is a first of its kind.

The History Faculty has introduced various teaching innovations to generate enthusiasm among the students. Holding of extension lectures and occasional lectures is an integral part of the academic culture of the Department. On these occasions eminent scholars from different Universities and Centres, are invited to address the students on various subjects. In the recent past, the Department has invited scholars not only from India but also from the U. K., the Netherlands, France, USA, Germany, Bangladesh, Australia and a host of other countries to deliver extension lectures to our students. Other noteworthy teaching innovations include presentations by the students in the class, field trips or educational tours, visits to museums and archives, gallery classes, use of visual aids like slide and video shows. Students of postgraduate classes are encouraged to write short dissertations and projects as well as book reviews. Students have produced excellent project works fit for display to visiting teams of specialists and teachers. The students are equipped not only to teach in schools and colleges, carry on research, join the administration but also shift tracks to pursue careers in new age professions like media and management.

The Department is engaged in various research activities, many of them being interdisciplinary or trans-disciplinary in nature. There is an ongoing collaboration with the School of Women’s Studies.
(JU), School of Environmental Radiation and Archaeological Studies (JU), Centre for Refugee Studies (JU) and a host of other Centres of advanced research located in India and different parts of the world. Many members of the faculty have won prestigious awards like the Fulbright Fellowship, the Commonwealth Academic Staff Fellowship, the Charles Wallace Fellowship etc. It may be noted that a senior Professor of the Department has also been awarded the D.Litt. degree of this University. Many Postgraduate students were recipients of Felix Scholarship for Postgraduate and Doctoral studies in the U.K. The Department has been regularly publishing the Journal of History, a refereed publication, which is now acclaimed as one of the standard publications by the practitioners of our discipline. The Faculty is in constant touch with the students, who form the nerve-centre of the departmental life. They make their presence felt in all academic and extra-curricular activities of the Department and the campus. Teacher – student contact is a specialty of the Department. Most teachers are available for curricular and career consultations. Many of our former students currently constitute the top brass in various professions including the civil service, the media, politics, the academia, the civil rights movement, as well as the corporate world. The Department has already initiated plans for preparing a contact base with the alumni, as they prove to be valuable resource persons. Reunions are encouraged for this purpose.
## Faculty Members

### Professors

<table>
<thead>
<tr>
<th>Names</th>
<th>Field(s) of Specialization and Areas of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amit Bhattacharyya</td>
<td>Modern Indian Economic History/China Studies/ Social History of Science and Technology/ Civil Rights and People’s Movements</td>
</tr>
<tr>
<td>M.A., Ph. D. (J.U.), D.Litt. (J.U.)</td>
<td></td>
</tr>
<tr>
<td>Mahua Sarkar</td>
<td>Modern Indian Social and Political History/ Social History of Science and Technology/ History of Environment/ American History</td>
</tr>
<tr>
<td>M.A., Ph. D. (J.U.)</td>
<td></td>
</tr>
<tr>
<td>Ranjan Chakrabarti</td>
<td>Modern Indian Social and Political History/ Crime Studies/ Environmental History/ American Studies</td>
</tr>
<tr>
<td>M.A., Ph. D. (J.U.)</td>
<td></td>
</tr>
<tr>
<td>Anuradha Roy</td>
<td>Intellectual and Cultural History of Modern India</td>
</tr>
<tr>
<td>M.A. (Delhi University), Ph. D. (C.U.)</td>
<td></td>
</tr>
<tr>
<td>Nupur Dasgupta</td>
<td>Ancient Indian History and Archaeology/ History of Science and Technology/South-East Asian Studies</td>
</tr>
<tr>
<td>M.A., Ph. D. (J.U.)</td>
<td></td>
</tr>
</tbody>
</table>

### Associate Professors/ Readers

<table>
<thead>
<tr>
<th>Names</th>
<th>Field(s) of Specialization and Areas of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rup Kumar Barman</td>
<td>Social History of Modern India/ Tribal History/ Refugee Studies/ Human Rights</td>
</tr>
<tr>
<td>M.A., Ph. D. (N.B.U.)</td>
<td></td>
</tr>
<tr>
<td>Subhasis Biswas</td>
<td>Environmental History/ History of USA</td>
</tr>
<tr>
<td>M.A., Ph. D. (J.U.)</td>
<td></td>
</tr>
<tr>
<td>Kaushik Roy</td>
<td>Military History/ Insurgencies/ State Building</td>
</tr>
<tr>
<td>M.A., M. Phil., Ph. D. (J.N.U.)</td>
<td></td>
</tr>
</tbody>
</table>
## Assistant Professors

<table>
<thead>
<tr>
<th>Names</th>
<th>Field(s) of Specialization and Areas of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suchetana Chattopadhyay</td>
<td>Communist Movement in India/ Political History of Modern India/ Colonial Surveillance/ Urban History</td>
</tr>
<tr>
<td>Maroona Murmu</td>
<td>Gender Studies in Bengal in the 19th and 20th centuries/ Socio-cultural History of Bengal</td>
</tr>
<tr>
<td>M.A, M. Phil. (J.N.U.)</td>
<td></td>
</tr>
<tr>
<td>Tilottama Mukherjee</td>
<td>18th century Bengal/ Medieval and Early Modern India/ Early Modern Economic History</td>
</tr>
<tr>
<td>M.A., M. Phil.(J.N.U.), Ph. D. (Cambridge)</td>
<td></td>
</tr>
<tr>
<td>Samir Das</td>
<td>Caste, Gender and Subaltern Studies/ Politics of Colonial Bengal</td>
</tr>
<tr>
<td>M.A. (N.B.U.)</td>
<td></td>
</tr>
<tr>
<td>Chandrani Banerjee (Mukherjee)</td>
<td>Ancient Indian Social History/ Women’s History in Ancient India</td>
</tr>
<tr>
<td>M.A, Ph. D. (B.H.U.)</td>
<td></td>
</tr>
</tbody>
</table>
(1) Course 1 (Hist/UG/1.1): History of Early India (1500 BC. to 2nd Century AD.)

1. The Aryan question – Recent perspectives. Debate on original homeland and Mother language.
5. New religious sects: Buddhism, Jainism, Ajivikas and others: their historical background, Buddha, his principles, class basis and nature of Buddhism. Comparison with Jainism.
6. Invasion of Alexander and the coming of the Mauryas.
7. Mauryan India – military exploits of Chandragupta Maurya and Bindusara. ‘Arthasastra State’ and Maurya administration, Ashokan reforms. His Dhamma – was Ashoka a pacifist. Decline of the Mauryan Empire.
8. Slavery in ancient India.
9. Women in ancient India.
10. The period of the Sakas, Kushanas and the Satavahanas.

Suggested Readings:

3. R. S. Sharma, Material Culture and social formation in Ancient India.
4. Romila Thapar, Early India from the origins to 1300.
7. J. P. Sharma, Republics in Ancient India.
8. D.N. Jha, Ancient India in historical outline.
10. Rajesh Kochhar, The Vedic people, their history and geography.
12. Uma Chakraborty, Beyond the Kings and Brahmins of ‘Ancient’ India.
15. Ranabir Chakraborty, Prachin Bharater Orthonoitik Itihaser Sandhane.
16. Rhys Davids, Buddhist India.
17. A.L. Basham, The Wonder that was India.
18. Sunil Chattopadhyay, Prachin Bharater Itihas (2 vols.).
22. Romila Thapar, Asoka and the Decline of the Mauryas.
23. R. S. Sharma, Sudras in Ancient India.
(2) **Course 2 (Hist/UG/1.2): Medieval India (1206-1526).**

2. The Rise of the Turks and Their Advance towards India.
3. Foundation, Growth and Consolidation of the Delhi Sultanate.
4. Expansion and Internal Restructuring of the Delhi Sultanate – Problems of a Centralized all-India Ala ud din Khalji and Muhammad bin Tughluq.
6. The Frontier: The Mongol Threat during the 13th/14th Centuries.
8. Social and Economic Life in North India between the 13th and 16th Centuries.

**Suggested Readings:**

1. A. C. Banerjee, *New History of Medieval India*.
2. Ramakanta Chakravarty, *Vaishnavism in Bengal*.
3. Satish Chandra, *Medieval India from Sultanat to the Mughal*.
4. Irfan Habib, *Medieval India*.
(3) Course 3 (Hist/UG/2.1): Early History of India up to the Thirteenth Century A.D.

1. Looking at early India: Sources of Early Indian History. Writings on Early Indian History.
4. The Classical Age – Patterns of polity, society, economy, and culture. The myth and the reality of the ‘Classical Age.’
5. Early Medieval India – Changed patterns of polity, society, economy, and culture.
8. Patterns in history and issues in historiography: State, Polity, Ownership, Legal prerogative, Caste, Gender, Religious and Cultural expressions.

Books:

17. B.Stein, Peasant State, and Society in Medieval South India, OUP, Delhi, 1980.
20. Rakaldas Majumdar, Banglar Itihas, Calcutta, 2nd ed., Calcutta, 1330 B.S.
22. C. Sivaramamurti, Indian Painting, New Delhi, 1970.
(4) Course 4 (Hist/UG/2.2): Medieval India (16th to 18th Centuries).

1. The Formation of the Mughal Empire – Struggle for empire in north India – State, Polity and changed patterns of Centralisation – Babur to Sher Shah.

Books:

A. C. Banerjee, New History of Medieval India.
Tapan Raychaudhuri and Irfan Habib, ed., The Cambridge Economic History of India, vol. I
Gautam Bhadra, Mughal Juge Krishi Arthaniti O Krishak Bidroha.
Irfan Habib, ed., Akbar and his India.
Muzaffar Alam, ed., The Mughal State.
R. Eaton, Rise of Islam and the Bengal Frontier.


Empire
Papacy
Monasticism
Crusades
Pirenne Thesis
Feudalism
Rise of Cities
Rise of Universities and 12th Century Renaissance

Bibliography:

Steven A. Epstein, An Economic and Social History of Later Medieval Europe, 1000-1500, (Cambridge, 2009).
(6) Course 6 (Hist/UG/3.1): History of Modern India (1757-1885).

1. Bengal, 1757-1765.
2. British Relations with Oudh, Hyderabad, Mysore, Marathas and the Sikhs.
3. British Relations with Burma.
4. Changes in British colonial administration.
5. a) English Education; b) The ‘Bengal Renaissance’: Characteristics and Debate.
7. Construction of Railways and Roads.
8. Changes in the agrarian structure and peasant revolts.
9. The ‘drain theory’— Dadabhai Naoroji, Ranade, R.C. Dutt; rise of national consciousness.

Suggested Readings:

Ambirajan, S., Classical Political Economy and British Policy in India.
Banerjee A.C., The Agrarian System of Bengal, Vols. I and II.
Bandyopadhyay, Sekhar, A History of Modern India.
Bhattacharyya, D., A Concise History of Indian Economy.
Chatterjee, A., Representations of India: 1740-1840.
Kumar, Dharma and Meghnad Desai, (eds.), Cambridge Economic History India, Vol. II.
Sinha, N. K., (ed.), The History of Bengal, Vol. III.

(7) Course 7 (Hist/UG/3.2): Europe Transformed – 1350 onwards to the 17th century.

1. Background to the 14th century: Crusades, Commercial Revolution, Hansa–Channel–Baltic Trade, Debate on primacy of agriculture on trade.
2. 14th century crisis.
3. Changes in Agriculture: Manorial system, 3–field system, urban changes, Black Death, Break-up of the manor, Discovery of America and the rise in prices, Development in trade, Enclosure and Rack-renting, 4-course system.
5. Changes in the pattern of Trade: Trade before the advent of Mercantilism, mercantilism: English, French, Trade zones in Europe; Mediterranean, Central Europe, Baltic, Atlantic and Transoceanic.
6. The Renaissance: Italy as the home of Renaissance, Florence and Republican politics, Italian Humanism, Retrieval of the past and history, Concept of Man, Concept of Time, Visual Arts, Music, Assessment of the Renaissance, Diffusion outside Italy.
7. Early Modern State.
8. Civil War in England and its significance: Was it a bourgeois revolution?
Books:

1. Leo Huberman, *Man’s Worldly Goods*.

(8) Course 8 (Hist/UG/3.3): History of Modern India (1885-1950).

1. British Policy in India – Administrative and Constitutional Changes – the administrative and political structures.

Suggested Readings:

1. Sumit Sarkar, *Modern India*.
2. Sumit Sarkar, ‘Popular’ movements and ‘middle class’ leadership in late Colonial India.
4. Amales Tripathi, Barun De, Biplab Chandra, *Freedom Struggle*.
5. Percival Spear, *Penguin History of India*.
10. Sekhar Bandyopadhyay, *From Plassey to Partition*. 
(9) Course 9 (Hist/UG/4.1): The Transformation of Europe: Mind, Body and Society 1350-1650.

The Problem of identifying the site of the transformation:
   a) Agricultural production/petty commodity production/exchange relations?
   b) The cities/countryside?
   c) The free peasants’/free burghers’ world?
   d) The urban commune/village community?

The problem of characterising the emerging state formation of the period of transformation: a derivative/extension of the feudal polity or reflective of bourgeois class interests?

The problem of ascertaining the relation between the transformation and the ‘military revolution’.
   e) Military revolution’ as a product of declining feudalism or of factors exogenous to feudalism?

The Advent of Printing – A Revolution?
   a) Strong continuities with pre-print culture or a clean sweep of pre-existing traditions of information and dissemination?
   b) ‘Print Capitalism’? – an empirical verification in the context of early modern Europe.

Women and gender: Survival of some of the pre-existing structures of subordination despite the transformation?
   a) Continuity and change in the status and condition of women and women’s work.
   b) Continuity and change in the politics of gender, what happens to pre-existing notions of masculinity classical of feudal notions of the hero?

The Reformation: Why so much preoccupation with faith and piety at the time of transformation to capitalism?
   a) genesis of the Reformation and socio-economic transformation.
   b) The various Reformations: why so many Reformations in transforming Europe?
   c) bridge-period: paradoxical emergence of modern science through magic, alchemy.
   d) The ‘Counter-Reformation’: Does transformation imply a total conversion to the Protestant Ethic? – The survival of Catholicism.

In the recesses of the transformation to capitalism and modernity:
   a) the 15th – 16th century witch-hunt.
   b) aspects of popular culture that defy classification as bourgeois.

The Transformation and Political Thought:
   a) The complex interrelationship between the derivatives of feudal concepts, medieval Christian thought and a nascent bourgeois consciousness.

A review of the transition debates(s).
   a) the debate within Marxist historiography up to the 1970s.
   b) the debate between Marxist and Weberian perspectives.
   c) towards more ‘eclectic’ Marxist interpretations.
   d) the questioning of either/or positions.

The complex history of the emergence of ‘modern Western Science’.
   a) The Scientific Revolution: A clean sweep of pre-existing knowledge and investigative practices?

On the Margins of the Transformation: The lingering presence the pre-existing marginal groups but in a transformed condition? – the lepers, the poor, the prostitutes, the vagabonds.

Popular Resistance during Transformation:
   a) the German Peasant War.
   b) the Radical Reformations.
Suggested Readings:

3. B. Gottlieb, *The Family in the Western World from the Black Death to the Industrial Age*.
5. Robert Jutte, *Poverty and Deviance in Early Modern Europe*.
8. Merry E. Wiesner, *Women and Gender in Early Modern Europe*.
9. Euan Cameron, *The European Reformation*.
11. Andrew Pettegree, (ed.), *The Early Reformation in Europe*.
17. Rodney Hilton, (ed.), *The Transition from Feudalism to Capitalism*.

(10) Course 10 (Hist/UG/4.2): Comparative Colonialisms in Latin America, Sub-Saharan Africa, North Africa, and West Asia

The aim of this course is to treat the entangled histories of colonialism and imperialism in Latin America, Sub-Saharan Africa, North Africa, and West Asia from regional as well as comparative perspectives.

A. Sub-Saharan Africa: colonialism, imperialism, liberation struggles, pan-Africanism, and neo-colonialism.

This course-segment offers a survey of the political, social, and economic changes in Sub-Saharan Africa under the aegis of colonialism and imperialism.

Topics
1. A Brief Survey of Pre-Colonial Africa
2. Colonial Exploration and the Conquest of Africa
3. Colonial Empires in Africa: Portugal, Holland, Britain, France, Belgium
4. Neo-colonialism and its Discontents

Bibliography:


B. Latin America: Five Centuries of Plunder and Resistance.

This course-segment deals with the history of Latin America from the Spanish conquests to the present.

Topics
1. A brief survey of Pre-Colonial Latin American History
2. Spanish and Portuguese Conquest of Central and South America
3. The genocide of the indigenous population and creation of a colonial slavery-based society
4. Transformation into an informal US colonial zone in the Nineteenth Century

Bibliography:


C. Colonialism and Imperialism in West Asia and North Africa.

This course-segment deals with the formal and informal colonisation of West Asia and North Africa by the Western powers, namely Britain and France, and later, the United States of America. The focus will be on the nineteenth and the twentieth centuries, and cover the period of decolonisation and beyond.

Topics
1. A brief survey of the Arab World and Persia before Western interventions: the decline of the Ottoman Empire and its implications
2. Western Powers in West Asia and North Africa during the Nineteenth Century
3. British Imperialism in the inter-war years
4. French Imperialism in the inter-war years
5. Oil Resources and the United States
6. The Re-colonization of Iraq

Select Bibliography:

General:


**Country-based Studies:**


1. Sources – problems of writing a non-traditional history of ancient civilizations
2. Egypt in its geographical and historical setting
3. Different peoples and different phases of Mesopotamian civilization – state-formation – kingship, bureaucracy, law
4. Economy and society
5. Farming and Farmers in Egypt
6. Urbanization in Mesopotamia
7. Foreign relations through trade contacts, diplomacy and war
8. Invention of writing
9. Religions and myths
10. Major achievements in arts and sciences

Reading List:

Egypt
1. Lionel Casson, Ancient Egypt (In the series titled Great Ages of Man), Time – Life International (Nederland), N. V., 1969.

Mesopotamia

(12) Course 12 (Hist/UG/5.2): Modern Europe (1776-1848).

1. The Absolutist state versus the Military-Fiscal State
2. Balance of Power in Europe
3. The Enlightenment
4. The American War of Independence
5. The Industrial Revolution
6. The French Revolution and Napoleon Bonaparte
8. Liberalism and Nationalism 1815-1848
9. 1848 — the ‘Year of Revolutions’

References:

3. ______, The Literary underground of the Old Regime.
11. G. Rude, *Revolutionary Europe 1783-1815*.

(13) Course 13 (Hist/UG/5.3): Modern Europe 1871-1919.

This course surveys the realignment of Europe after the emergence of the new nation states of Germany and Italy. It examines domestic political developments of the major European states, international diplomacy, various facets of European imperialism, national self-determination movements in central and eastern Europe, and major cultural and intellectual developments. It ends with a detailed discussion of the First World War and its impact on European society and politics.

This course offers a perspective on the political, economic, social and cultural changes, which swept over Europe between 1871 and 1919. From German Unification to the Treaty of Versailles, from the Paris Commune to the Bolshevick Revolution, from late absolutist monarchies to the devastations of the First World War to fragile liberal democracies, the period encases momentous changes, which changed the face of Europe. How and why did these developments take place? How can these changes be related to international history and the colonial world? What were the many other micro-level changes taking place in the realm of society and culture? How did all these changes, taken together, mark a departure from the past? What were their implications for the future? These are some of issues that will be explored in this course as we study this extraordinarily absorbing period of European history.

Topics
The Paris Commune of 1871
The Early Third Republic in France 1871-1919
The Problems of Italian and German Unification
State, Society and Political Culture in Germany 1871-1919
Culture and Society in Europe 1871-1914
Origins of the First World War and Europe during the War Years
Imperial Cities: London, Paris, Berlin, Vienna, Prague and St. Petersburg
Revolutions and Peace Treaties: from the Bolshevick Revolution of 1917 to the Versailles
Settlements of 1919

Bibliography:
Felix Driver and David Gilbert, (eds.), *Imperial Cities.*
Terry Eagleton, *The Ideology of the Aesthetic.*
Geoff Eley and David Blackbourn, *The Peculiarities of German History.*
Peter Gay, *Freud, Jews and Other Germans.*
Christopher Hill, *Lenin and the Russian Revolution.*
E. J. Hobsbawm, *The Age of Capital, 1848-1875.*
E. J. Hobsbawm, *The Age of Empire, 1875-1914.*
V. I. Lenin, *Imperialism the Highest Stage of Capitalism.*
Lissagaray, *History of the Commune of 1871.*
Karl Marx, *The Civil War in France.*
Jean-Marie Mayeur, Madeleine Rebérioux, *The Third Republic from its Origins to the Great War, 1871-1914.*
Joachim Scholar, *Night in the Big City.*
Karl E. Schorske, *Fin de Siecle Vienna, Politics and Culture.*
Gerhard Schulz, *Revolutions and peace treaties, 1917-1920.*

(14) **Course 14 (Hist/UG/5.4): Medieval Bengal from the 13th to the 18th Centuries: Politics, Economy, Society and Culture.**

Bengal under the Sultans and Nawabs: Rise of a regional political identity.
Economy – Rural Economy, Trade, Industry and Urban Economy.
Society: Caste, Customs, Religion, Ethnicity.
Culture: Cultural synthesis, Art, Literature and Architecture.
Piracy and Social Banditry.
Slavery.
Coming of the Europeans: Mercantilism and the World of Bengal Sailors.

**Suggested Readings:**

H. Blochman, *Contribution to the Geography and History of Bengal.*
Bhaskar Chattopadhyay, (ed.), *Culture of Bengal through the Ages: Some Aspects.*
R. C. Majumdar, *History of Medieval Bengal.*
Rila Mukherjee, *Strange Riches: Bengal in the Mercantile Map of South Asia.*
Jadunath Sarkar, *History of Bengal.*
M. R. Tarafdar, *Husain Shahi Bengal, 1494-1538 AD: A Socio-Political Study.*
Dinesh Chandra Sen, *Brihath Banga.*
Sushil Chaudhury, *From Prosperity to Decline.*
Sushil Chaudhury and Michel Morineau, (eds.), Merchants, Companies and Trade: Europe and Asia in the Early Modern Era.
Irfan Habib, Agrarian System of Mughal India: 1556-1701.
Abdul Karim, Medieval Bengal.
Abdul Karim, Murshid Quli Khan and His Times.
R. C. Majumdar, History of Medieval Bengal.
Jadunath Sarkar, History of Bengal: Muslim Period.
J. N. Sarkar, Bengal Nawabs.
N. K. Sinha, Economic History of Bengal.
Note: There are two courses under course 15. One is on the Chinese civilisation and the other is on Colonial Africa. Only one of the two courses will be offered.


1. China at a glance.
2. Occupation of the Chinese earth by farming folk — spread from the ‘cradle area’ in the middle reaches of the Yellow River Valley southwards, westwards and northwards.
3. Sources.
4. Hsia dynasty: Origin of the state, culture, fiscal system.
5. Shang (Yin) dynasty (Around 17th century to 11th century AD) — Sources, Political History, Society and Economy, Science and Culture, Beginning of Chinese language – Oracle-bones, Shang state.
7. Hundred Schools of Thought (Confucianism, Taoism, Legalism, Mohism).
8. Slavery in Ancient China.
9. Ch’in (Chhin) dynasty (221 BC-206 BC) (First Feudal empire), Sources, Political history, Chin Shi huang ti, Administrative system.
10. Han dynasty: Political and Economic developments in the Former (Western) Han, Political history of the Later (Eastern) Han, Structure of the Han Govt., Intellectual and Cultural life, History writing, arrival of Buddhism.
11. A broad overview of the Sui, Thang, Sung, Yuan and Ming dynasties.
12. Peasant rebellions.
13. Development of Science and Technology.
15. Warfare in China.

Books:

2. Joseph Needham, Science and Civilisation in China. (Some Volumes)
4. P. Fitz Gerald, Ancient China.
14. Cambridge History of China several volumes.

**OR**

(15) **Course 15 (Hist/UG/6.1.2): An Historical Outline of Colonial Africa.**

This module offers a survey of the social, economic and cultural changes in the second largest continent under the aegis of colonialism and imperialism.

A Brief Survey of Pre-Colonial Africa  
The Atlantic Slave Trade  
Colonial Exploration and Conquest in Africa  
The Practice and Legacy of Colonialism  
Resistance, Nationalism and Conquest in Africa  
Resistance, Nationalism and Independence

**Select Bibliography:**

Frantz Fanon, *Black Skin, White Mask.*  
Frantz Fanon, *Wretched of the Earth.*  
Frantz Fanon, *Studies in a Dying Colonialism.*  
R. Oliver and A. Atmore, *Africa since 1800.*  
Frederick Cooper, *Africa since 1945.*

(16) **Course 16 (Hist/UG/6.2): The Ancient Mediterranean II/ The Ancient World II – Greece and Rome.**

1. The tributary states of Crete and Mycenae.  
2. The downfall of Mycenaean civilization and the emergence of the Polis.  
3. Class conflicts and divergent evolutions within the Polis. (a) Sparta and Laconia, (b) Athens, (c) Corinth, Thebes, etc.  
4. Political History from the Rise of Persia to the Peloponnesian War – selected issues.  
5. The Cultural achievements of Athens.  
6. The Athenian Democracy – Institutions, Practice, Political leadership.  
8. History writing in Greece.  
10. The Reforms of Servius Tullius.  
11. The Republican Revolution.  
12. The Class Struggles and the rise of the Plebeians.
13. The Expansion of Rome from the Gaulish Invasion to the 3rd Punic War.
15. Slavery and the mode of production in Greece and Rome.

**Reading List:**

2. Will Durant, Relevant volumes in the *Civilisation* Series.
8. P. Cartledge, *Sparta and Laconia*.
11. A. Andrewes, *The Greek Tyrants*.
15. M. I. Finley, *Economy and society in Ancient Greece*.
19. V. D. Hanson, *A War Like No Other: How the Athenians and Spartans Fought the Peloponnesian War*.
22. M. I. Finley, *Politics in the Ancient World*.

(17) **Course 17 (Hist/UG/6.3): Modern Europe: 1919–1945.**

Post – War Europe: The Versailles Settlement and the roots of future crisis, the League of Nations, social discontent and strikes, economic crisis and stabilization.


‘The Illusion of Peace’: Culture, Society, Politics.
Rise of Fascism in Italy, Fascist takeover of Power, Fascist Domestic Policy, Fascist Imperialism, Modernism and Fascism. Fascism in Europe: Spain, Portugal, Austria, Hungary and other countries.
Rise of Nazism in Germany, 1933, Post-1933, Domestic and Foreign Policy, Fascist conceptions of ‘Kultur’.
The Soviet Union in the 1920s and 30s: Political transitions, cultural changes, economic policies, foreign policy.
The Spanish Civil War 1936-1938.

**Books:**

1. David Thomson, *Europe since Napoleon*.

*Department of History, Jadavpur University*

1. Foundation and organization of the UNO: its role in World Politics.
2. Cold War: Ideological conflict or Power struggle.
3. Foreign policy of the USSR vis-a-vis Western Powers, Eastern Europe, China and the Third World countries.
4. US foreign policy: Marshall Plan, European Economic Cooperation Programme, Military Alliances, Attitude towards ‘international terrorism,’ Economic cooperation or Imperialism?
5. Indian foreign policy since 1947: Non-alignment, relations with China, Pakistan and the Third World countries.
6. Chinese foreign policy towards the USA, USSR and the Third World countries.
7. Collapse of ‘Socialism’ in the USSR and East Europe.
8. Unification of Germany.

Books:

1. P. Calvocoressi, World Politics since 1945.
2. C. Brown and P.J. Mooney, Cold War to Detente.
3. W. Laqueur, Europe in our time.
5. G. Barraclough, The contemporary history of the world.
6. S. Preston, Twentieth century US history.
8. A. Parsons, From Cold War to hot peace: UN interventions.
9. L. Thompson, A history of South Africa.
10. J.D. Hargreaves, Decolonisation in Africa.
16. Noam Chomsky, Peace in the Middle-East?
M.A. Courses

Semester I

**Course 1 (Hist/PG/1.1): Indian Historiography: Highlights.**

Emergence of historical consciousness in nineteenth century India – early British writings on the Indian Past – the Indian encounter with the Past History – the Indian search for a Golden Past – the economic critique of British rule – writings in the regional languages – different debates on Indian History – Indian feudalism, eighteenth century India, writings on Mutiny and Partition – recent trends in the writings of Indian History.

**Books Recommended:**

C. H. Philips, (ed.), *Historians of India, Pakistan and Ceylon*, OUP.
R. Thapar, H. Mukhia and B. Chandra, (eds.), *Problems of Historical writing in India*, PPH.
S. Alavi, (ed.), *Debates on the History of Eighteenth Century India*, OUP.
S. Sarkar, *Writings on Social History*, OUP.
S. Bandyopadhyay, *Rethinking of Bengal History*, Manohar.
S. Bandyopadhyay, (ed.), *1857: Writings from Economic and Political Weekly*, EPW.
M. Hassan, (ed.), Introduction, in *The Legacy of a Divided Nation*, OUP.

**Course 2 (Hist/PG/1.2): Modern India, 1885-1947.**

2. (a) Evolution of Indian Nationalism and the making of the Nation State, 1885-1947.
   (b) Nationalism and the Peasant movements – nationalism and working class movements.
4. The politics of the transfer of power in India.
5. Communalism and the politics of Partition.
7. Youth and students in Indian politics, 1885-1947.

**Reading List:**

2. Banerjee, A. C., *Constitutional History of India*, Vols. II-III.
10. Dhanagare, D.N., *Peasant Movement in India*.
17. Kumar, K., (ed.), *Congress and Classes: Nationalism, Workers and Peasants*.
18. Majumdar, B. B., *Indian Political Associations and Reform of Legislature*.
24. Menon, V. P., *The Transfer of power in India*.
27. Moon, P., *Divide and Quit*.

**Course 3 (Hist/PG/1.3): Life and Thought in Bengal – 19th and 20th centuries.**

1) Impact and Historical Process: Reconsidering the Transformation.
2) Transformation: Components – elements of tradition and modernity. Debates and analysis, interpreting trends and understanding transformations.
3) Reading the new city – the colonial city: dual space and dual culture – Urban planning – Rise of new social groups – Reaching out to rural and urban poor.
4) Impact of Western Ideas and the new Intelligentsia.
   Colonial discourse and social reforms – Western modes and professional expertise – From Sati to Widow re-marriage.
5) Social compositions and cultural patterns – resonances and changes – theoretical formations of cultural perceptions – metaphors of an urban space in the audio-visual identities of culture – The culture of the city in imagination and physical forms – Different ideologies – Political and social changes – The windmills of an entrenched culture – The mirage of permanent boundaries – unseen sources and unknown history.

**Reading List:**

Sumit Sarkar, *Writing Social History*.
Tapan Raychaudhury, *Europe Reconsidered*.
Sumanta Banerjee, *The Parlour and The Street*.
Sukanta Chaudhuri, (ed.), *Calcutta, a Living City*.
Sumit Sarkar, *Beyond the Nation State*.
Sushil Kumar Mukherjee, *The Story of the Calcutta Theatres*.
Sivaji Bandyopadhyay, *Gopal Rakhal Dandasamas*.
Amales Tripathi, *Vidyasagar, the Traditional Moderniser*.

**Course 4 (Hist/PG/1.4): The Twentieth-Century World: Global Capitalism and Its Contestations.**

1. Domination of finance capital and the resultant imperialism: material and discursive dimensions.
2. The cultural politics of imperialism.
3. The crisis of the first phase of finance-capitalist domination: the Great Depression of the 1930s and its social impact.
5. Liberalism: Challenged and reconstituted.
6. The Communist challenge to the capitalist order; the extent of success and the ‘resilience’ of capitalism.
7. Decolonization: political, economic and cultural.
8. The radical and the ‘new social movements’.
9. Capitalism, radical politics, critical theories, postmodernism: probing the interrelationship(s).
10. Globalisation: economic, social and cultural dimensions, including the ‘new information world order’.

**Reading List:**

Eric Hobsbawm, *The Age of Extremes*.
M.N. Dobkowski and I. Wallimann, *Radical Perspectives on the Rise of Fascism in Germany*.
Z. Sternhell, *The Revolutionary Right*.
S.G. Payne, *Fascism*.
Daniel Guerin, *Fascism and Big Business*.
Martin Blinkhorn, *Fascists and Conservatives*.
David Horowitz, *Imperialism and Revolution*.
Susan George, *A Fate Worse than Debt*.
Eric Toussaint, *Your Money or Your Life*.
Joseph Stiglitz, *Globalisation and its Discontents*.
Teresa Hayter, *Aid as Imperialism*.
Cheryl Payer, *The Debt Trap*.
Antonio Negri and Michael Hardt, *Empire*.
Frederick Jameson, *Postmodernism, Ideology of Late Capitalism*.
Steven Seidman, *The Postmodern Turn*.
Course 5 (Hist/PG/2.1): History and Historiography.

A twofold problem – Knowledge and patterns of the past –

Reference:
W.H. Walsh, An Introduction to Philosophy of History.
E.H. Carr, What is History.
Allan Sheridan, Michel Foucault: The Will to Truth.
Nicholas Royle, After Derrida.


1. The Indian Constitution and its Review.
2. Planning and Development.
3. Evolution of a ‘Congress system’ of ‘one-party dominance’ and challenges to this dominance in state politics – case studies – the breakdown of the Congress system – the Emergency and the elections of 1977.
4. The integration of princely states in the Indian Union – princes in electoral politics, Swatantra Party and the politics of Indian conservatism.
5. Language and political identity in post-1947 India – linguistic reorganization of Indian states – the question of ‘national’ language and the controversy between Hindi and English.
10. Indian economic development and political change – land reform, agrarian change, the Green Revolution and its political consequences – the politics of planning and rural reconstruction.

Preliminary readings:
Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee and Sucheta Mahajan, *India After Independence*.
Paul R. Brass, *The Politics of Indian After Independence*.
Rajni Kothari, *Politics in India*.
Thomas R. Metcalf and Barbara D. Metcalf, *A concise history of India*.
Ayesha Jalal, *Democracy and Authoritarianism in South Asia*.
Stanley Kochanek, *Congress Party of India: the dynamics of one-party democracy*.
Partha Chatterjee, ed., *State and Politics in India*.
Partha Chatterjee, ed., *Wages of Freedom: Fifty Years of the Nation-State*.
Sunil Khilnani, *The Idea of India*.
Rajni Kothari, ed., *Caste in Indian Politics*.
Thomas Blom Hansen, *The Saffron Wave: democracy and Hindu nationalism in modern India*.
Achin Vanaik, *The Painful Transition: Bourgeois Democracy in India*.
Sumanta Banerjee, *In the wake of Naxalbari*.
Suniti Kumar Ghosh, *The Indian Constitution and its Review*.
Pat Roy Mooney, *The Seeds of the Earth*.
Chester Bowles, *Ambassador's Journal*.

**Course 7 (Hist/PG/2.3): Life and Thought in Bengal – 19th and 20th Centuries.**

**Topics**
1. The making of the early colonial order in Bengal
2. The emergence of a colonial intelligentsia
3. Rammohan Roy and the origins of reform
4. Derozio and the Young Bengal
5. Iswar Chandra Vidyasagar and the decline of reform
6. From ‘reformism’ to ‘revivalism’
7. Bankim Chandra Chattopadhyay and the Hindu revivalist movement
8. Vivekananda and the rise of Hindu bhadralok activism
9. The Nineteenth Century and Bengal’s later history

**Bibliography:**

Himani Banerjee, *The Mirror of Class*.
Sibaji Bandopadhyay, *’Punar’ bishaye punarbibechana*.
Anisuzzaman, *Muslim Manash O Bangla Sahitya*.
Rajnarayan Basu, *Shekal O Ekal*.
Sabyasachi Bhattacharya, *Bande Mataram: The Biography of a Song*.
Sourin Bhattacharya, *Adhunikator Swad-Ahlad*.
Tithi Bhattacharya, *The sentinels of culture: Class, Education and the Colonial Intellectual in Bengal*.
Dilipkumar Biswas, *Rammohan Shamikhya*.
Dipesh Chakraborty, *Provincialising Europe*. 
Joya Chatterjee, *Bengal Divided*.
Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse*?
Kanailal Chattopadhyay, *Brahmo Reform Movement*.
Indira Chaudhuri, *Frail Hero and Virile History: Gender and the Politics of Culture in Colonial Bengal*.
Biplab Dasgupta, *European Trade and Colonial Conquest*.
Geraldine H. Forbes, *Positivism in Bengal*.
Benoy Ghosh, *Banglar Nabajagriti*.
Bepin Behari Gupta, *Paratan Proshongo*.
Atul Chandra Gupta, (ed.), *Studies in the Bengal Renaissance*.
Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*.
David Kopf, *The Brahmo Samaj and the shaping of the modern Indian mind*.
Sudivta Kaviraj, *Unhappy consciousness: Bankimchandra Chattopadhyay and the formation of nationalist discourse in India*.
Max Mueller, *Babu Keshab Chunder Sen*.
Bepin Pal, *Brahmo Samaj and the struggle for Swaraj in India*.
K. M. Panikkar, *Asia and Western Dominance*.
Arabinda Poddar, *Renaissance in Bengal*.
Subir Raychaudhuri, *Derozio*.
Tapan Raychaudhuri, *Europe Reconsidered*.
Sumit Sarkar, *A Critique of Colonial India*.
Sumit Sarkar, *The Swadeshi Movement in Bengal*.
Sumit Sarkar, *Writing Social History*.
Ashok Sen, *Iswar Chandra Vidyasagar and his Elusive Milestones*.
Amiya Prasad Sen, *Hindu Revivalism in Bengal*.
Shibnath Shastri, *Atmacharito*.
Shibnath Shastri, *Rampunu Lahiri o Tatkalin Bangoshajam*.
Eric Stokes, *English Utilitarians in India*.
Eric Wolfe, *Europe and the People without History*.

**Course 8 (Hist/PG/2.4) The Twentieth-Century World: An Age of Extremes?**

This paper seeks to explore the historical significance of the 20th century as a social, cultural and political conjuncture. However, this course treats the century dialectically considering it as a temporal unit, at one level, and bringing out its multiple fractures along lines of space, class, gender, community, ethnicity and even temporality (the short duration), at another. A very renowned contemporary historian has characterised this century as ‘an age of extremes’. This course identifies and historically studies the different sets of such extremes. For example, the century witnessed widespread praxis of democracy whether in the form of the spread of universal franchise, or in the emergence of economic systems based on social ownership of the means of production, or in the emergence of people’s movements and the concept of people’s democracy. It also witnessed the end of old-style imperialism and the experiments with decolonisation which marked the short-lived, yet politically significant project, known as ‘Third Worldism’ in the erstwhile colonial and semi-colonial world. However, on the other hand, it also saw glaring instances of dictatorship made all the more ruthless by the use of 20th century science and
technology. Again, for example, the same century saw the emergence of the system of total war, on the one hand, and very vibrant peace movement(s), on the other. Again, having produced movements like modernism in art and architecture which were underlined by ideas of fragments and alienation from classical forms, the century also produced a very critical interrogation of modernism manifesting in the emergence of postmodernism in linguistics, architecture and critical theory, which some have seen as the cultural logic of late capitalism.

Granting the historical incidence of such extremes in the relevant century, this course, however, also interrogates the concept of ‘age of extremes’ by highlighting the history of political systems, movements, ideologies and cultural trends which belonged to none of the ‘extremes’ but rather occupied intermediary positions in terms of their historically specific characteristics.

Topics

2. Imperialism and the denial of agency to the racialised subjects – Assertions of subjecthood by the people of the ‘Orient’ and other colonised peoples; the national liberation movements – Imperialism in retreat – political decolonisation – the question of cultural decolonisation – the decline of Europe – critical historical engagement with the ‘post-colonial’ – emergence of diasporas – the ‘oil wars’ and predatory politics over new resources – Empire striking back? Algeria, Vietnam, Chile, Congo and Palestine considered.

3. Emergence of the phenomenon of total war, theory and praxis, case studies – social and economic consequences of total war – total war and propaganda – weapons of mass destruction: myth and reality – Cold War as proxy war – the ‘Star Wars’ programme, emergence of peace and anti-nuclear movements – emergence of ‘people-to-people contacts’ and civil-society peace initiatives.

4. The modernist (dis-)organisations of aesthetics; art, architecture and literature – disturbing and creative eruptions like expressionism – the cultural consequences of the Second World War, the Holocaust and Hiroshima-Nagasaki; the crumbling confidence in Western dominance – the divisions within Western and imperialised societies – the wave of radical and protest movements of the 1960s-70s – the counter-culture movements.

5. Dominance of discipline-bound knowledge – lingering dominance of scientific rationality and positivism – the concept of ‘social sciences’ – questioning of disciplinary boundaries – initiation of interdisciplinary, multi-disciplinary and trans-disciplinary studies – questioning of the scientism and positivism of the social sciences – structuralism – the emergence of post-structuralism and the rise of cultural studies – the re-assertion of neo-idealistic thinking in the ‘social sciences’.

6. Majoritarian ‘Secularisation’ of the public space in the West and subordinate countries – erasure of Islamic contributions to European culture and science – ‘divide and rule’ in the colonies and its post-colonial legacy — Western essentialization of Islam – rise of religious fundamentalism(s) – Christian, Hindu, Islamic, Jewish identity-politics and their use of terror for ethnic cleansing — the US-led ‘war on terror’ – the paradox of ‘state terror’ and ‘retail terror’.

Reading List:


---

**Course 9 (Hist/PG/2.5.1): Economic Development and the Growth of World Capitalism.**

1. Industrialization and development – theoretical considerations from Adam Smith to contemporary writings.
2. The development of industrial capitalism:
   (a) The Transition Debate (b) Proto-industrialization (c) The Brenner Debate.
6. The debate over gentlemanly capitalism.
7. Science and Technology – case study of major industries (cotton textile, iron and steel, electricity, chemical industries).
8. Case Study of countries (England, USA, France, Germany, Russia, Japan).

**References:**

Only a preliminary bibliography is provided here. Further material will be intimated and at times distributed in class.

- Judith Lowder Newton, Mary P. Ryan, Judith R. Walkowitz, *Sex and Class in Women’s History*.
- Louise Tilly and Joan Scott, *Women, Work, and Family*.
- Maxime Berg, *The Age of Manufactures, 1700-1820*.
- Pat Hudson, *The Genesis of Industrial Capital*.
- Pat Hudson and W. R. Lee, (eds.), *Women’s work and the family economy in historical perspective*.
- Pat Hudson, *The Industrial Revolution*.
- ____, *The Oxford Reader on Class*.
- Peter Kriedte, Hans Medick, and Jurgen Schlumbohm, *Industrialization before Industrialization*.
- Rodney Hilton, ed., *The Transition from Feudalism to Capitalism*.
- *The Cambridge Economic History of Europe, Vol. 6: The Industrial Revolutions and After*.
- Tom Kemp, *Historical Patterns of Industrialization*.

**OR**

**Course 9 (Hist/PG/2.5.2): Nature, Culture and Imperialism: Global and Comparative Environmental History.**

Welcome to the course on Global Environmental History and to the World of Nature. The course focuses on the emergence of global Environmental History. The synoptic note of the course is as follows:

1. Environmentalism, desiccationalism and environmental history.
2. Global environmental history from Edmund Halley to John F. Richards.
3. Global environmental thinking in the 1920s and 1930s.
4. From Glacken to Crosby global climate anomalies and environmental history – The Americas, the Africanists and the Asianists.
5. The idea of Tropics and Climate change.

**Books:**
5. Donald Worster, *The Ends of the Earth*.
10. J.D. Hughes, *An Environmental history of the world*.
12. Ranjan Chakrabarti, *Does Environmental history matter?*
Course 10 (Hist/PG/3.1.1): The Social and Political Impact of the Industrial Revolutions.

1. Urbanisation
2. Class and class Consciousness: (a) The bourgeoisie (b) The working class
4. The standards of living.
5. The new state.
8. The construction of leisure.

Books:

8. _____, *Outcast London.*
17. Pat Hudson, *The genesis of industrial capital.*
25. _____, *The Oxford Reader on Class.*

OR
Course 10 (Hist/PG/3.1.2): Environmental History of South Asia.

This course will examine the various issues relating to the environmental history of the region stretching from Afghanistan in the north-west to Indonesia in the east. An immensely variable region in terms of climate, topography and culture, the area constitutes a meaningful whole in terms of the collective history of its resource management over the last two centuries. This course will deal with the development of colonial discourses about nature, risk and the control of natural resources. It also gives the multiple pictures of the indigenous response to the changing patterns of environmental control, both under colonialism and in the post-colonial period. Case studies will be taken especially from India.
2. The colonial state and constructions of Nature: Debates over Environmental Degradation.
3. The colonial scientific community its environmental agenda: Expansion of the Railways and its impact on Indian forests – History of the British Forest policy, a critical analysis of early Forest Acts – Imperial Environmentalism or Environmental Imperialism?
6. History of the water resources, including rivers, canals, and dams in India.
7. The flora and fauna – desiccation and changes in the 19th and 20th centuries.
9. Historiography of the environmental history of South Asia.
10. India and the North-South politics of global environmental issues.

Books:

1. M. Gadgil and Ramchandra Guha, (eds.), This Fissured Land: an ecological history of India.
3. R. Sivaramakrishnan, State Making and Indian Forestry.
5. Mahesh Rangarajan, Fencing the Forest.

Note: It is mandatory for PG History students to decide between the two sets of courses: (i) (Hist/PG/3.2.1) and (Hist/PG/4.1.1) and (ii) (Hist/PG/3.2.2) and (Hist/PG/4.1.2). The group (Hist/PG/3.2.2) and (Hist/PG/4.1.2) has been designed to enable the students to acquire some expertise in the History of Modern China and Japan while the group (Hist/PG/3.2.2) and (Hist/PG/4.1.2) has been designed to train the students in the History of Modern South-East Asia

Course 11 (Hist/PG/3.2.1): East Asia: A History of Modern Japan.

a. Traditional Japan.
b. Feudalism in Japan.
c. Peasant revolts in Japan.
d. Intellectual world in Tokugawa Japan
e. Western aggression and the opening of Japan.
f. Meiji Restoration (1868).
g. End of feudalism, development of capitalism and the modernization of Japan.
h. New Constitution (1889-90).
i. Militarisation of Japan and the ‘Twenty-one Demands’ (1894-1915).
j. Japan as an imperialist power and her aggression into China (1915-31).
k. Manchuria to Pearl Harbour (1931-41).
l. Pearl Harbour to Nagasaki (1941-45).

References:
3. Chitoshi Yanaga, Japan since Perry.
5. K. Takahashi, Capitalist Development in Modern Japan.
10. K. Takahashi, Rise and Development of Japan’s Modern Economy.
22. Louise Young, Japan’s Total Empire: Manchuria and the Culture of Wartime Imperialism.
24. Ian Nish, Japan’s Struggles with Internationalism: Japan, China and League of Nations 1931-33.
27. Fumiko Fujita, American Pioneers and the Japanese Frontier.
28. Amit Bhattacharyya, Japan-er Rupantarer Ithis, 1600-1945.

OR

Course 11 (Hist/PG/3.2.2): History of Colonial and Post-Colonial Burma, Malaysia and the Philippines.

Burma:
2. Economic policies of the colonial government and its effects on the economy of Burma.
3. Economy and environmental issues.
4. Social and cultural confrontations under colonial rule.
7. Elite Nationalism.
8. Peasant protests.
9. Student politics.
10. Workers’ movements.

**Malaysia:**
2. Unfederated States and amalgamation of political, administrative, and cultural fabric under colonial rule.
4. Education and urbanism.
5. Multi-culturalism.
7. Emergence of Malaysia and Singapore.

**Colonialism and the History of the Philippines:**
1. Spanish and British occupations, Cultural and socio-economic impact: brief review.
2. Spanish rule in the 19th century and Revolutions.

**Books:**


Note: Students who will opt for (Hist/PG/3.3.1) have to opt for (Hist/PG/4.2.1). Similarly, those opting for (Hist/PG/3.3.2) have to opt for (Hist/PG/4.2.2). Those opting for (Hist/PG/3.3.3) have to opt for (Hist/PG/4.2.3). The group (Hist/PG/3.3.1) and (Hist/PG/4.2.1) has been designed to enable the students to acquire some expertise in Modern Indian Political Thought while the group (Hist/PG/3.3.2) and (Hist/PG/4.2.2) has been designed to impart training in Modern Western Political Thought and group (Hist/PG/3.3.3) and (Hist/PG/4.2.3) has been designed to acquaint the students with some of the trends in Medieval Indian history.

Course 12 (Hist/PG/3.3.1): Modern Indian Political Thought: Liberalism and Idealism.

1. Raja Rammohan Roy (1772 – 1833).
2. Dayanand Saraswati (1824 – 1883).
5. Gopal Krishna Gokhale (1866 – 1915)
6. Dadabhai Naoroji (1825 – 1917)
7. Balgangadhar Tilak (1856 – 1920)
8. Lala Lajpat Rai (1865 – 1928)
10. Rabindranath Tagore (1861 – 1941)
11. Mahatma Gandhi (1869 – 1948)

Suggested Readings:

Arjun Appadorai, Indian Political Thinking through Ages.
D. R. Bali, Modern Indian Thought.
D. H. Bishop, Thinkers of Indian Renaissance.
Bipan Chandra, Nationalism and Colonialism in Modern India.
Partha Chatterjee, Nationalist Thought and the Colonial World, A Derivative Discourse?
Thomas Pantham and Kenneth Deustch, (eds.), Political Thought in Modern India.
O. P. Goyal, Studies in Modern Indian Political Thought: The Moderates and the Extremists.
M. N. Jha, Modern Indian Political Thought: Rammohan Roy to Present.
Kenneth W. Jones, Socio-religious Reform Movements in British India.
Bimanbihari Majumdar, Social and Political ideas from Rammohan to Dayananda.
V. R. Mehta, Foundations of Indian Political Thought.
Amal Kumar Mukhopadhyay, The Intellectual Tradition: From Rammohan Roy to Dhirendranath Sen.
Tapan Raychaudhuri, Europe Reconsidered: Perceptions of the West in Nineteenth Century Bengal.
Vishwanath Prasad Varma, Modern Indian Political Thought.
Satyabrata Chakraborty, Rashtrabhabna: Bharatbarsha.
Saurendramohan Gangopadhyay, Bangalir Raschtrachinta: Rammohan Theke Manbendranath.

OR

Course 12 (Hist/PG/3.3.2): Modern Western Political Thought: The World of Liberalism and its Critiques.
The conceptual foundations of the liberal universe and their historical emergence and evolution, especially the concept of civil society and the ideological separation between state and civil society

Liberalism in Britain: Its emergence and transformation

The Enlightenment in relation to the world of Liberalism: Mapping and historically analyzing the intellectual terrain

The gendered world of Liberalism: a critical, historical analysis

The gendered underpinnings of (some of) the critiques of Liberalism

Critique of the Enlightenment: Nietzsche – Heidegger – Foucault – Derrida

Liberalism in the 20th century: Challenged and reconstituted

Reading and historically situating the Feminist critiques of Liberalism and the Enlightenment

Postmodernism and its critique(s) of Liberalism and the Enlightenment

Feminism and Postmodernism: A complex interface

Civil liberties and human rights: Their complex, historical interrelationship with Liberalism

**Suggested Readings:**


A. Gutmann, *Liberal Equality.*

D.J. Manning, *Liberalism.*

David Harvey, *The Condition of Post-Modernity.*

Mark Poster, *Critical Theory and Poststructuralism.*


**OR**

**Course 12 (Hist/PG/3.3.3): Medieval Indian History, 1300-1800: Political Culture.**

*Sharia and Governance: Adab and Akhlaq*

Religion and Politics

Language and Statecraft

Symbols of Sovereignty

Influence of the Sultanate and Mughals in contemporaneous regional kingdoms

Violence and Warfare

**Select Bibliography:**

Additional Readings would be recommended for each theme separately in class.


Muzaffar Alam and Sanjay Subrahmanym, eds., *The Mughal State, 1526-1750.*

Raziuddin Aquil, *In the Name of Allah, Understanding Islam in Indian History.*


______, ed., *India’s Islamic Tradition.*

David Gilmartin and B. Lawrence, eds., Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia.
Jos Gommans and Dirk Kolff, Warfare and Weaponry in South Asia, 1000-1800.
Irfan Habib, ed., Akbar and his India.
Muhammad Habib and K. A. Nizami, Comprehensive History of India, Vol. 5, Delhi Sultanate.
Nurul Hasan, Religion, State and Society in Medieval India.
Peter Jackson, The Delhi Sultanate. A Political and Military History, an essay in interpretation.
Hermann Kulke, The State in India, 1000-1700.
Sunil Kumar, The Emergence of the Delhi Sultanate.
Louise Marlow, Hierarchy and Egalitarianism in Islamic Thought.
Harbans Mukhia, The Mughals of India.
K.A. Nizami, Some Aspects of Religion and Politics in India in the Thirteenth Century.
Sheldon Pollock, ed., Literary Cultures in South Asia.
Douglas E. Streusand, The Formation of the Mughal Empire.

NOTE: Between course number 13, 14, 17, and 18 there are 32 optional courses in all. The students have to opt for any 4 out of those 28 courses. The option is between 8 sets of courses, i.e., A, B, C, D, E, F, and G. The students have to opt for any one of these 8 sets. For example, students opting for (Hist/PG/3.4.A) have to opt also for (Hist/PG/3.5.A), (Hist/PG/4.3.A), and (Hist/PG/4.4.A). Each group will enable the students to develop some expertise in a particular area. For example, Group A will focus on Ancient Indian History.

Course 13 (Hist/PG/3.4.A): Themes on Early Indian Society and Religion: (upto the Thirteenth Century).

4. System of education and its dissemination: the Sastric format and Beyond the Sastric format.
5. ‘Yavanas’ and cross-cultural influences.
7. Essence of Vedic Brahmanism in the early days.
10. Cult of Mother Goddess and Female Consorts of Devas: Classical and popular formats.

Books:

This course offers a social interpretation of Bengal politics during the first half of the twentieth century. It investigates the material forces that shaped Bengal politics during the tumultuous years stretching from 1911, when the colonial partition of 1905 was repealed and Bengal was reunified, to 1947, the year of national independence, communal violence and a definite and final re-partition of the province. The emphasis will be on tracing the main political trends encompassing the 1910s, the 1920s, the 1930s and the 1940s. Apart from analysing the dominant political features, which characterised undivided Bengal’s political culture during these decades, the emergence of non-dominant resistance movements and opinions from below will also be treated. These were marginalised yet powerful articulations of the desire for social equality and emancipation from the rule of colonial capital as well as private property structures that had emerged under such a rule. The role of workers, peasants and a minority segment of the Bengal intelligentsia will be discussed in this context.

Topics
1. The colonial ‘re-unification’ of Bengal and its impact
2. Bengal during and after the First World War
3. Non Cooperation and Swarajist Politics
4. Workers’ and Peasants’ Movements
5. The growth of communal politics
6. The origins and development of the Left
7. The Namasudra Movement
8. Women and Politics
9. Strategies of Colonial Capital
10. Bengal during and after the Second World War
11. The moment of Independence and Partition

Bibliography:

Abul Mansoor Ahmad, *Amar Dakha Rajnitir Panchash Bachar* (Fifty Years of Politics As I Saw It).
Aijaz Ahmad, ‘Azad’s Careers’ in *Lineages of the Present*.
Amiya Kumar Bagchi, *Private Investment in India, 1900-1939*.
Rakesh Batabyal, *Communalism in Bengal: from famine to Noakhali, 1943-47*.
J. H Broomfield, *Elite Conflict in a Plural Society*.
Dipesh Chakrabarty, Rethinking Working-Class History, Bengal 1890 to 1940.
Gautam Chattopadhyay, Communism and Bengal’s Freedom Movement.
Upendra Narayan Chakravorty, Indian Nationalism and the First World War (1914-1918).
Joya Chatterjee, Bengal Divided.
Partha Chatterjee, Bengal: The Land Question.
Atis Dasgupta, Groundswell in Bengal in the 1940s.
Pradip Kumar Datta, Carving Blocs.
Bhupendrakumar Datta, Biplaber Padachinha (Footprints of Revolution).
Kali Charan Ghosh, Famines in Bengal, 1770-1943.
Leonard A. Gordon, Bengal: The Nationalist Movement.
Leonard A. Gordon, Brothers Against the Raj: A Biography of Sarat and Subhash Chandra Bose.
Patricia A. Gossman, Riots and Victims.
Paul R. Greenough, Prosperity and Misery in Modern Bengal: The Famine of 1943-44.
Mushirul Hasan, Islam in the Subcontinent.
D. M Laushey, Bengal Terrorism and the Marxist Left. Aspects of Regional Nationalism in India, 1905-1942.
Radharaman Mitra, Kolkata Darpan (A Portrait of Calcutta).
K.M. Panikkar, Asia and Western Dominance.
Rajat Ray, Urban Roots of Indian Nationalism, Pressure Groups and Conflict of Interests in Calcutta City Politics, 1875-1939.
Chandiprasad Sarkar, The Bengali Muslims, A Study in their Politicization (1912-1929).
Panchanan Saha, History of the Working Class Movement in Bengal.
Sumit Sarkar, Modern India.
Mohammad Shah, In Search of an Identity: Bengali Muslims 1880-1940.


Decline of the old social order and reorganization of society on the coming of the British with reference to regional variations – colonial impact on the agrarian society – mainstreaming of tribal people – emergence of the working class – protest movements of peasants, tribals and workers – the colonial middle-class and its response to the pressure of modernity – caste, religion and gender in a modernizing society.

Preliminary Reading List:


**Course 13 (Hist/PG/3.4.D): History of the United States, 1775-1850.**


**References:**

Richard Hofstadter, *American Political Tradition*.
Thomas Bailey, *The Diplomatic History of the American People*.
George Taylor, *Problems in American Civilization Series*.

**Course 13 (Hist/PG/3.4.E): European History: Russia, Socialism and the Russian Revolution.**

The Russian State: Its nature and the administrative structure.
The Great Reforms: Social and political impact.
Growth of Revolutionary Ideas and Movements: Revolutionary Movements of 1880s.
Conservative Nationalism and Reaction.
Political Oppositions: The Zemstva opposition, Russian Liberalism and constitutionalism.
Socialism and Revolutionary Movement Revolution of 1905.
Economic Development from 1881-1914.
The Autocracy from Revolution to War.
The Russian Social Democratic Labour party.
The Impact of World War I, The February Revolution and the end of autocracy.
The Bolshevik Revolution of 1917.

Books:

a) H. Seton-Watson, The Russian Empire.
b) N. V. Riasanovsky, A History of Russia.
d) S. Fitzpatrick, The Russian Revolution.
f) ________, The Bolshevik Revolution.
g) Edith W. Clowes, et. al, Between Tsar and People: Educated Society and the Quest for Public Identity in Late Imperial Russia.
(Further references will be given in class)


This paper would look into both theoretical frameworks and at case studies.
Commercialization
Markets, Money, Credit and Banking
Business communities, Portfolio capitalists
Portuguese Sea-borne empire
Dutch Sea-borne empire
Comparison with contemporary Asian and European economies

Select Bibliography:
Additional Readings would be recommended for each theme separately in class.

Braudel, F., The Mediterranean and the Mediterranean World in the Age of Philip II.
Chaudhury, Sushil, and Michel Morineau, eds., Merchants, Companies and Trade: Europe and Asia in the Early Modern Era.
Curtin, Philip, Cross-Cultural Trade in World History.
Dale, Stephen, Indian Merchants and Eurasian Trade, 1600-1750.
Das Gupta, Ashin, and Michael Pearson, eds., India and the Indian Ocean, 1500-1800.
Datta, Rajat, Society, Economy, and the Market: Commercialisation in Rural Bengal, c.1760-1800.
Frank, Andre Gunder, Reorient: Global Economy in the Asian Age.
Habib, Irfan, Interpreting Indian History.
Ludden, David, ed., Agricultural Production and Indian History.


Malekandathil, Pius, *Portuguese Cochin and the Maritime Trade of India, 1500-1663*.


Pearson, M.N., *The Portuguese in India*.

Perlin, Frank, *Invisible City: Monetary, Administrative, and Popular Infrastructures in Asia and Europe, 1500-1900*.


Prakash, Om, *European Commercial Enterprise in Pre-Colonial India*.


Subrahmanyam, Sanjay, ed., *Merchants, Markets and the State in Early Modern India*.


---

**Course 13 (Hist/PG/3.4.G): Social History of Science and Technology in India: Pre-colonial Phase.**

1. The Beginnings: From Technique to Technology – Stone tools, Rock Art, Food Production, Ceramics Production, Metal Works.
2. Structural techniques and mathematics.
5. Evolution of Physical Theories.
9. a) Astronomy: Vedanga Jyotisa to Surya Siddhanta  b) Astronomy in Medieval India.
11. Science and Society: Pre-colonial Indian Paradigm.

Select Bibliography:

2. Satya Prakash, Founders of Science in Ancient India, New Delhi, 1965.
3. B. M. Barua, A History of Pre-Buddhist Indian Philosophy, Calcutta, 1921.
12. V. N. Sharma, Sawai Jai Singh II and History Astronomy, Delhi, 1995.
16. Ashok Kumar Bagchi, Medicine in Medieval India, Delhi, 1997.
19. Vijay Kumar Thakur, Urbanisation in Ancient India, New Delhi, 1981.
33. B. V. Subbarayappa, ed., Chemistry and Chemical Techniques in India, PHISPC, New Delhi.


Technology has been one of the crucial integers of world military history in general and South Asian military history in particular. Technology has been defined in this course broadly. Rather than merely hardware used for combat on land and sea, the techniques associated with maintaining, feeding and moving the combat forces are also included within the rubric of technology. Further,
the social and cultural effects on the use or non-use of the hardware have been emphasised. The relation between technology and the socio-cultural matrix has been dialectical. Hence, the effects of introduction of new technologies on societal fabric and cultural ethos have been emphasised upon. Further, the development of military technology within South Asia has been put into a global context. The technology flow from Central Asia during medieval era and from the West during the early modern era has been focused on. Both the war chariots and the mounted archers came to India from Central Asia and gunpowder technologies came from both Central Asia and the West. Within India, equal attention is given both to north and south India. Overemphasis on the British period at the cost of ancient and medieval eras is avoided. The first part of the course would see how the chariot technology moved into India and China from Middle East through Central Asia and the failure of chariot technology against heavy infantry warfare as developed in Classical Greece. The second part of the course elucidates how mounted archery of the steppe nomads allowed them to ride roughshod over the agrarian bureaucratic polities of India, China and Middle East during the early medieval era. The third and final section of this course would analyse the Gunpowder Revolution in West Europe and the rise of the West vis-à-vis the ‘rest’.

Themes
1. Historiography of Technology and Warfare
2. Chariot Revolution and the Emergence of Empires in Eurasia
3. The Steppe Nomads in History
   (a) From Crossbow to Composite Bows
   (b) Attila and Chingiz Khan: A Comparative Analysis
4. Technology of Siege Warfare in Eurasia
5. The Gunpowder Revolution
   (a) Infantry and Artillery Revolutions in Early Modern Europe
   (b) Stagnation of Gunpowder Revolution in China
   (c) Gunpowder Revolution in Ottoman, Safavid and Mughal Empires

Reading List:

Roy, Kaushik, India’s Historic Battles: From Alexander the Great to Kargil (New Delhi: Permanent Black, 2004).

Course 14 (Hist/PG/3.5.A): Early Indian Political Ideas and Institutions.
1. Genesis of Political Concepts and Institutions – the Evidence of the First Literature of the World:
   Formation of Socio-Political Identities.
   Emergence of Socio-Political Identities.
   Development of the Concepts and Institutions of Sovereignty and Rastra in the Context of the Growing Urbanization in Northern India:
4. The World of Concepts and Political Thought:
   Kautilyan Arthasastra – A Landmark in Political and Legal Thought.
   The Epics: A Critical Reading on the issues of Identity, Authority, Moral Dilemma, Legal and Ethical Sanctions in a contextualized History.
   The World of Brahmanical Jurists – Political, Social and Legal concepts in the Dharmasastras and Smritis.
   People’s Role in Politics – A Different Dimension in some Buddhist and Brahmanical Texts.
5. Administrative Institutions:

Suggested Reading:

R. C. Majumdar, Corporate Life in Ancient India, Calcutta, First Pubd., 1919.
N.N. Law, Aspects of Ancient Indian Polity, Oxford, 1st Pubd, 1921.
U. Ghoshal, A History of Indian Political Theories, Madras, 1966.
N.C. Bandopadhayaya, Development of Hindu Polity and Political Theories, New Delhi, 1980.
Romi Thapar, From Lineage to State, Bombay, 1984.
Kumkum Roy, The Emergence of Monarchy in North India, Delhi, 1994.
Romi Thapar, Asoka and the Decline of the Mauryas, Delhi, 1963.
J. Gonda, Ancient Indian Kingship from Religious point of View, Leiden, 1966.
P. V. Kane, History of Dharmasastra, Poona, 1930-62.
J.P. Sharma, Republics in Ancient India, Leiden, 1968.

Course 14 (Hist/PG/3.5.B): Regional History – The Functioning of the State in Eastern India in the Late Medieval/Early Modern Period.

This module will focus on 1) how new state forms evolved in eastern India, with particular reference to Bengal, following the collapse of the Mughals and goes on to study specifically 2) the integration between state, market, politics and religion. Our points of entry will be producing classes, trade (inland/riverine, overland, seaborne) urban growth, and the market itself. Gradations of the market—into bazaar, mandi, ganj and hat—will be emphasised. Production areas will be studied and attention will be focused on the various classes participating in commercial agricultural production and their links with government. We would also consider whether the term ‘successor state’ could be applied to the region of Bengal.

1. The new State in the eighteenth century
2. The Economy—participants and intermediaries
3. Trade and Production
4. Markets
5. Towns
6. Village
7. Court
8. Religion

Bibliography:

Prakash, Om, *The Dutch East India Company and the Economy of Bengal, 1630-1720*, Delhi, 1988.

**Course 14 (Hist/PG/3.5.C): Social History of Modern India: Colonialism, Nationalism and Beyond.**

This module on the social history of modern India is distinct from other takes on the history of modern India, not in terms of the spatial and temporal field that it covers, but in terms of the critical lenses it provides the student with when the latter seeks to take a fresh interrogating look at what she/he has conventionally studied as the history of modern India.

Indeed the very project of studying the history of modern India from a specifically social history perspective constitutes the first critical dimension of our study. Social history, far from being the dregs that remain after the political and the economic have been taken out of history, is a radical historiographical agenda in itself. Social history is a critique of the way in which purely political history is passé while economic history with its frequent econo-centrism precludes an understanding, let alone a radical critique, of those forms of social inequality and marginalization which do not derive from the economic organization of production and society but from various forms of social power and non-political authority or from the hegemony of ideologies. Developing upon this critical potential of social history as a mode of history-writing, this module will, even while studying modern India in terms of the conventional but crucial interrelationship of
colonialism and nationalism, open up for the students the exciting ways in which the study of this interrelationship has been complicated, variegated and nuanced by the input of critical theories. Thus, this module will try to acquaint the student with the immensely rich dimensions, unexplored areas, and research possibilities that have recently opened up even within the domain of the familiar terrain of modern Indian history.

Even while this module draws upon Marxist (including Gramscian) interpretations of the fundamental social contradictions in modern Indian history, it also acquaints the students with the more recent historiographical trends inspired by the critical writings of Foucault, Derrida, Said and the radical feminists. However, instead of giving an uncritical resume of this new critical scholarship, our course will encourage the student to read this new historical scholarship critically and in the light of a sound acquaintance with empirical research.

The following are the thematic areas that the module will seek to address. However, the limited time available under the semester system might not permit the concerned teacher to cover every topic enumerated within each thematic area.

1. A critical assessment of the new historiographical perspectives on colonialism and nationalism in India:
   (a) Colonialism as power; upper-class, upper-caste anti-colonial nationalism as power.
   (b) Orientalism as power
   (c) Anti-colonial nationalism as ‘derivative discourse’
   (d) Colonialism as gender ideology/ies; male-authored anti-colonial nationalism as gendered ideology.

2. Colonialism and its forms of knowledge: the different kinds of knowledge that were implicated in colonial power in forms of knowledge – the extent to which it was derivative or counter-discursive; whether and in what ways nationalism derived from or constructed or invented ‘tradition’ in the domain of knowledge; how and how far class, caste, gender and ethnicity variegated the field of knowledge.

3. ‘Race’ as ideology in the colonial milieu: race as imperialist (and colonial) ideology; race as nationalist ideology/ies.

4. Colonialism as Body Politics, Nationalism and its body politics: Colonial discourse on the Indian body; colonial state and the segregation of the ‘white’ body; the gendered nature of the colonial body politics; to what extent was the nationalist body politics a derivative discourse; nationalist discourse and the disciplining of the body (particularly of women, children, youths); colonialism, nationalism and the medicalisation of the Indian body; colonialism, nationalism and sexuality.

5. Representation and ordering of space as power: colonial mapping as power; colonial architecture; colonial interpretation of Indian architecture; spatial implications of nationalism’s delineation of the ‘inner’ and the ‘outer’ domains.

6. Colonialism, Nationalism and the ‘Woman Question’.

7. Governmentality as Power, Colonial governance: health and education; nationalist paradigms of development and planning.

8. Examining the ‘hegemony’ of science: Science as the legitimization of the Raj; nationalist derivation of the hegemony of science, marginalised knowledge systems.

9. Beyond Nationalist Frames: Stratification and inequality among the colonised, its postcolonial legacies.

Suggested Readings:

Thomas Metcalf, Ideologies of the Raj.
R. Inden, Imagining India.
L. Wurgaft, The Imperial Imagination: Magic and Myth in Kipling’s India.
Edward Said, Orientalism.
Sumit Sarkar, Writing Social History.
Partha Mitter, Much Maligned Monsters: History of European Reactions to Indian Art.
Gyan Prakash, Another Reason.
Deepak Kumar, *Science and the Raj.*

**Course 14 (Hist/PG/3.5.D): Twentieth Century US.**

**A: Industrialisation, Progressivism, ‘Manifest Destiny’ and Life in the early twenties and thirties**
1. Industrialisation – Reconstructing the nation – Industrialisation and urbanisation – Political, social, economic and intellectual responses – shift from social Darwinism to pragmatism. The emergence of the new world-view.
4. Life in the twenties – The neglected American Indians and the African Americans, American literature – romanticism to realism, the culture of the Jazz age – writers, artists and musicians – the cinema – change in education – science and technology, poverty, cults, and counterculture etc.

**Reading List:**
1. Frank Freidel, *Twentieth Century America.*
5. A. Link, *Age of Reform.*

**Course 14 (Hist/PG/3.5.E): Capitalism, Modernisation and the Instability of Liberal Hegemony in Western Europe.**

The outline of the full course is given below. Select themes will be offered each year. The course will consist of around 42 lectures together with regular internal assessment in the form of group discussions, tutorials/ terms papers.
1. The Industrial Revolution and courses of capitalist development.
2. Long Waves and Social and Political developments.
3. The rise of the new liberalism and the socialist challenge.
   (a) France from Commune to World War I.
   (b) Liberalism in Germany; Relations with the Bismarckian state.
   (c) Social Democracy in Germany.
   (d) World War I, the crisis of the old order, and the challenge of revolutionary socialism.
4. Nationalism, conservatism and the rise of the far right.
   (a) France: From Bonapartism to Boulangerism.
   (b) France: Royalism, conservatism after Boulanger, and the French Fascist Organisations.
(c) Italy: Nationalism and Fascism.
(d) From Traditional Nationalist Right to the Nazi Revolution: Culture, Economics and Politics in Germany.
(e) Fascists in power.
5. Liberal regimes, welfare statism and their crises in post World War II Europe.

Basic References:

1) Tom Kemp, *Historical Patterns of Industrialisation*.
2) C. M. Cipolla, (ed.), *The Fontana Economic History of Europe*, Vols. III and IV.
3) E. Mandel, *Long Waves of Capitalist Development*.
4) G. Eley and D. Blackbourn, *The peculiarities of German History*.
5) W. Mommsen, *Imperial Germany*.
6) D. W. Brogan, *The Development of Modern France*.
7) Z. Sternhell, *The Revolutionary Right*.
8) W. Littke, *The Outlawed Party*.
12) D. Gluckstein, *The Western Soviets*.
14) D. J. K. Peukert, *Everyday Life in Nazi Germany*.
15) D. Guerin, *Fascism and Big Business*.
16) S. G. Payne, *Fascism*.
17) C. Koonz, *Mothers in the Fatherland*.
18) Robert Black, *Fascism in Germany*.


1. Penetration of Colonial rule
2. New Land Revenue Systems
3. Commercialization of Agriculture
4. Peasant rebellions
5. Industry
6. Labour movements
7. Changing role of the Colonial State

Select Reading List:

S. Sen, *Agrarians Relations in India*.
B.B. Chaudhuri, *Commercialisation of Agriculture in Bengal*.
C. Palit, *Tensions in Bengal Rural Society*.
C. Palit, *Perspectives on Agrarian Bengal*.
Sugata Bose, *Peasant Labour and Colonial Capital: Rural Bengal since 1770*.
Dipesh Chakrabarty, *Rethinking Working Class History: Bengal 1890-1940*.
Ranajit Guha, *A Rule of Property for Bengal*. 

Department of History, Jadavpur University
**Course 14 (Hist/PG/3.5.G): Social History of Science and Technology: Magic, Science, Religion and Belief from the Ancient World to the Scientific Revolution.**

This course offers a glimpse into how science developed within particular social frameworks and specific polities. This module offers a continuous narrative of the social history of scientific thought from the Egyptians and the Greeks until the scientific revolution of the 17th century. The religious thought of Augustine is studied at length to understand medieval Christian scientific notions. The tension between Thomism (Aquinas) and Aristotelianism is a fundamental part of this section. This section incorporates much of western theology, Islamic scientific thought, and Byzantine science until the Renaissance. The post Renaissance European world is represented by two key figures: Galileo and Descartes and is studied in terms of the divergence of scientific thought between central and western Europe and the emergence of mathematics as an universal scientific language in west Europe in the 17th century.

The module may be further divided as such:
1. From The Egyptians to the Greeks – From Magic to Rationality?
3. West and East Christendom until the Revival of Aristotle in the 12th century Renaissance
4. Islamic scientific thought from the 9th-14th centuries – an uncertain bridge to the Latin West?
5. The Renaissance in Europe – society and science.
6. Papacy and Mathematics – Galileo to Descartes.

**Bibliography:**

For Sections 1 and 2
Stahl, William Harris, *Roman science: origins, development and influence to the later middle ages*, University of Wisconsin Press, Madison, 1962.
Section 5
Section 6

*Cambridge Companions to Galileo and also Descartes.*


**Course 14 (Hist/PG/3.5.H): The Rise of British Empire in a Global Perspective: Warfare, Technology and Societies in Transition 1700-1850.**

This course attempts to explain the rise of British Empire in the extra-European World between the seventeenth and the first half of the nineteenth centuries. How Elizabethan England, a minor power in the periphery of north-west Europe was able to acquire an empire over which the sun never set is a paradox in global history. The course begins by evaluating Geoffrey Parker’s Military Revolution theory, which is the latest attempt to explain the rise of the West vis-à-vis the rest. The course also traces the maritime aspect of British dominance over the world’s oceans. Maritime dimension of British rise involves long distance trade and commerce supplemented by naval power. Trade, commerce and superior military technology gave birth to the military-fiscal state in Britain. Besides superior technology and economic power, in the colonies, British power was also dependent on collaboration with the colonial subjects. This opens up a host of questions about indigenous resistance to the colonial penetration. Why did the agrarian bureaucratic empires of Asia despite possessing enormous demographic and economic assets collapse against the numerically inferior Western powers? Inferior military hardware and friable state structure to a large extent explains the rise of Britain in Afro-Asia.

Methodologies: Though bulk of the course would concentrate on South Asia, continuous comparisons and contrast will be made with the penetration of the West European maritime powers (French, Dutch and Spain) in South-East Asia, China, Middle East and in North America. A global perspective would enable us to locate the uniqueness (or lack of it) of the subcontinent’s historical developments. In addition, such a macro view throws new light on big questions like why the French were successful in South-East Asia but not in South Asia. Interconnections between the colonies and the metropolitan powers as put forward by spatial and interconnected history approach will be followed. This will also help us to understand European developments, i.e. why Spain failed but Britain succeeded in retaining its maritime empire. Special emphasis will be given to the military dimension of colonialism. Military is defined broadly in this context. Instead of concentrating on battles, the focus would be on the interrelationship between organized violence and societies. Bulk of the revenues of the colonies as well as the metropolitan powers went to sustain their armed forces. The armaments of the navies and armies also accelerated technological innovations and industrialization. Further, military employment of the colonial soldiers monetized ‘native’ societies and created new identities for several indigenous communities like the Ambonese in Indonesia and Purbiyas in South Asia. Despite the overwhelming importance of armies, navies and warfare in overseas empire building, a fact which has been accepted by the British, Dutch and
American historians; military history remains marginal in India. This course is an attempt to balance this historiographical slip.

Themes
1. British Imperialism and Warfare in Eighteenth Century North America and India: A Comparative Analysis
2. Royal Navy, Naval Supremacy and Overseas Empire Building
3. Military Revolutions in India, China and Ottoman Turkey
4. Pre-British Warfare in Asia
5. The East India Company and the Conquest of India: Construction of a Hybrid Army in South Asia
6. Carnatic Wars and Anglo-French Struggle
7. Bengal, Bihar and the East India Company
8. Anglo-Mysore Wars
9. Anglo-Maratha Warfare
10. Anglo-Sikh Wars
11. Britain, France and the Anglo-Burma Wars

Reading List:

Chandler, David (General Editor) and Ian Beckett (Associate Editor), The Oxford Illustrated History of the British Army (Oxford/New York: Oxford University Press, 1994).


NOTE: Between course number 13, 14, 17 and 18 there are 32 optional courses in all. The students have to opt for any 4 out of those 32 courses. The option is between 8 sets of courses, i.e., A, B, C, D, E, F, G and H. The students have to opt for any one of these 8 sets. For example, students opting for (Hist/PG/3.4.A) have to opt also for (Hist/PG/3.5.A), (Hist/PG/4.3.A), and (Hist/PG/4.4.A). Each group will enable the students to develop some expertise in a particular area. For example, Group A will focus on Ancient Indian History.

**Course 15 (Hist/PG/4.1.1): History of Modern China: 1840-1980.**

1. Looking back to the Confucian past
2. China confronts Western capitalism – Opium War, Treaty of Nanking (1842) and supplementary treaties, Treaty System.
3. Resistance movements of the people against feudalism and foreign capitalism – Taiping, Nien, Boxer rebellions
5. Sun Yat-Sen & the bourgeois-democratic revolution
6. The period of great intellectual ferment – May 4 Movement of 1919
9. Women and the Chinese Revolution (1900-1950)

**Reading List:**

Israel Epstein, *From Opium war to Liberation.*
Tan Chung, *The Triton and the Dragon.*
Leon Sharman, *Sun Yat-sen.*
J.K. Fairbank, *The United States and China.*
Stuart Schram, *Mao Tse-tung a political biography.*
Edgar Snow, *Red star over China.*
Jack Belden, *China shakes the world.*
Mark Selden, *The Yenan way in revolutionary China.*
Chalmers Johnson, Peasant nationalism and Communist power.
Raymond Lotta, And Mao makes 5.
Julia Kristeva, About Chinese women.
Sheila Rowbotham, Women, resistance and revolution.
Amit Bhattacharyya, Disha o Dishari Chin Biplab O Mao Tse-tung er ekti Bastunistha Bishleshan.
Mao Tse-tung, On New Democracy.
Mao Tse-tung, Why is it that Red political power can exist in China?
William Hinton, Fanshen.
Agnes Smedley, The Great Road. The Life And Times Of Chu Teh.
Joseph Needham and others, Clerks and Craftsmen in China and the West.
Elizabeth Roberts, Mao Tse-tung and the Chinese Communist Revolution.
Han Suyin, The Morning Deluge. Mao Tse-tung and the Chinese Revolution, 2 volumes.
Wilfred Burchett, China. The Quality of Life.
Victor Nee, The Cultural Revolution at Peking University.

OR

Course 15 (Hist/PG/4.1.2): History of South East Asia: Indonesia, Indo China and Thailand in the 19th and 20th centuries.

Land, people and History of Modern Indonesia
Colonial Economy:
1. Culture system – 1830-1870
2. Free Trade – 1870-1900
3. Ethical Policy – 1900-1940
Nationalism and Freedom Struggle:
4. Cultural Nationalism
5. Sarekat Islam and PKI
6. P.N.I.
7. Sukarno, Freedom Struggle, Presidency

Land, People and History of Modern Vietnam
Colonial Economy:
1. Doumer and Direct Rule 1897-1902
2. Post-Doumer Developments – 1902-1940
3. Nationalism, Colonialism and Freedom Struggle
4. Non-Communist Movement
5. Communist Movement
6. Ho Chi Minh

**Land, People and History of Modern Thailand**

1. Thailand in the 18th century
2. Thailand and the West
3. Modernization of Thailand
4. Political modernization in the early 20th century Thailand
5. Military rule and democratic experiments in post-World War II Thailand

**Reading List:**

4. _______, *A Modern History of South East Asia.*
5. J. D. Legge, *Indonesia.*

**Course 16 (Hist/PG/4.2.1): Modern Indian Political Thought – Caste, Communalism, and Socialism.**

This course would address some of the conceptual issues and look at some personalities.

1. Caste, B. R. Ambedkar and Dalitology
2. Communalism
   - Muslim Communalism:
     - Syed Ahmad Khan
     - Syed Ameer Ali
     - Mohammad Iqbal
     - Muhammad Ali Jinnah
   - Hindu Communalism:
     - Vinayak Damodar Savarkar
     - Madhav Sadashiv Golwalkar
     - Keshab Valiram Hedgewar
     - Pt. Deendayal Upadhyay
3. Socialism
   - Manabendra Nath Roy
   - Subhas Chandra Bose
   - Narendra Deva
   - Jayaparakash Narayan
   - Rammanohar Lohia

**Suggested Readings:**

______, *The RSS and Hindu Revivalism.*
Appadorai, A., ed., *Documents on Political Thought in Modern India.*
Jha, M.N., *Modern Indian Political Thought.*
Ghosh, S., *Socialism and Communism in India.*
Course 16 (Hist/PG/4.2.2): Modern Western Political Thought: The State, Society and Democracy.

In this course, the focus will be on attitudes to the state, citizenship, and democracy. Select modules will be offered each year. The outline of the full course is given below. The course will consist of around 42 lectures together with regular internal assessment in the form of group discussions, tutorials/term papers.

The rise of the sovereign state and theories of sovereignty: from the late medieval cities to Bodin. The Italian city-republics.
Machiavelli.
Protestant ideologies.
Jean Bodin.
Political Idea in the English Civil War:
Ideological currents before the Civil War.
Parliamentarism.
Commonwealth and Protectorate.
Republicanism.
The Levellers.
Thomas Hobbes: A royalist response to parliamentarism and democracy.
Egalitarianism and political ideology; Thomas More, Thomas Winstanley, Rousseau. Utopianism in the 18th Century.
The French Revolution and its Impact:
The Declaration of the Rights of Man and Citizen.
English Responses: Burke and Tom Paine.
German Idealism: Kant and Hegel.
Democracy in 19th Century.
Socialism and Democracy:
Democratic socialism and Marxism.
The Anarchism of Mikhail Bakunin – anarchism after Bakunin.
Liberalism and Democracy in the 20th Century.
Marxism after Marx and Engels – Bernstein and Revisionism – Kautsky and Orthodox Marxism – Lenin, Trotsky, Luxemburg: The revolutionary tradition – Stalinism and alternatives to Stalinism – Gramsci and the quest for a West European communism.
Feminism and the State.
Liberal feminism and suffragism.
Socialist women in the late 19th and early 20th Centuries: Zetkin, Marx-Aveling, Luxemburg, Kollontai.
Right-wing critics of Democracy: From Royalism to Conservative politics – Conservatives and Fascists.

Suggested Readings:

Machiavelli, The Prince.
Bodin, The Republic.
Hobbes, The Leviathan (selected portions).
More, Utopia.
Winstanley, selected texts.
*The Declaration of the Rights of Man and Citizen*.
Burke, *Reflections on the Revolution in France*.
Paine, *The Rights of Man*.
Kant and Hegel, selected texts.
Mill, selected texts.
Marx and Engels, selected texts.
Bakunin, *Statism and Anarchy*.
Lenin, *The State and Revolution*.
Kautsky, *Selected Political Writings*.
*Rosa Luxemburg Speaks*.
I. Howe, ed., *The Essential Trotsky*.
Gramsci, selected texts.
Zetkin, Selected Writings and Speeches.
Stalin, selected texts.
Hitler, *Mein Kampf* (selections).
C.B. MacPherson, *The Life and Times of Liberal Democracy*.
Basic Secondary Texts:
L. Colletti, *From Rousseau to Lenin*.
H. Marcuse, *Reason and Revolution*.
H. Draper, *Karl Marx’s Theory of Revolution*.
R. J. Evans, *Comrades and Sisters*.
______, *The Feminists*.
R. Blackburn, ed., *Class Struggle and Revolution*.
A. Kelley, *Mikhail Bakunin*.
R. Griffin, ed., *Fascism*.
N. Geras, *The Legacy of Rosa Luxemburg*.
E. Mandel, *Trotsky as Alternative*.

OR

**Course 16 (Hist/PG/4.2.3): Medieval Indian History, 1300-1800: Economy and Culture.**

India in European travel accounts
Early modern Europe in Asian perspective
Towns, Ports, and Hinterlands
State and Economy
Art and Imperial Ideology
Etiquette, Court Culture, and Royal Household

**Select Bibliography:**
Additional Readings would be recommended for each theme separately in class.

Daud Ali, *Courtly Culture and Political Life in Early Medieval India*. 
Kate Teltscher, *India Inscribed European and British Writing on India, 1600-1800*. 

Course 17 (Hist/PG/4.3.A): History of Indian Culture till 12th century.

1. Development of Indian architecture: Harappan Civilization, Buddhist architecture, Jain architecture, Classical temple architecture: Nagara and Dravida, Non-religious architecture. 
3. Trends in Indian paintings. 
4. Patronage to art and religion: A social and historical perspective. 
5. Literature: Verse, Prose, Drama writing, Anthology, Prasasti, Survey of scientific and philosophical literature. 
6. Origin and development of Indian drama: The traditional dramaturgy, foreign influence on Sanskrit plays, plot and character in Sanskrit dramas, problems relating to Indian drama, survey of Kalidasa and post-Kalidasa dramaturgy. 
8. Sources on Cultural history.
Reading List:


Topics
The Historical Geography of the region and people.
Colonial political and economic structure – The Tea-Industry and life under the planter Raj.
Rise of nationalism and its impact on the region – the middle – class and politics of ‘association’.
Imperialism and ethnicity – the Linguistic divide.
Problem of Immigration – The Line system and its aftermath.
Political turmoil of the Gandhian epoch – The Labour and Peasant movement.

Selected Readings:

   ——, *Assam in the Days of the Company 1826-1858*.
5. J. B. Bhattacharjee, *Cachar under the British Rule in N. E. India*.
10. Apurba Kumar Baruah, *Social Tensions in Assam, Middle Class Politics*.
Other references will be provided in class.
**Course 17 (Hist/PG/4.3.C): Social History of Modern India: Colonial and Post-colonial History of the Margins.**

1. Concept of Margins in the context of Social History of Modern India
2. Colonial state, Forms of knowledge and the Marginal communities
3. Self awareness, Social Reforms and Protests against the caste oppression in colonial India
4. Tribes in Modern India: (a) Transformation of tribal society and (b) Colonial and post colonial Tribal Movements – Case Studies
5. Partition of India and the Marginal Communities
6. Post-colonial perceptions about the Dalits
7. Post-colonial Dalit Assertion
8. Caste violence in post-colonial India
9. Ethnicity, Ethnic minorities and Regionalism in Post-colonial India

**References:**


**Course 17 (Hist/PG/4.3.D): History of the U S A: The Civil War and Emergence of Modern America.**

Prelude to the Civil War – Sectional conflicts and the issue of Slavery.
The anti-Slavery movement upto 1844.
Territorial expansion – Mexican War.
Accentuation of sectional conflicts – Compromise of 1850.
Genesis of the Civil War and its nature.
Emergence of Abraham Lincoln – Lincoln, Civil War and Reconstruction.
Radical Reconstruction.
Age of Enterprise and Modernization:
Industrial Revolution and Big Business.
Role of Cities.
Modernization of society, culture and religion:
Social Gospel Movement.
The Gilded Age.
Agrarian unrest – Populist Movement.
Industrial unrest – organized labour.
Emergence of United States as world power – Spanish-American War.

**Suggested Readings:**

H.B. Parkes, *The United States of America*.

**Course 17 (Hist/PG/4.3.E): European History: Socialism: The Soviet Experience.**

The Rise and Decline of Workers’ Democracy.
The Rise of People’s Democracies.
Stalinism: Theory and Practice – Transformation of the Social Structures; Soviet State and Society in 1930s.
The 20th Party Congress of CPSU and its significance.
Soviet Foreign policy.
The Crisis of Stalinism and the fall of the People’s Democracies.
Glasnost, Perestroika and the Collapse of the Soviet Union.

**Books:**

b) ____, Socialism in One Country.
d) D. Rousset, The Legacy of the Bolshevik Revolution.
e) J. B. Dunlop, The Rise and Fall of the Soviet Empire.
g) Tariq Ali, ed., The Stalinist Legacy.
h) Daniel Singer, The Road to Gdansk.

**Course 17 (Hist/PG/4.3.F): Economic Changes in Colonial India: North-eastern India/North-western India/Southern India/Western India.**

1. Agriculture
2. Development of Infrastructure
3. Trade
4. Industry
5. Changing role of the Colonial State
6. Rise of New communities

**Some Selected Readings:**

Peasant History of Late Pre-Colonial and Colonial India, Project of History of Science, Philosophy and Culture in Indian Civilisation, Vol. VIII, Part 2, Centre for Studies in Civilisations and Pearson Longman.
Singh, Chetan, (ed.), Socio-Economic Transformation of North-Western India in the Twentieth Century, Manohar.
Ali, Imran, Punjab and Imperialism, OUP.
Talbot, I., Punjab under British Rule, Manohar.
Guha, A., Planter Raj to Swaraj, ICHR.
_____., Medieval and Early Colonial Assam, KPB.
Saikia, Rajen, Social and Economic History of Assam, Manohar.
Guha, Sumit, Economic Transformation in Western India, OUP.

**Course 17 (Hist/PG/4.3.G): Social History of Science and Technology in India: the Colonial phase.**

Colonial Science:
i) William Jones and the Asiatic Society.
ii) Colonial Botany and Forest Policy.
iii) Serampore Missionaries and Science.
iv) Rise of Western Medicine and Decline of Ayurveda.
National Science:
i) Mahendralal Sircar and National Science.
ii) Satish Mukherjee, The Dawn Society and National Science.
iii) National Council of Education and National Science.
iv) Swadeshi Technology: Theory and Practice.
v) Acharya J.C. Bose and National Science.
v) Acharya P.C. Ray and National Science.
Books recommended:

1. A. K. Biswas, *History of Science in India*.
5. C. Palit, *Mahendralal Sircar and National Science*.

**Course 17 (Hist/PG/4.3.H): War, Society, Culture and Colonialism in South Asia, 1770-1947.**

The British led Indian Army (also known as the Sepoy Army) was one of the principal pillars of the British Empire in India. About 35% of the British Government in India’s revenue went to sustain the army. The army functioned as a colonial gendarme to quell internal disorders. In addition, the Sepoy Army was also used as an imperial fire brigade in the extra-Indian territories of the British Empire. For instance, the Sepoy Army conquered Burma for Britain in the nineteenth century and was used in Mesopotamia not only to fight the Turks during First World War but also to crush the Arab rebellion during 1919-21. The colonial army was equally important for the colonized. The army was a volunteer force. In peacetime, it recruited about 15-20,000 small peasants. Payment in cash, regular pension and gratuities attracted the small peasants towards the colonial army. One of the characteristics of the colonial army was that the colonial regime established special collaborative relationship with certain segments of the colonized. For instance, the British-Indian Army heavily recruited the Sikhs from central Punjab and constructed Punjab Canal Colonies to accommodate them within the colonial regime. Construction of cantonments and canal colonies changed the rural landscapes of the sub-continent. The cultural impact of the colonial military machine cannot be denied. For establishing favourable collaborative relationship with certain peripheral indigenous communities, the British utilized the Martial Race theory. The British encouraged distinct identity creation among the various groups who were ascribed the status of ‘martial’ races. Two instances of British identity construction for the ‘martial races’ can be cited. One is the encouragement of the use of *kukris* from the 1840s among the Magar and Limbu tribes of central Nepal in an attempt to create Gurkha identity. The second is deliberate British policies of creating Sikh identity as distinct from the Singhs through use of ‘five Ks’. The cultural baggage associated with such constructs remains with us even today.

Themes
1. The Great Mutiny and the Garrison State in India
2. Construction of the Sepoy Army and its Cultural Implications
3. Frontier Warfare in British-India
4. Indian Army in the Two World Wars
5. Armies, Warfare and Decolonization in South Asia

Selected Readings:


1. The World of Production:
2. Evolution of Economic Institutions:
   - Revenue System, Ownership, Guilds, Currency system and Regulative structures.
3. Economic Policies and Concepts:
4. Urbanization – De-urbanization:
   - Socio – Economic Factors, Evidence and Theories.
5. Related Issues in Economic History: Theories and Debates.

Select Readings:

2. B.M. Barua, *History of Pre-Buddhist Indian Philosophy*.
6. T.A. Saraswati Amma, *Geometry in Ancient and Medieval India*.

Department of History, Jadavpur University
17. Nupur Dasgupta, *The Dawn of Technology in Indian Protohistory*.
19. Aniruddha Ray and S.K. Bagchi, *Technology in Ancient and Medieval India*.
20. A.J. Qaisar, *The Indian Response to European Technology and Culture*.
25. A. Ghosh, *The City in Early Historical India*.
26. Vijay Thakur, *Urbanization in Ancient India*.
27. N.N. Kher, *Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age*.
30. Romila Thapar, *Ancient Indian Social History: Some Interpretations*.

**Course 18 (Hist/PG/4.4.B): Regional History: History of Punjab with special reference to the History of the Sikhs: from the late seventeenth century to the mid-nineteenth century (c. 1699-1849).**

The State and society of Punjab under the Mughals – decline of the Mughals – new centres of power in Punjab – the rise and consolidation of the Sikh.

Faith – Sikh response to State (Mughal) intervention – transformation of the Sikh Panth under Guru Gobind Singh – the rise of the Khalsa – conflict with the Mughals – Banda Bahadur’s attempts to build up a State, foreign invasions – the tradition of martyrdom – its contemporary relevance – the age of the misls – the rise of Ranjit Singh – State formation under Sikh rule – the Khalsa Raj – agricultural development trade and commerce – urbanization – the ruling class and social mobility – different Sikh sects – institutional developments – decline of the Sikh State – conflict with the English East India Company – annexation of Punjab by the British.

**Books recommended:**

Alam, Muzaffar, *Crisis of Empire in Mughal Imperial North India: Awadh and the Punjab, 1707-48*.
Banga, Indu, (ed.), *Five Punjabi Centuries: Polity, Economy, Society and Culture, c. 1500-1900*.

**Course 18 (Hist/PG/4.4.C): Social History of Modern India: Colonial perceptions, Social changes, Political will and Popular participation.**

2. Social Changes: Urbanisation and social change – the debate on changing frontiers and the social consequences of the mirage of permanent boundaries. Western intervention in science, medicine and public health – changing social perception of diseases, mortality etc. Social changes and cultural impact – art and popular culture – visual and performing arts – the question of social control.
3. Political will – Social reforms and political changes – case studies. Social History of peasants and workers.

**Reading List:**

1. Sister Karuna Mary Braganza, *Cultural forces shaping India.*
2. Romesh Thapar, *Tribe, Caste and Religion in India.*

**Course 18 (Hist/PG/4.4.D): The Far Side of the Dollar: Twentieth Century USA From the Great Depression to the Imperialism of Our Times.**

This course examines key themes in twentieth-century US history. It starts with a survey of the circumstances leading to the Great Depression, and crisis of capitalism from 1929 onwards and treats related developments in US society and politics in the 1930s. Also covered are the involvements of the United States in the Second World War, its emergence as an atomic power, its subsequent engagements in cold war and counter-insurgency programmes in the Third World, shifts in American culture from the 1950s, the Civil Rights Movement and the anti-Vietnam War Movement. The course concludes with a survey of post-Cold War US unilateralism as reflected in foreign as well as domestic policies.

**Topics**

1. The ‘Golden Twenties’ and the brewing crisis of over-production
2. The Wall Street Crash of 1929 and the beginning of the Great Depression
3. Class, race and gender in America during the depression years
4. New Deal and the nature of state intervention during the depression years
5. Literature, film and culture in the United States during the depression
6. The route to Second World War
7. The US during and after the War
8. Rise of McCarthyism
9. The origins of the Cold War
10. Culture and Society during the 1950s
11. Culture and Society during the 1960s
12. The Civil Rights Movement
13. War against Vietnam and the Peace Movement
14. The Feminist Movement
15. The Students Movement and Youth Revolt in the 1960s
16. The Rise and Fall of Richard Nixon
17. US Imperialism and US Foreign Policy Orientations after the Second World War

**Bibliography:**


**Course 18 (Hist/PG/4.4.E): European History: Socio-cultural and Political Movements and Ideologies in Europe.**

The outline of the full course is given below. Select themes will be offered each year. The course will consist of around 42 lectures together with regular internal assessment in the form of group discussions, tutorials/term papers.
1. Nationalism
2. Liberalism
3. Social Democracy
4. Communism
5. Feminism
6. Environmentalism
7. Modernism
8. The New Left: Politics, Culture
9. New social movements
10. The challenge of the European Union.

**Suggested Readings:**

Livio Maitan, *From PCI to the PDS* (IIRE Notebook for Study and Research no. 15).

Other books may be suggested in class.

**Course 18 (Hist/PG/4.4.F): State, Industry and Planning: Colonial and Post-colonial India.**

1. India at the threshold of the 20th century
2. Industrial enterprises in India: Big bourgeoisie and its relations with the Colonial State
3. Swadeshi enterprise in Bengal
4. Business and Politics in Colonial India
5. Planning and Development in India
6. Green Revolution

**Reading List:**

1. R.P. Dutt, *India Today.*
2. V.I. Pavlov, *The Indian capitalist class.*
7. Suniti Kumar Ghosh, *The Indian big bourgeoisie.*
10. Suniti Kumar Ghosh, *Development planning in India.*
15. A.H. Hanson, *The process of Planning: A study of India’s Five Year Plans.*
17. M.P. Prabakaran, *Historical origins of India’s underdevelopment.*
27. G.D. Birla, *In the Shadow of the Mahatma.*
29. Selig Harrison, ed., *The United States and India.*
30. Michael Kidron, *Foreign Investments in India.*
Course 18 (Hist/PG/4.4.G):

In this course, either course Hist/P.G./4.4.G-1 or Hist/P.G./4.4.G-2 will be offered from year to year.


1. The Scientific Revolution
   (a) Basic features
   (b) Main stages
   (c) The Newtonian world-view
2. The world of the scientific revolution
   (a) Social change
   (b) Science and the institutions
   (c) The impact of Newton
   (d) The Enlightenment and Science
   (e) The expanding world – practical astronomy.
3. Chemistry
   (a) From Boyle to Lavoisier
   (b) From Lavoisier to Dalton
   (c) From Dalton to Mendeleyev
4. The Life Sciences
   (a) Classification
   (b) Evolution before Darwin
5. Science and the Industrial Revolution
   (a) Steam Power
   (b) The transformation of energy
   (c) Engineering and the study of the basic sciences
6. Evolution
   (a) Lyell
   (b) Darwin and Wallace
   (c) Social Darwinism
   (d) Sociobiology
   (e) Genetics and evolution
7. Physics in the 19th and early 20th centuries – the world of Einstein
8. The rise and fall of proletarian science

References:

3. A. R. Hall, From Galileo to Newton.
8. Marie Boas Hall, Robert Boyle and Seventeenth-Century Chemistry.
15. J. D. Bernal, *Science in History*.
18. ______, *Mathematics in Western Culture*.

**OR**


1. The Neolithic Revolution; Palaeolithic period to the Neolithic Revolution – Shift from hunting and food gathering to agriculture and permanent settlements – Emergence of social classes and rise of civilisations.
2. Mesopotamia: (a) The Sumerians: wheeled vehicles, irrigation system, dykes, canals for better farming, Cuneiform system of writing, and development of early forms of Algebra and Geometry. (b) The Hittites: Mining of iron ores and procurement of iron (c) The Babylonians; Development of astronomy.
4. The Americas a) Incas of Peru b) Aztecs of Mexico c) Mayas of Central America

**Reading List:**

7. Martin Levy, *Chemistry and Chemical Technology in Ancient Mesopotamia*.

**Course 18 (Hist/PG/4.4.H): The Age of Total War 1790-1945.**

The twentieth century is probably the most violent century in the 2,500 years of recorded history of the world. This century witnessed the rise of extreme ideologies which enunciated annihilation of entire ‘nationalities,’ a new form of war known as Total War which involved mobilization of entire society and economy and deletion of all distinctions between the home front and the frontlines in the battlefield. The conduct of Total War and extreme ideologies gave birth to totalitarian state whose tentacles reached to the bottom layers of the society. The culmination of Total War was the rise of nuclear weapons in the post World War II era. The two Total Wars resulted in the decline of Europe and the rise of two superpowers. The roots of Total War could be traced back to mass popular mobilization initiated by the French Revolution and Napoleonic regime. The process of raising multi-million mass armies was sustained by the ongoing industrialization of West Europe.
The ideological father of Total/Absolute War was Carl Von Clausewitz. Clausewitz influenced Erik Ludendorff during First World War and finally Adolf Hitler’s der totale krieg during World War II. Clausewitz’s philosophy could be traced back to the tussle between Enlightenment and Romanticism in late eighteenth century German intellectual thought. Unlike traditional approach, this course argues that the course of history is shaped by both structural as well as contingent factors. In addition to long-term social and economic forces, human agency played an important role in the unfolding of the historical process. Ironically, the beginning of atomic age seemed to result in the end of Total War.

Themes
1. Theorists of Total War: From Clausewitz to Hitler.
2. French Revolution, Napoleon and the Rise of People’s War.
3. Clausewitz, German Wars of Unification and the American Civil War.
4. The Road towards Total War: First World War as an Armageddon.
5. Totalitarianism and Total War: Nazism, Panzer Revolution and Carpet Bombing.
6. Nuclear War Games: Theorists of Nuclear Warfare, MAD and the End of Total War.

Reading List:

Fest, Joachim C., *Hitler*, tr. from the German by Richard and Clara Winston (London: Weidenfeld and Nicolson, 1974).
M. Phil. And Ph.D. courses

(The topics listed are given as guidelines and may change from year to year)

Semester I

Course 1 (1.1): Methodology. (For both M.Phil. and Ph.D. candidates*)

2. History and other disciplines.
4. Causation in History – The Debate on Determinism.
6. Objectivity in History.
7. Writing a dissertation: Scope, Hypothesis, Data collaboration – Method – Analysis – Archives, Documentation and findings.

References:

W.H. Walsh, An Introduction to Philosophy of History.
E.H. Carr, What is History.
Allan Sheridan, Michel Foucault: The Will to Truth.
Nicholas Royle, After Derrida.
Sreedharan, A Textbook of Historiography.

*(Ancient and Medieval Indian History Ph.D. candidates must opt for the following methodology course)

Course 1 A (1.1.A) Methodology of Research (Ancient Indian History, Medieval and Early-Modern Indian History).

1. Recognition of a historical problem or the identification of a need for certain historical knowledge.
2. Forming of hypotheses that tentatively explain relationships between historical factors.
3. Sources for the Historical Problem selected for study.
   Primary, Secondary and Tertiary
   Texts, Documents, Artefacts, Archaeological investigations.
6. Referencing and citing of references.
7. Synthesis: Historical reasoning and Explanatory model.
9. Quantitative and Qualitative Researches.
10. Possible Models and Approaches to Interdisciplinary research.

Suggested Readings:

C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870.*
Allison Busch, *Poetry of Kings: The Classical Hindi Literature of Mughal India*.
Satish Chandra, *Historiography. Religion and State in Medieval India*.

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*.
Richard Eaton, *Essays on Islam and Indian History*.


______, *Essays in Indian History: Towards Marxist Perception*.

______, *Interpreting Indian History*.

Peter Hardy, *Historians of Medieval India*.
Mohibul Hasan, *Historians of Medieval India*.


Herman Kulke, *The State in India, 1000-1700*.
P.J. Marshall, *The Eighteenth Century in Indian History, Evolution or Revolution?*
Harbans Mukhia, ‘Communalism and the Writing of Medieval Indian History: A Reappraisal,’ *Social Scientist*, 1983.

______, *Historians and Historiography During the reign of Akbar*.


K. A. Nizami, *History and Historians in Medieval India*.

K.M. Pannikar, *Asia and the Western Dominance*.

Margrit Pernau and Yunus Jaffrey, *Information and the Public Sphere: Persian Newsletters from Mughal Delhi*.

C.H. Philips, *Historians of India, Pakistan and Ceylon*.

Om Prakash and Denys Lombard, eds., *Commerce and Culture in the Bay of Bengal, 1500-1800*.

Jadunath Sarker, *History of History Writings in Medieval India*.

_____., *A Short History of Aurangzeb*.


Burton Stein, *Peasant State and Society in Medieval South India*.

Douglas E. Streusand, *The Formation of the Mughal Empire*.


______, *Explorations in Connected History: Mughals and Franks*.

**Course 2 (1.2): Historiography.** (For both MPhil. and Ph.D. candidates)

**Section I**

Origins of Historiography – Herodotus and Thucydides

Renaissance and History

Enlightenment and History – Gibbon to Ranke

Modern Liberalism

Academic History Writing – English Marxism, Hill, Hobsbawn, Thompson, Louis Namier, Annales School (Marc Bloch, Braudel, Ladurie), Gramsci
Post Modernism – Nietzsche, Foucault, Derrida, Heidegger, Hayden White, George Sarton, American Historiography

Section II
Indian Historiography – Highlights
Emergence of Historical consciousness in nineteenth century India – early British writings on the Indian Past – the Indian encounter with the Past History – the Indian search for a Golden Past – the Economic critique of British rule – writings in the regional languages – different debates on Indian History – Indian Feudalism, Eighteenth century India, writings on Mutiny and Partition – recent trends in the writings of Indian History.

Books Recommended:

Inden, R., Imagining India.
Gopal, S., and R. Thapar, (eds.), Problems of Historical writing in India.
Sen, S. P., (ed.), Historians and Historiography in Modern India.
Guha, Ranajit, (ed.), Subaltern Studies Series.
Sreedharan, E., A Text Book on Historiography.
Note: Group A courses are for those students who want to specialise in Ancient Indian History, Group B for those intending to specialise in Medieval/Early Modern Indian History while Group C courses are designed for those specialising in Modern Indian History.

Course 3:
Course 3 (2.1) is of 50 marks and has the following options designated as A, B and C. Option 3C, in its turn, has 3 options designated as i, ii and iii respectively.

Course 3 (2.1.A): Early History of India: Methods and Interpretations in Research.

Methods of Research: the theoretical framework and its application in specific research.
Methods of data collection and analysis of primary sources: Archaeological and Literary.
Specific historical context analysis: Material Culture and Ideological background.
Historiography relevant to the scope of research.
Hypothesis to thesis: Treatment of the fundamentals of Historical Problem.
Aspects of Historiography of Early Historic and Early Medieval India.

Themes: (Any one will be offered)
State in Ancient India.
Economic Relations in Ancient India.
Science and Society.
Gender in Ancient India.
Caste and Social Order.
Intellectual history, history of Mentalities.
Schools of Historians/Individual Trendsetting Historian: (Any two will be offered)
Orientalists.
Imperialists.
Nationalists.
Marxist writings.
Empiricists.
Post-nationalists.

Suggested Readings:
George Grant, *Time as History*, University of Toronto Press, Toronto, 1995.
Course 3 (2.1.B): Political and Economic History of Medieval India (13th – 18th centuries).

The emphasis in this course would be on Historiography of some selected themes, and the sources.

Medieval India: An Overview
Nature of State systems and Institutions – Sultanate and Mughal
Political Culture – Court society
Agrarian Economy
Maritime History – coming of the European companies
Internal Trade
Urbanisation and Consumption
Agrarian and Mercantile communities
Regional States

Select Bibliography:

Abul Fazl, Akbarnama, H. Beveridge, trans., The Akbarnama of Abul Fazl.
Abdul Qadir Badaoni, Muntkhab-ut-Tawarikh, trans., S.A. Ranking.
Francois Bernier, Travels in the Mughal Empire, 1658-68, trans., Irving Brock, revised and updated by Archibald Constable.
Niccolao Manucci, Storia do Mogor or Mogul India, trans., William Irvine.
Muzaffar Alam, Languages of Political Islam in India. c. 1200-1800.
Muzaffar Alam and Sanjay Subrahmanyam, eds., The Mughal State.1526-1750.
Daud Ali, Courtly Culture and Political Life in Early Medieval India.
M. Athar Ali, Mughal Nobility Under Aurangzeb.
Raziuddin Aquil, In the Name of Allah, Understanding Islam in Indian History.
Sinnappah Arasaratnam, *Merchants, companies and commerce on the Coromandel coast, 1650-1740.*


Kenneth Ballhatchet and John Harrison, eds., *The City in South Asia: Premodern and Modern.*

Indu Banga, ed., *Ports and their hinterlands in India, 1700-1950.*

_____., ed., *The City in Indian history: urban demography, society, and politics.*

Richard B. Barnett, *North India between Empires: Awadh, the Mughals and the British 1720-1801.*

_____., ed., *Rethinking Early Modern India.*

C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870.*

_____., *Indian Society and the Making of the British Empire.*

_____., *Imperial Meridian: The British Empire and the World, 1780-1830.*


_____., *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739.*


Satish Chandra, *Parties and Politics at the Mughal Court.*

_____., *Medieval India: Society, the Jagirdari Crisis, and the Village.*


_____., *Asia Before Europe: Economy and Civilisation of the Indian Ocean From the Rise of Islam to 1750.*

Sushil Chaudhury, *Trade and Commercial Organization in Bengal, 1650-1720.*


_____., *The Garden of the Eight Paradises.*


Rajat Datta, *Rethinking a Millennium: Perspectives on Indian History from the Eighth to the Eighteenth Century.*


_____., *Essays on Islam and Indian History.*


R.E. Frykenberg, ed., *Delhi through the ages: essays in urban history, culture, and society.*


_____., *Mughal Warfare.*


Irfan Habib, *The Agrarian System of Mughal India (1556-1707).*

_____., ed., *Akbar and his India.*

Muhammad Habib and K. A. Nizami, *Comprehensive History of India, Vol. 5, Delhi Sultanat.*

Gavin Hambly, *The Cities of Mughal India.*

Farhat Hasan, *State and Locality in Mughal India. Power Relations in Western India, c. 1572-1730.*


Andrea Hintze, *The Mughal Empire and its Decline: An Interpretation of the Sources of Social Power.*

Peter Jackson, *The Delhi Sultanate. A Political and Military History.*

Iqtedar Alam Khan, *Gunpowder and Firearms: Warfare in Medieval India.*


Hermann Kulke, *The State in India, 1000-1700.*

Sunil Kumar, *The Emergence of the Delhi Sultanate.*


David Ludden, *An Agrarian History of South Asia.*


Catherine Manning, *Fortunes à faire-The French in Asian Trade, 1719-48.*

Shireen Moosvi, *The Economy of the Mughal Empire, C.1595: A Statistical Study.*


Hameeda Khatoon Naqvi, *Urban Centres and Industries in upper India, 1556-1803.*

______, Urbanisation and urban centres under the great Mughals, 1556-1707, an essay in interpretation.


M.N. Pearson, *The Portuguese in India.*

Frank Perlin, *Invisible City: Monetary, Administrative, and Popular Infrastructures in Asia and Europe, 1500-1900.*


Om Prakash, *The Dutch East India Company and the Economy of Bengal, 1630-1720.*

______, *European Commercial Enterprise in Pre-Colonial India.*

Velcheru Narayana Rao, David Shulman, and Sanjay Subrahmanyam, *Symbols of Substance: Court and State in Nayaka Period Tamil Nadu.*


Tapan Raychaudhuri and Irfan Habib, eds., *The Cambridge Economic History of India*, vol. 1


______, ed., *The Imperial Monetary System of Mughal India.*

______, *The Mughal Empire.*

Yogesh Sharma, ed., *Coastal Histories. Society and Ecology in pre-Modern India.*

N. A. Siddiqi, *Land Revenue Administration Under the Mughals, 1700-1750.*

Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century.*

S. Jeyaseela Stephen, ed., *The Indian Trade at the Asian Frontier.*


Sanjay Subrahmanyam, ‘Mughal state – structure or process? Reflections on recent Western historiography,’ *Indian Economic and Social History Review*, (Delhi) 29, no.3 (Jul-Sep 1992) 291-321.


Course 3 (2.1.C)

This course in its three available options generally engages with Modern History and has 3 options - 3 (2.1.C.i), 3(2.1.C.ii) and 3(2.1.C.iii) – any one of which may be taken.


This course would present different conceptions of ‘the environment’ and important issues and interventions in the history of the environment and environmentalism.

Themes would include:
Nature, Environment and Ecology
Nature, (Wo)Man, Machine
Environment in Policy and Practice
‘Community’ and ‘Traditional Knowledge’ in Environmental Discourse
Gender and Environment
History and Varieties of Environmentalism

Select Readings:


Course 3 (2.1.C.ii): Science and Society.

2. Science as knowledge: A Historical Reconnaissance of the emergence of Disciplines, Methods and Institutions in India.
3. Science in social application in the context of India:
i) Science, Medicine and Public health.
ii) Science and Information.
iii) Science, Resources and Resource building.
iv) Science and Environment.

4. The Culture of Science, discourses of Progress.
5. Political implications of science in the context of colonisation and decolonisation.
6. Feminist interventions in the study of science.

Selected Readings:

Deepak Kumar, *Science and the Raj*.
Pratik Chakrabarti, *Western Science in Modern India: Metropolitan Methods, Colonial Practices*.
Joseph Needham, *Science and Civilization in China*.
J.D. Bernal, *Science in History*.

Course 3 (2.1.C.iii): The City in History.

This course considers the city in the global South (especially India) as a historically produced and reproduced site of urbanity of a distinctive kind. As the question of colonial mediation is involved in this specific kind of engagement, the legacy pre-colonial is very germane to the understanding of the specifics of colonial and postcolonial urbanity in its economic and social implications. The history of the postcolonial state and its programme of development and planning is no less germane. Again, the emergence of urban neo-liberalism, too, has come to transform the urban experience in India. This course gives an opportunity to undertake a searching historical journey in the light of these developments over time.

Selected themes will be –
1. An overview of the important theoretical perspectives on the city as a social organism.
2. Urban space and culture in Ancient and Early Medieval India: Actual and Representational.
3. The Medieval Urbanity.
4. Colonial urbanity; its political economy and politics of space historically diversified; case studies.
5. Postcolonial notions of development and the transforming urban milieu.
6. Urban neoliberalism, mega-city projects and the most recent urban transformation in India.
7. The city and the environment in historical perspective; right to the city in historical perspective.

Suggested Readings:

R. Champakalakshmi, Trade, ideology, and urbanization: South India 300 BC to AD 1300, New Delhi, 1998.
R.E. Frykenberg, ed., Delhi through the ages: essays in urban history, culture, and society, Delhi, 1986.
Hameeda Khatoon Naqvi, Urbanisation and urban centres under the great Mughals, 1556-1707, an essay in interpretation, Simla, 1972.

Course 4:
Course 4 (2.2) is of 50 marks and has the following options designated as A, B and C. Option 3C, in its turn, has 3 options designated as i, ii and iii respectively.

Course 4 (2.2.A): Themes in Early Historical and Early Medieval India.

Political and Legal Institutions and Thought.
Gender Studies.
Liberal Arts, Visual Arts, Performing Arts.
Science and Society.
Paradigms of civilisation.
Early Medieval in India.
Economic Institutions, Practices and Relations.

Suggested Readings:

D. P. Agrawal, The Copper Bronze Age in India, New Delhi, 1969.
R. C. Majumdar, Corporate Life in Ancient India, Calcutta, First Pubd., 1919.
N.N. Law, Aspects of Ancient Indian Polity, Oxford, 1st Pubd, 1921.
U. Ghoshal, A History of Indian Political Theories, Madras, 1966.
N.C. Bandopadhayaya, Development of Hindu Polity and Political Theories, New Delhi, 1980.
--------, Origin of the State in India, Bombay, 1989.
B. Stein, *Peasant State and Society in Medieval South India*, OUP, Delhi, 1980.

Course 4 (2.2.B): Social and Cultural History of Medieval India (13th – 18th centuries).

Historiography and different kinds of sources of some selected themes would be discussed:
Art – Visual and Performing Arts
Architecture – Sultanate and Mughal
Language and Literature – Classical and Vernacular
Religion – Bhakti and Sufism
Scientific and Intellectual Trends
Society – Urban and Rural Life

Select Bibliography:
Mangalkavyas, selected portions of some texts.


Raziuddin Aquil, *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*. ed., *Sufism and Society in Medieval India*.

Catherine B. Asher, *Architecture of Mughal India*.

K.M. Ashraf, *Life and Conditions of the People of Hindustan*.


Milo C. Beach, *The New Cambridge History of India I:3 Mughal and Rajput Painting*.

Milo C. Beach, and Ebba Koch, *King of the World. The Padshahnama*.

Meena Bhargava, ed., *Exploring Medieval India. Sixteenth to Eighteenth Centuries. II. Culture, Gender, Regional Patterns*.


Ramakanta Chakravarty, *Vaishnavism in Bengal*.

Rajat Datta, *Rethinking A Millennium; Perspectives on Indian History From the Eighth to the Eighteenth Century*.

Dharampal, *Indian science and technology in the eighteenth century*.


Rosalind O’Hanlon, ‘Manliness and Imperial Service in Mughal North India,’ *Journal of the Economic and Social History of the Orient*, 42, February 1999, 47-93.

Farhat Hasan, ‘Forms of Civility and Publicness in Pre-British India,’ in Rajeev Bhargava and Helmut Reifeld, eds., *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*.

Ebba Koch, *Mughal Art and Imperial Ideology: Collected Essays.*

______, *Mughal Architecture.*

Abdul Sk. Latif, *The Muslim Mystic Movement in Bengal, 1301–1550.*

Bruce B. Lawrence, *Notes from a Distant Flute: Sufi Literature in Pre-Mughal Literature.*


Barbara Daly Metcalf, ed., *Moral Conduct and Authority: The Place of Adab in South Asian Islam.*


Harbans Mukhia, *Perspectives on Medieval History.*


Francesca Orsini, ed., *Before the Divide: Hindi and Urdu Literary Culture.*


Sheldon Pollock, ed., *Literary Cultures in South Asia.*

Alsan Jan Qaisar, *The Indian Response to European Technology and Culture.*


Vijaya Ramaswamy and Yogesh Sharma, eds., *Biography as History. Indian Perspectives.*

Narayana Rao, Velcheru, David Shulman and Sanjay Subrahmanym, *Symbols of Substance: Court and State in Nayaka Period Tamlabdhu.*


Krishna Sharma, *Bhakti and the Bhakti Movement.*

Sunil Sharma, *Persian Poetry at the Indian Frontier.*

Samira Sheikh, *Forging a Region. Sultans, Traders, and Pilgrims in Gujarat, 1200-1500.*


C. Vaudeville, *A Weaver named Kabir.*

______, *Myths, Saints and Legends in Medieval India.*


Bonnie Wade, *Imaging Sound: An Ethnomusicological Study of Music, Art, and Culture in Mughal India.*

S.C. Welch, *Imperial Mughal Painting.*

**Course 4 (2.2.C.i): Masters of what they survey?: British colonisers and late imperialism, 1880-1945.**

Instead of concentrating only on the colonised world, particularly India, this course will explore the relationship between British colonisers and their Empire from the late nineteenth Century, when British territorial imperialism reached its height, to the end of the Second World War (1945) which marked the beginning of decolonisation. The course will focus on the sources of tension and resistance, rooted in the interstices of capital, class, race and gender that plagued imperial rule both in the metropolitan centre as well as in the colonised world.

**A short bibliography:**
E.J. Hobsbawm, *The Age of Empire*.
E.J. Hobsbawm, *The Age of Extremes*.
K. M. Panikkar, *Asia and Western Dominance*.
Amiya Kumar Bagchi, *Private Investment in India, 1900-1939*.
Mike Davis, *Late Victorian Holocausts*.
M. Beloff, *Imperial Sunset, Vol. 1: Britain’s Liberal Empire, 1897-1921*.
K. Jeffery, *The British Army and the Crisis of Empire 1918-1939*.
J. A. Mangan, *The Games Ethic and Imperialism*.
Rozina Visram, *Asians in Britain*.
Philippa Levine, (ed.), *Gender and Empire*.
Felix Driver and David Gilbert, (eds.), *Imperial Cities. Landscape, Display and Identity*.

**Course 4 (2.2.C.ii): Colonial and Post-colonial History of the Margins.**

1. Colonial state, Forms of knowledge and the Marginal communities
2. Self awareness, Social Reforms and Protests against caste oppression in Colonial India
3. Electoral politics and the Scheduled Castes of Colonial India
4. Partition of India and the Marginal Communities
5. Post-colonial changing perceptions about Dalits in the new writings
6. Reservations and the Marginal Communities: Myth and Reality
7. Caste violence in postcolonial India
8. Rise of the Marginal communities in postcolonial politics
9. Many Marginal Communities and the State: the differently abled; children; trans-gender communities, refugees, and minorities

**Suggested Readings:**

Mendelsohn, Oliver, and Marika Vicziany, *The Untouchables: Subordination, Poverty and the State in Modern India* (Contemporary South Asia), Cambridge University Press, 1998.


### Course 4 (2.2.C.iii): Warfare and Imperialism in South Asia: 1914-47.

Recent historiography is emphasizing the role of the two World Wars in transforming the global distribution of power. The end of First World War accelerated the decline of France and Britain. And in 1945, the defeat of Germany represented the decline of Europe vis-a-vis the rise of two extra-European super states: USSR and USA. Such a development had long been forecasted by Alexis de Tocqueville. The two World Wars also accelerated the decline of European overseas empires. Massive mobilization of the economic and military assets of the colonies by the mother country not only raised the disaffection among certain section of the colonial populace but also increased the awareness and leverage of the colonial collaborators. As John Darwin writes, the result was devolution of power and finally withdrawal of the European powers from the colonies. This course by making a case study of the British Empire in South Asia in the age of the two World Wars validates the above points.

The first topic discusses the recent shift in historiography. The second topic concerns itself with the ramshackle *Raj*, how it became its own prisoner due to over-dependence on India for conducting World War I. The third topic portrays how the British were caught between the devil and deep blue sea. While on one hand, crushing economic burden forced the British to extract more resources from the periphery, the rise of expectations and powers of the colonial elites prevented such a move on the part of the *Raj*. The fourth topic shows that faced with the Axis challenge, the *Raj* had to rely on the material and manpower resources of India. After the end of World War II, a financially bankrupt Britain survived but not the *Raj*. Even the *Raj*’s closest collaborators in Punjab (rich peasants) challenged British Government’s economic policy. And the war related famine in Bengal (1942-3) destroyed the prestige of British power. Millions of demobilized soldiers joined hands with the political agitators and a rising indigenous industrial class challenged British monopoly capitalism. By 1945, endgames had started.

**Topics**

1. Imperialism and Warfare: A Historiographical Analysis
2. First World War and the Structure of the *Raj*
3. Transformation of the *Raj* in the Interwar Era
4. Global Warfare and British-India
   (a) India Base and Industrialization
   (b) Expansion of the Indian Army
   (c) War and Society: Punjab and Bengal
5. Demobilization and Decolonization

Bibliography:

10. Madhusree Mukherjee, Churchill’s Secret War. The British Empire and the Ravaging of India during World War II (Tranqueber Press).
11. Milan Hauner, India in Axis Strategy: Germany, Japan, and Indian Nationalists in the Second World War (Klett-Cotta).