

BA HISTORY HONOURS 6th SEMESTER PAPERS



ms
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

SEMESTER 6 PAPERS: BA HISTORY HONOURS

I. Credit Distribution of BA Honors History

Core Papers

VI Core		History of India – VIII (c.1857-1950)	5+1
		History of Modern Europe – II	5+1

Discipline Specific Elective III

VI DSE III		History of the USA: Reconstruction to New Age Politics Or	5+1
		History of the USSR: The Soviet Experience (c. 1945-1991) Or	
		History of Latin America (c. 1500-1960s) Or	
		Gender in Indian History (c. 1500-1950)	

Discipline Specific Elective IV

VI DSE IV		History of Modern Japan (c. 1868-1950s) Or	5+1
		History of Southeast Asia: Colonial to the Post Colonial Or	

		The Making of Contemporary India (c. 1950-1990s)	
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2 SEMESTER-WISE DISTRIBUTION OF COURSES

Semester	Core Courses	Discipline Specific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
VI	History of Modern Europe - II	DSE III and DSE IV			
	History of India VIII (c.1857-1950)				



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Core Course XIII

History of India VIII (c.1857 - 1950)

Course Objectives: This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state. The aim is to develop interdisciplinary analytical skills at the undergraduate level.

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

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

Course Content:

Unit 1: Caste, Community and Nation

- a) Regional, religious and linguistic identities
- b) Assertions of gender and caste identity: Sanskritizing trends and lower caste movements, regional variations

Unit 2: Economy and social classes

- a) Economic critique of colonial rule with special reference to Drain of Wealth
- b) Rise of modern industry: emergence of capitalists and the working class
- c) Famines and their impact

Unit 3: Early Nationalism

- a) Emergence of Indian National Congress (INC)
- b) Moderates and Extremists
- c) Swadeshi and Revolutionary Movements

Unit 4: Emergence and social base of Gandhian Nationalism



- a) Intellectual foundations of Gandhian Nationalism; Early Interventions: Champaran, Kheda, Ahmedabad; INC
- b) Rowlatt, Khilafat and Non-Cooperation Movements
- c) Civil Disobedience Movement d) Quit India Movement

Unit 5: Interfaces: Nationalism and Socio-Political Movements

- a) Ambedkar and the Dalit Movement
- b) Bhagat Singh and H.S.R.A
- c) Singh Sabha and the Akali Movement; Dravidian movements
- d) Left movements: peasants and workers' movements
- e) Tribal Movements

Unit 6: Communalism: ideologies and practices

- a) Trends in Communalism
- b) Partition

Unit 7: Independence and the New State

- a) World War II and the Post-War crisis
- b) Negotiations for Independence
- c) Integration of the Princely States
- d) The Making of the Constitution

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: Caste, Community and Nation: The unit seeks to identify the developments in post-1857 India in terms of the shaping of different regional, caste, religious, linguistic and gender identities in the late 19th and early 20th centuries and the role of reform and debates in this. **(Teaching Time: 2 weeks Approx.)**

- Metcalfe, Barbara D and Thomas R. (2002). *A Concise History of India*. Cambridge: Cambridge University Press, pp.91 – 160
- Jones, Kenneth. (1994). *Socio-Religious Reform Movements in British India*. New Delhi: Cambridge University Press, pp.73-101.
- Blackburn, Stuart & Dalmia, Vasudha ed. (2004). *India's Literary History. Essays on the Nineteenth Century*. Delhi: Permanent Black, Introduction; pp. 1-22.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity, in the Sikh Tradition*. University of Chicago Press, Chapter 4, 5, 6
- Forbes, Geraldine. (1999). "Women in Modern India". *The New Cambridge History of India – Volume 4*. Cambridge: Cambridge University Press (Chapters 3, 4 & 5).
- Sarkar, Sumit and Tanika Sarkar. (Eds.). *Caste in Modern India*, Vols. 1 & 2. Delhi: Permanent Black (Vol. 1-Chapters 2 & 3, pp. 24-87; Vol. 2-Chapter 8, pp. 200-233).
- O'Hanlon, Rosalind. (2002). *Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India*. Ranikhet: Permanent Black, pp. 3-11



•Hardgrave, R.L. (1968). "The Breast-Cloth Controversy: Caste consciousness and Social Change in Southern Travancore", *Indian Economic and Social History Review (IESHR)*, June 1, Vol. 5 (2), pp. 171-87.

Unit II: This unit studies aspects of the colonial economy and its critique particularly with reference to the phenomenon of 'Drain of Wealth'; the emergence of capitalists and the working class and the recurrence of famines and agrarian distress. **(Teaching Time: 2 weeks Approx.)**

- Chandra, Bipan. (1966). *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*. New Delhi: People's Publishing House (Introduction).
- Bagchi, Amiya Kumar. (2002). "The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies", *Economic and Political Weekly*, Vol. 37 (23), pp. 2229 - 2238.
- Bagchi, Amiya Kumar. (1972). *Private Investment in India, 1900-1939*. Cambridge: Cambridge University Press, pp. 3-25
- Mukherjee, Aditya. (2002). *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*. New Delhi: Sage (Introduction).
- Ray, Rajat Kanta. (Ed.). (1994). *Entrepreneurship and Industry in India, 1800 - 1947*. New Delhi: Oxford University Press, pp.1-69.
- Arnold, David. (1988). *Famines. Social Crisis and Historical Change. New Perspectives on the Past*. Oxford: Basil Blackwell (Introduction; Chapters 1, 3, 4, 6).

Unit III: After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance. **(Teaching Time: 2 weeks Approx.)**

- McLane, J.R. (1977). *Indian Nationalism and the Early Congress*. Princeton: Princeton University Press, pp.3-21; 89-178
- Tripathi, Amal. (1967). *The Extremist Challenge. India between 1890 and 1910*. Bombay, Calcutta, Madras, New Delhi: Orient Longmans, Chapters 1-5
- त्रिपाठी, अमलेश. *भारतीयराजनीतिमेंगैरमध्यकीचुनौती*, नईदिल्ली: ग्रंथशिल्पी
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), *Nationalist Movement in India: A Reader*, New Delhi: Oxford University Press, pp.30 - 48
- Sarkar, Sumit. (1973). *Swadeshi Movement in Bengal, 1903 - 08*. New Delhi, People's Publishing House. (Also in Hindi: सुमत्सरकार, बंगालम देशीआंदोलन (1903-1908), Chapter 1 and 2.
- Sarkar, Sumit. (1983). *Modern India: 1885-1947*, Delhi, Macmillan. Chapters III & IV
- मोहितकुमारहालदार, *भारतीयनवजागरणऔरपुनुराथानवादीचेतना*, नईदिल्ली: ग्रंथशिल्पी.
- Seal, Anil. (1973). 'Imperialism and Nationalism in India,' *Modern Asian Studies*, Vol. 7, No. 3 pp. 321-347.

Unit IV: This unit deals with how Gandhi's politics represented a new model for mobilizing different social groups in the national movement. **(Teaching Time: 2 weeks Approx.)**

- Parel, Anthony J. ed. (2009 edition). *'Hind Swaraj' and Other Writings*. Cambridge: Cambridge University Press (Editor's Introduction, pp. xiv – xxxviii).
- Hardiman, David. (2005). *Gandhi in his time and ours*. Delhi, Orient Blackswan, pp.1-81; 109-184.
- Baker, Chris. (1976). *Politics of South India: 1920-1937*. Cambridge, Cambridge University Press.
- Bandyopadhyay, Sekhar. (Ed.) (2009). *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp. 55-155.
- Pouchepadass, Jacques. (1974). "Local leaders and the intelligentsia in the Champaran satyagraha (1917): a study in peasant mobilization", *Contributions to Indian Sociology*, Vol. 8 (1), Jan 1, pp. 67-87
- Brown, Judith. (1972). *Gandhi's Rise to Power. Indian Politics 1915-1922*. New York: Cambridge University Press (Chapters 3,4,5,6,7,9).
- Kumar, Ravinder. (1971). *Essays on Gandhian Politics, Rowlatt Satyagraha 1919*. Oxford: Clarendon Press, pp. 1-30
- Minault, Gail. (1982). *The Khilafat Movement: Religious Symbolism and Political Mobilisation in India*. Delhi: Oxford University Press (Introduction, Chapters II, III, IV).
- Sarkar, Tanika. (2011). "Gandhi and Social Relations", in Judith Brown and Anthony Parel (Eds.). *The Cambridge Companion to Gandhi*. Cambridge, Cambridge University Press, pp. 173-179.
- Amin, Shahid. (1996). *Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992*. Delhi: Penguin. Reprint, 2006, pp. 9-19, 45-56, 69-93.
- Sarkar, Sumit. (1985) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi-Irwin Pact (1930-31)', in Sumit Sarkar, *A Critique of Colonial India*. Calcutta: Papyrus, pp. 86 - 115
- Pandey, Gyanendra. (1988). *The Indian Nation in 1942*. Calcutta: K.P. Bagchi and Company (Chapters 1,2,3, 4, 8).
- हीरालालसिंह, (1971). *असहयोग आन्दोलनकी झांकियां*. दिल्ली: प्रकाशनविभाग

Unit V: It enables students to understand the way in which the national movement gave a new meaning to social and political movements and to diverse range of local struggles. **(Teaching Time: 2 weeks Approx.)**

- Zelliott, Eleanor. (1996). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar Publications, pp. 53 - 177
- Grewal, J.S. (1990) *The New Cambridge history*. II.3. *The Sikhs of the Punjab*, Chapter 8, pp.157-180
- Moffat, Chris. (2019). *Inheritance: Politics and the Promise of Bhagat Singh*. Cambridge: Cambridge University Press, pp. 21-114. India's Revolutionary
- Habib, S. Irfan. (2007). *To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades*, New Delhi: Three Essays Collective, pp. 29 - 141
- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, "Many Voices of a Nation").

- Nagaraj, D.R. (2011). *Flaming Feet*, Delhi, Seagull Books. (Chapter 1).
- Fay, Peter Ward. (1993). *The Forgotten Army: India's Armed Struggle for Independence, 1942 - 45*. Ann Arbor: University of Michigan Press. Chapters 5,6,8,9,12,13
- Sarkar, Sumit. (1983). *Popular Movements and Middle Class Leadership in Late Colonial India*. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
- Geetha, V. (1998). *Towards a Non-Brahmin Millenium*, Delhi, Popular Prakashan Limited.
- Habib, Irfan. (1998). "The Left and the National Movement", *Social Scientist*, Vol. 26 (5/6), May-June, pp. 3-33.
- Chandra, Bipan. (1983) *The Indian Left: Critical Appraisal*. New Delhi: Vikas.
- Dhanagare, D.N. (1991). in *Peasant Movements India 1920-1950*.
- Amin, Shahid. (1988). "Agrarian Bases of Nationalist Agitation in India: A Historiographical Survey," in D.A. Low (Ed.), *The Indian National Congress: Centenary Highlights*, New Delhi: Oxford University Press, pp. 54-97.
- Pandey, Gyan. (1982). 'Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919-1922' in Ranajit Guha ed. *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 143 - 197
- Arnold, David. (1982). 'Rebellious Hillmen: the Gudem-Rampa Risings, 1839-1924', in Ranajit Guha ed. *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 88 - 142
- Bahl, Vinay. (2009). "Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947", in Sekhar Bandyopadhyay (Ed.), *Nationalist Movement in India: A Reader*, New Delhi: Oxford University Press, pp. 294 - 313.
- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 153-155, 198-203, 239-243, 266-278, 339-342.

Unit VI: This unit will enable students to analyse the complex developments leading to communal violence and partition. **(Teaching Time: 2 weeks Approx.)**

- Pandey, Gyanendra. (1992). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press (Chapters 1, 2&7).
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har-Anand Publications.
- Hasan, Mushirul. (1991). *Nationalism and Communal Politics in India 1885 - 1930*. Delhi: Manohar Publications.
- Page, David. (1987). *Prelude to Partition: the Indian Muslims and the Imperial System of Control*. Karachi: Oxford University Press, pp. 1-29, 73-140 (Introduction and Chapter 2).
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers, pp. 1-45
- Chatterjee, Joya. (1995). *Bengal Divided: Hindu Communalism and Partition 1932 - 1947*. Cambridge, Cambridge University Press (Introduction and Chapters 3,5 & 6)
- Jalal, Ayesha. (1985). *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge, Cambridge University Press (Introduction, Chapters 1, 2& 5).
- Dhulipala, Venkat. (2015). *Creating a New Medina: State Power, Islam, and the Quest for Pakistan in Late Colonial North India*. New York: Cambridge University Press (Chapters 5,6,9).
- Zamindar, Vazira Fazila-Yacoobali. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York, Columbia University Press. (Chapter 1)

- Lelyveld, David. (2005). 'The Colonial Context of Muslim Separatism: from Sayyid Ahmad Bareilvi to Sayyid Ahmad Khan,' in Mushirul Hasan and Asim Roy (Eds.). *Living Together Separately: Cultural India in History and Politics*. Delhi, Oxford University Press.
- Metcalf, Barbara D. (2017). 'Maulana Ahmad Madani and the Jami'at 'Ulama-i-Hind: Against Pakistan, against the Muslim League' in Qasmi, Ali Usman, (Ed.), *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 1-34 and pp. 220-254.
- Arbab, Safoora. (2017). 'Nonviolence, Pukhtunwali and Decolonization: Abdul Ghaffar Khan and the Khuda'i Khidmatgar Politics of Friendship', in Qasmi, Ali Usman. ed., *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 220-254.

Unit VII: This unit studies the political developments during and after World War II; the negotiations and discussions for Independence, the question of integration of the Princely States and the key debates on the making of the Constitution. **(Teaching Time: 2 weeks Approx.)**

- Brown, Judith. (1984). *Modern India. The Origins of an Asian Democracy*. Oxford: Oxford University Press, pp. 307 - 350
- Mukherjee, Rudrangshu. (2015). *Nehru and Bose: Parallel Lives*. Delhi, Penguin.
- Menon, V.P. (2014). *Integration of the Indian States*. New Delhi: Orient Blackswan. Chapter III, IV, V
- Pati, Biswamoy and Waltraud Ernst ed. (2007). *India's Princely States India's Princely States: People, Princes and Colonialism*, Delhi, Routledge. (Chapters 1&2), pp. 1-29.
- Ramusack, Barbara. (2003). *The Indian Princes and their States*, Cambridge, Cambridge University Press. (Chapters 1 & 2).
- Guha, Ramachandra. (2007). *India After Gandhi. The History of the World's Largest Democracy*. New Delhi: Picador India, pp. 35 - 82
- Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939-1945," *Past & Present*, Vol. 176, pp. 187-221.
- Granville, Austin. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford: Clarendon Press.
- Chaube, S.K. (2009). *The Making and Working of the Indian Constitution*, Delhi, National Book Trust.

Suggested Readings:

- Bagchi, Amiya Kumar. (2002.) *Capital and Labour Redefined: India and the Third World*. New Delhi: Tulika.
- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Blackswan, 2nd edition
- Banerjee-Dube, I. (2015). *A History of Modern India*. Delhi: Cambridge University Press.
- Banerji, A.K. (1982). *Aspects of Indo-British Economic Relations 1858 - 1898*. Bombay: Oxford University Press.

- Basra, Amrit Kaur. (2015). *Communal Riots in the Punjab, 1923 – 28*. Delhi: Shree Kala Prakashan.
- Bhargava, Rajeev (ed). (2008). *Politics and Ethics of the Indian Constitution*. New Delhi, Oxford University Press.
- Brown, Judith.(1977). *Gandhi and Civil Disobedience. The Mahatma in Indian Politics 1928-34*. Cambridge: Cambridge University Press.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K.N. Panikkar, Sucheta Mahajan, (1989). *India's Struggle for Independence*. Delhi: Penguin Books.
- Chatterjee, Partha. (1986). *Nationalist Thought and the Colonial World. A Derivative Discourse?*. Delhi: Oxford University Press.
- Deshpande, Anirudh. (2009). "Sailors and the Crowd: Popular Protest in Karachi, 1946", in Sekhar Bandyopadhyay, *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp.336 – 358.
- Dutta, Vishwa Nath. (2000). *Gandhi and Bhagat Singh*. New Delhi: Rupa and Company.
- Gandhi, Rajmohan. (2017). *Modern South India: A History from the 17th Century to our Times*, Delhi, Aleph Press
- Gilmartin, David. (1988). *Empire and Islam: Punjab and the Making of Pakistan*. California: University of California.
- Guha, Amalendu, (2019). *Freedom Struggle & Electoral Politics in Assam from Planter Raj to Swaraj*. Delhi, Tulika Books (Chapters 5 & 6).
- Guha, Ramachandra. (2018). *Gandhi: The Years That Changed the World: 1914-1948*. New Delhi: Penguin.
- Guha, Ranajit. (2000). *A Subaltern Studies Reader, 1986-1995*. Delhi: Oxford University.
- Gupta, Amit (1997). "Defying Death: Nationalist Revolutionism in India, 1897-1938", *Social Scientist*, Vol. 25 (9/10), pp.. 3-27.
- O'Hanlon Rosalind (2017). 'Caste and its Histories in Colonial India: A Reappraisal,' *Modern Asian Studies* 51, 2 pp. 432–461
- Hasan, Mushirul and Asim Roy (Eds.). (2005). *Living Together Separately: Cultural India in History and Politics*. New Delhi: Oxford University Press.
- Hasan, Mushirul ed. (1993). *India's Partition: Process, Strategy and Mobilization*. (Themes in Indian History. Oxford India Readings. Delhi: Oxford University Press.
- Hasan, Mushirul, Gupta, Narayani. (1993). *India's Colonial Encounter. Essays in Memory of Eric Stokes*. Delhi: Manohar, pp. 183-199; 325-362.
- Kumar, Dharma. (1983). *The Cambridge Economic History of India. Vol. 2: c. 1757-1970*. Delhi: Orient Longman in association with Cambridge University Press.
- Kumar, Ravinder. (1969). 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India' *Modern Asian Studies*, Vol. 3, Issue. 4, pp. 357-376.
- Metcalfe, Barbara. (2014). *Islamic Revival in British India: Deoband, 1860-1900*. Princeton: Princeton University Press
- Mishra, Yuthika. (2004). "The Indian National Movement and Women's Issues: 1850-1950", in *The Encyclopaedia of Women's Studies*, Vol. 1. *Women's Movements*, ed. Subhadra Channa, New Delhi: Cosmo Publications.



- Mukhopadhyay, Amitabh. (1995). *Militant Nationalism in India: 1876 –1947*. Calcutta: Institute of Historical Studies.
- Naik, J.V. (2001). “Forerunners of Dadabhai Naoroji’s Drain Theory”, *Economic and Political Weekly*, Vol. 36 (46), pp. 4428-32.
- Pandey, Gyanendra. (2001). *Remembering Partition: Violence, Nationalism and History of India*. Cambridge: Cambridge University Press
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. Second edition. New Delhi: Anthem Press (Introduction and Chapter 4).
- Parekh, Bhikhu. (2001). *Gandhi a Very Short Introduction*. Oxford: Oxford University Press, e-book.
- Pati, Biswamoy. (Ed.). (2000). *Issues in Modern Indian History: For Sumit Sarkar*. Mumbai: Popular Prakshan (Chapter 8).
- Robinson, Francis. (1994). *Separatism Amongst Indian Muslims: The Politics of the United Provinces’ Muslims, 1860-1923*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*. New Delhi: Oxford University Press.
- Sarkar, Sumit. (2014). *Modern Times: 1880s-1950s, Environment, Economy and Culture*. Ranikhet: Permanent Black.
- Sarkar, Sumit. (1998). *Writing Social History*. Delhi: Oxford University Press.
- Singh, Kumar Suresh. (2002). *Birsa Munda and His Movement, 1872 – 1901: A Study of a Millenarian Movement in Chotanagpur*. Chotanagpur: Seagull Books.
- Tomlinson, B.R. (1979). *The Political Economy of the Raj: 1914-1947, The Economics of Decolonisation in India*. London: Macmillan Press.
- Panikkar, K.N. (Ed.). (1980). *National and Left Movements in India*. Delhi: Vikas.
- Sen, Amartya.(1981). *Poverty and Famines. An Essay on Entitlement and Deprivation*. Oxford: Oxford University Press, pp. 52 – 85
- Srimanjari. (1998). ‘Denial, Dissent and Hunger: Wartime Bengal, 1942-44’, in B. Pati ed., *Turbulent Times: India 1940-44*. Mumbai: PPH, 1998, pp. 39-66
- Suhrod, Tridip. (2011). *The Cambridge Companion to Gandhi*. Cambridge: Cambridge University Press, pp. 71-92.
- कुमार, प्रभात. (1994). स्वतंत्रतासंग्रामऔरगाँधीकासत्याग्रह. दिल्ली: प्रभातपब्लिकेशन.
- गोपाल, राम. (1986). भारतीयस्वतंत्रतासंग्राम, लखनऊ: सुलभप्रकाशन.
- दत्त, आर.पी. (1977). आजकाभारत.नईदिल्ली: मैकमिलन.
- देसाई,ए. आर. (Year). भारतीयराष्ट्रवादकीसामाजिकपृष्ठभूमि. दिल्ली: मैकमिलन.
- पांडेय, प्रदीपकुमार. (1990). गाँधीकाआर्थिकऔरसामाजिकचिंतनदिल्ली:हिंदीमाध्यमकार्यन्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- मित्तल, सतीशचन्द्र. (2012). भारतकास्वाधीनतासंग्रह (1858-1947). नईदिल्ली: प्राफिकवर्ल्ड.

Teaching Learning Process:



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Classroom teaching, classroom discussions and student presentations in class and/or in tutorials is the main teaching method. Presentations shall focus either on important themes covered in the class lectures, or on specific readings with the aim to bring out the interconnectedness of the themes during the course of discussion. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Identities, Community, Nation, Drain of Wealth, Famines, Early Nationalism, Gandhian Thought, *Satyagraha*, Mass Nationalism, Parallel Social and Political Movements, Communalism, Partition, Constituent Assembly, Integration of Princely States, Indian Constitution, Republic.

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Core Course XIV

History of Modern Europe- II

Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- (a) Trace varieties of nationalists and the processes by which new nation-states were carved out.
- (b) Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- (c) Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- (d) Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- (e) Contextualise major currents in the intellectual sphere and arts.

Course Content:

Unit I: Tsarist Russia and the coming of the Bolshevik Revolution

- [a] Serfdom, Populism and Social Democracy
- [b] The Revolution of 1905; the revolutions of 1917: origins, visions, movements

Unit II: Varieties of Nationalisms, Imperialism, Crisis and the Great War

- [a] Intellectual currents, popular movements and the formation of national identities: Germany and Italy
- [b] State and Politics in post-unification Germany and Italy
- [c] Imperialism: Theories, Race, Darwin and Orientalism



[d] War of 1914-18: historiographical debates; developments leading to the Great War

Unit III: Europe Between Wars

[a] Post war developments, international institutions, social and economic consequences of the war

[b] Understanding Fascism; Origins, Forms, Nature of the Fascist/Nazi State: Germany, Italy

[c] Origins of the Second World War

Unit IV: Cultural and Intellectual Developments since c.1850

[a] Print culture, mass education and the extension of literacy

[b] Creation of new cultural forms: Realism, Impressionism, Post-Impressionism, Photography; Architecture: Art Nouveau, Expressionism and Futurism

[c] Institutionalization of disciplines: History, Anthropology and Sociology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century. **(Teaching time: 2 weeks Approx.)**

- Wood, Alan. (2003). *The Origins of the Russian Revolution 1861-1917*. London and New York: Routledge.
- Gleason, Abbot (Ed.). (2009). *A Companion to Russian History*. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)
- Sheehan, James J. (2000). 'Culture' in T.C.W. Blanning (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- Fitzpatrick, Sheila. (1994). *The Russian Revolution*. Oxford: Oxford University Press.

Unit-II: At the end of this rubric the student will be expected to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. They will be able to trace these complexities into the politics of state formation post unification. The students will also develop an understanding of imperialism, wherein they will explore theories and also how questions of race and orientalism shaped the colonial interactions of European nations. **(Teaching time: 5 weeks Approx.)**

- Riall, Lucy. (1994). *The Italian Risorgimento: State, Society and National Unification*. London and New York: Routledge.
- Beals, Derek and Eugenio F. Biagini. (2002). *The Risorgimento and the Unification of Italy*. London and New York: Routledge
- Eley, Geoff. (1986). *From Unification to Nazism: Reinterpreting the German Past*. London and New York: Routledge.
- Blackbourn, David. (2002). *History of Germany 1780-1918: The Long Nineteenth Century*. Oxford: Oxford University Press.
- Porter, Andrew. (1994). *European Imperialism 1860-1914*. Hampshire: Palgrave Macmillan.
- Brewer, Anthony. (2001). *Marxist Theories of Imperialism: A Critical Survey*. London and New York: Routledge.
- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- Midgley, Clare. (Ed.). (1998). *Gender and Imperialism*. Manchester: Manchester University Press.
- Dirks, Nicholas (Ed.). (1992). *Colonialism and Culture*. Michigan: University of Michigan Press.
- Bernasconi, Robert and Tommy Lee Loft. (2000). *The Idea of Race*. Indianapolis: Hackett Publishing.

Unit- III: The student will be expected to develop an understanding of European politics of this period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the students understanding of the emergence of right wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the Second World War. **(Teaching time: 4 weeks Approx.)**

- Thurlow, Richard. (1999). *Fascism*. Cambridge: Cambridge University Press.
- McDonough, Frank. (1999). *Hitler and Nazi Germany*. Cambridge: Cambridge University Press.
- Griffin, Roger. (1995). *Fascism*. Oxford: OUP.
- Passamore, K. (2002). *Fascism: A Very Short Introduction*. Oxford: Oxford University Press.
- Kershaw, Ian. (1985). *The Nazi Dictatorship: Problems and perspectives of Interpretation*. London: Edward Arnold.
- McDonough, Frank . (1997). *The Origins of the First and the Second World War*. Cambridge: Cambridge University Press.



- Boyce, Robert and Joseph A. Maiolo (Eds.). (2003). *The Origins of World War Two: The Debate Continues*. London: Macmillan Education.

Unit-IV: At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in late nineteenth and early twentieth century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview. **(Teaching time: 3 weeks Approx.)**

- Winders, James A. (2001). *European Culture Since 1848*. New York: Palgrave
- Vincent, David. (2000). *The Rise of Mass Literacy: Reading and Writing in Modern Europe*. New Jersey: Wiley.
- Brettell, Richard. (1999). *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press
- Colquhoun, Alan. (2002). *Modern Architecture*. Oxford: Oxford University Press, pp. 13-35 & 87-109.
- Clarke, Graham. (1997). *The Photograph*. Oxford University Press, Oxford, 1997 (p. 11-54)
- Thompson, Kenneth. (1976). *August Comte: the Foundation of Sociology*. New Jersey: Wiley.
- Kuper, Adam. (1975). *Anthropology and Anthropologists*. London: Penguin Books.
- Eriksen, T.H. and F.S. Nielsen. (2013). *A History of Anthropology*. London: Pluto Press.

SUGGESTED READINGS:

- Bayly, C.A. (2004). *The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, pp.199-242.
- Berger, Stefan (Ed.). (2004). *A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing.
- Berger, Stefan. (Ed.). (2004) *A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, pp. 178-192
- Gooch, John. (2001). *The Unification of Italy*. London: Routledge.
- Gorman, Michael. (1989). *The Unification of Germany*. Cambridge: Cambridge University Press (Introduction).
- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- Hobsbawm, E.J. (1990). *Nations and Nationalism: Programme, Myth, Reality*. Cambridge: Cambridge University Press.

- Hopkins, A.G. (2000). "Overseas Expansion, Imperialism, and Europe" in T.C.W. Blanning, (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: OUP, pp. 210-24.
- Hunt, Lynn, Tomas R. Martin, Barbara H, Rosenwein, Bonnie G. Smith. (2010). *The Making of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St. Marti.
- Joll, James. (1999). *Europe since 1870*. London: Penguin Books, pp. 78-112
- Kohn, David. (1985). *The Darwinian Heritage*. Princeton: Princeton University Press.
- McMaster, Neil. (2001). *Racism in Europe*.UK: Macmillan Education.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London. New York: W.W. Norton.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London, New York: W.W. Norton. pp. 1056-1111
- Merriman, John. *Open Yale Course Lectures* [audio].
- Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company.
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society, Vol.2*. Boston and New York: Houghton Mifflin Harcourt Publishing Company
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society, Vol. 2*. Boston and New York: Houghton Mifflin Harcourt Publishing Company, pp. 708-745
- Rapport, Michael. (2005). *Nineteenth Century Europe*. Hampshire: Palgrave Macmillan
- Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
- Said, Edward. (1978). *Orientalism: Western Conception of the Orient*. New York: Pantheon Books.
- Sheehan, James J. (2000). "Culture", in T.C.W. Blanning (Ed.) *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- Simonton, Deborah. (1998). *A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
- Teich, Mikulas and Roy Porter. (Eds.). (1993). *The National Question in Europe in Historical Context*. Cambridge: Cambridge University Press, pp. 181 - 194
- Thompson, David. (1990). *Europe Since Napoleon*. London: Penguin Books.
- Todd, Allan. (2002). *The European Dictatorships: Hitler, Stalin, Mussolini*. Cambridge: Cambridge University Press.
- Wade, Rex A. (2000). *The Russian Revolution, 1917*. Cambridge: Cambridge University Press.
- Waller, Bruce (ed.), (2002). *Themes in Modern European History 1830-1890*. London and N.Y.: Routledge. (Chapter: Germany: Independence and Unification with Power, pp. 99-122.)

Teaching Learning Process:



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian sub-continent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Unification of Germany and Italy, Balkan Nationalism, Tsarist Russia, Russian Revolution, Imperialism, War of 1914-18, Fascism and Nazism, New public Sphere, Art, Institutionalization of Disciplines, History, Anthropology and Psychology


विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE-V

History of the USA: Reconstruction to New Age Politics

Course Objective

The course attempts to understand the changing political culture of USA following the Civil War and Reconstruction. It focuses on the gender roles and mobilization of the African-Americans in the long duration, charting the processes that marked the eventual beginnings of the Civil Rights Movement and the Feminist Movement. It studies worker's culture, labour unions and movements, agrarian and urban reform even as it understands the strengthening and consolidation of American capitalism and imperialism and its impact on the global environment.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.
- Analyse the growth of capitalism in USA especially in terms of big business, Monopolism, etc.
- Examine the features of Labour Union movements.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the nature of Women's Liberation movement and also explain the 'Pastoralization' of Housework
- Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.

Course Content

Unit I: Reconstruction

- [a] The Makings of Radical Reconstruction; Radical Reconstruction in the South: Blacks, Carpetbaggers, Scalawags, KKK (Ku Klux Klan)
- [b] Redemption vs. Failure: an interpretation

Unit II: The Gilded Age – Economic and Social Divide

- [a] Growth of Capitalism - Big Business: Competition, Consolidation, Monopolism
- [b] Worker's Culture; Organization of Labour Unions and Movements (both men and women)

Unit III: Resistance vs. Reform

- [a] The Populist Challenge: Agrarian Crisis and Discontent
- [b] The Politics of Progressivism: Varieties and Limitations
- [c] The New Deal: Response to the Great Depression, Reformism or Economic Experimentation

Unit IV: Gender Roles

- [a] Cult of Womanhood in the Nineteenth Century; The 'Feminist Mystique': Women's Liberation
- [b] White and Black Women in 'Public' Space
- [c] Class and Gender: 'Pastoralization' of Housework; Sexual Division of Labor and Artisan Tradition; Lowell Textile Mill Workers

Unit V: African-American Movement

- [a] Black Leadership: Booker T. Washington; W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X
- [b] Civil Rights Movement: Martin Luther King Jr.

Unit VI: USA in World Politics

- [a] Imperial ambition and power; the Spanish-American War; USA and East Asia; USA and Latin America; America in the First World War
- [b] America in the Second World War; The Cold War; Strategy of 'Containment'; Truman Doctrine
- [c] Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I. This unit engages with the issues associated with Reconstruction in post civil war USA. It also examines what historians describe as 'redemption' and its failure. (Teaching time: 3 weeks Approx.)

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Datar, K. *America Ka Itihas*. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.



- Foner, E. (2002). *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper Perennial.
- Foner, E. (1983). 'The New View of Reconstruction'. *American Heritage*, Vol. 34, Issue 6, October-November, pp.10-15.
- Foner, E. (1989) 'The Continuing Evolution of Reconstruction History', *OAH Magazine of History*, Vol. 4, No. 1, Winter, pp.11-13.

Unit II: This unit addresses the history of the growth of Capitalism in the USA which saw the emergence of Big Business. It also examines the economic and social divide in society by examining the organization of Labour Unions and Civil Rights movements which touched both men and women. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn..
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Bruchey, S. (1990). *Enterprise: The Dynamic Economy of the Free People*. Massachusetts: Harvard University Press.
- Gutman, H. (1977). *Work, Culture & Society in Industrializing America*. New York: Random House Inc.

Unit III. This unit focuses on resistance and reforms. It also examines the politics of Progressivism and the making of the 'New Deal' as a response to the Great Depression and economic experimentation. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.

- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Hicks, J.D. (1981). *The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party*. Connecticut: Greenwood Press.
- Mann, A. (1963) *The Progressive Era: Liberal Renaissance or Liberal Failure*. New York: Holt, Rinehart & Winston. (Peter Smith Publication, Online Open Library, 2016).
- Bernstein, B.J. (1968). 'The New Deal: The Conservative Achievements of Liberal Reform'. Bernstein, B.J. (ed.), *Towards A New Past: Dissenting Essays in American History*. New York: Pantheon Books; also London: Chatto & Windus, 1970.

Unit IV: This unit explores gender roles by examining women's liberation movements and White and Black Women in the emerging 'Public' Space. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Welter, B. (1966). 'The Cult of True Womanhood, 1820-1860'. *American Quarterly*, Vol. 18, No. 2, pp.151-74. (Articles in *Journal of Women's History*, Vol. 14, No. 1, Spring 2002 to debate Barbara Welter's Article).
- Matthews, G. (1996). *The Rise of Public Woman, Woman's Power and Woman's Place in the United States, 1630-1970*. New York: Oxford University Press.
- Dublin, T. (1993). *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890*. New York: Columbia University Press.
- Dublin, T. (1975). 'Women, Work and Protest in the Early Lowell Mills: The Oppressive Hand of Avarice Would Enslave Us'. *Labour History*, Vol. 16, No. 1, Winter, pp. 99-116.

Unit V: This unit examines the history of the African-American Movement. It also explores the Civil Right movements and the role of Martin Luther King. **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn.



- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- White, J. (1990). *Black Leadership in America, 1895-1968*. Studies in Modern History. London & New York: Longman (Digitized in 2008).
- Foner, E. (1970). *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins.
- Yee, Shirley J. (1992). *Black Women Abolitionists: A Study in Activism, 1828-1860*, Knoxville: The University of Tennessee Press.

Unit VI: This unit studies USA's imperial ambition in terms of the Spanish-American War and the Anti-Communist Crusade, McCarthyism, Korean War and Cuban Project. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2ndedn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. 12thedn. New York: Pearson Longman.

SUGGESTED READINGS

- Barney, W.L. (2000). *The Passage of the Republic: The Inter-Disciplinary History of the Nineteenth Century America*. Massachusetts: D.C. Heath and Company.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. 12thedn. New York: Pearson Longman.
- Donald, David H., Jean H. Baker, Michael F. Holt. ed. (2001). *Civil War and Reconstruction*. New York: W.W. Norton & Co.
- Dubofsky, M. and F.R. Dulles, (2010). *Labor in America: A History*. New Jersey: Wiley Blackwell.
- Faragher, J.M., M.J. Buhle et al. (1995). *Out of Many: A History of the American People*. Vol. II. New Jersey: Prentice Hall.
- Faulkner, Harold U. (1978) *American Economic History*. New York: Harper & Row. (available online).
- Friedan, B. (1963). *The Feminine Mystique*. New York: W.W. Norton & Co..



- Higginbotham, E.B. (1992). 'African-American Women's History and the Metalanguage of Race'. *Signs*, Vol. 17, No. 2. Winter.
- Kerber, Linda & J. Sherron De Hart, (2016). *Women's America: Refocusing the Past*. New York: Oxford University Press.
- Leuchtenberg, W.E., (1963). *Franklin D. Roosevelt and the New Deal*. New York: Harper Perennial.
- McMath, R. & E. Foner (ed.). (1993). *American Populism: A Social History, 1877-1898*. New York: Hill & Wang.
- Nash, G., J.R. Jeffrey et al. (2000). *The American People, Creating a Nation and a Society*. New York: Addison Wesley Longman (chapter on Abolitionism and Women's Rights Movement).
- Randall, James G. & David H. Donald. (1969). *The Civil War and Reconstruction*. Massachusetts: D.C. Heath & Co.
- Zinn, H. (2003). *A People's History of the United States, 1492-Present*. New York: Harper Collins.

Selected Films

- 'And That's How We did in the Mill' - Women in the Lowell Textile Mills, Historymemoryculture.org, YouTube, September 2, 2016.
- 'Boycott' (African-American boycott of the buses during the Civil Rights Movement) Directed by Clark Johnson, 2001.
- 'Frida' (based on the professional and private life of surrealist Mexican painter Frida Kahlo) Directed by Julie Taymor and produced by Sarah Green & others, 2002.
- 'King' (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.
- 'Lowell Mill Girls' by Colleen G. Casey, YouTube, December 7, 2010.
- 'Malcolm X' Directed by Spike Lee, 1992.
- 'Selma' (based on 1965 Selma to Montgomery voting rights marches) Directed by Ava DuVernay and Produced by Christian Colson & others, 2014.
- 'Separate but Equal' (American court case that destroyed legal validity of racial segregation), 1991.
- 'The Colour Purple' (story of a young African-American girl and the problems faced by African-American women during early twentieth century) Directed and Co-produced by Steven Spielberg, 1985.
- 'The Long Walk Home' (two women black and white in 1955 Montgomery, Alabama Bus Boycott) Directed by Richard Pearce, 1990.
- 'The Lowell Mill Girls (Student Film) by Lauren Meyering, YouTube, December 23, 2011.
- 'The Rosa Parks Story' (a seamstress story in 1955 bus boycott), TV Movie, 2002.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Reconstruction, Capitalism, Big Business, Populism, Progressivism, New Deal, Gender, Women Liberation, African-American Movement, American Imperialism, Anti-Communist Crusade. Korea, Cuba


 विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE VI

History of the USSR: The Soviet Experience (c. 1945-1991)

Course Objectives:

The course studies the most dramatic years in the history of the USSR .i.e. the period between 1945 to 1991. During these years the Soviet Union acquired the status of a super-power. The extent of major economic and political changes between 1956 and 1991 will be examined. Students will also study the origins of the Cold War and Khrushchev's foreign policy and relations with Eastern European and other socialist countries. The students will be acquainted with trends in literature and culture during this period. The reforms of the Gorbachov era and the question of nuclear disarmament will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Outline and explain key developments in the history of the USSR between 1945 and 1991.
- Critically analyse the Soviet political system and its global impact
- Co-relate the various developments to culture and literary growth.
- Explain the origins, developments and the end of the Cold War.
- Analyse the factors leading to economic slowdown, disintegration of the Soviet Union and the formation of Confederation of Independent States.

Course Content:

Unit 1: The Cold War: Origins, major developments and Khrushchev's foreign policy (1945-64)

Unit 2: The Khrushchev Era: De-Stalinisation and Khrushchev's industrial and agricultural reforms

Unit 3: Conservatism and reform in the Soviet political system: from Brezhnev to Gorbachev; literature and culture

Unit 4: The economics and politics of the Cold War (1964-1991):

- Economic and social consequences for the Soviet system and Eastern Europe
- Glasnost; Perestroika; nuclear weapons and disarmament

Unit 5: Dissolution of the Soviet Union (1991) and the Confederation of Independent States

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will teach students about the history of the Cold War, its origins, major developments and transitions introduced by Khrushchev's foreign policy (1945-64). Student will learn about the politics of the bi-polar world. **(Teaching time: 3 weeks Approx.)**

- Gaddis, John Lewis. (2005). *The Cold War*. New York: Penguin Press.
- Haslam, Jonathan. (2011). *Russia's Cold War: from the October Revolution to the Fall of the Wall*. New Haven: Yale University Press.
- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan.
- Ulam, Adam. (1968). *Expansion and Co-existence: The History of Soviet Foreign Policy from 1917-67*. USA: Praeger.
- Brown, Archie. (2010). *The Rise and Fall of Communism*. London: Vintage.
- Leffler, Melvyn P., ed. (2010). *The Cambridge History of the Cold War*, Volumes I, II, and III, Reprint edition. Cambridge: Cambridge University Press.

Unit 2: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev's industrial and agricultural reforms. Student will understand history of changes in USSR. **(Teaching time: 3 weeks Approx.)**

- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan.
- Hanson, Philip. (2014). *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge.
- Taubman, William. (2003). *Khrushchev: The Man and His Era*. New York: Norton.
- Thompson, William J. (1997). *Khrushchev: A Political Life*. United Kingdom: Palgrave Macmillan.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia Volume 3*. Cambridge: Cambridge University Press.

Unit 3: This unit deals with the era of Conservatism and reform in the Soviet political system. It begins with the era of Brezhnev and goes up to the era of Gorbachev. It also



examines the role of literature and culture of the period. **(Teaching time: 2 weeks Approx.)**

- Crump, Thomas (2013). *Brezhnev and the Decline of the Soviet Union*, Routledge.
- Nove, Alec. (1988). *Stalinism and After: The Road to Gorbachov*. 3rd edition. Routledge.
- Brown, Archie. (1996). *The Gorbachov Factor*. Oxford: Oxford University Press, Paperback.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press.

Unit 4: This unit addresses historical development during the Cold war era. The economics and politics of the Cold War (1964-1991) has been examined. **(Teaching time: 3 weeks Approx.)**

- Zubok, Vladislav. (2007). *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachov*. Chapel Hill, North Carolina: University of North Carolina Press.
- Brown, Archie. (1996). *The Gorbachov Factor*. Oxford: Oxford University Press, Paperback.
- McCauley, Martin, ed. (1983). *Soviet Union After Brezhnev*. New York: Holmes & Meier publishers.
- Nove, Alec. (1988). *Stalinism and After: The Road to Gorbachov*. 3rd edition. Routledge.
- Leffler, Melvyn P. ed. (2010). *The Cambridge History of the Cold War*, Volumes I, II, and III, Reprint edition. Cambridge: Cambridge University Press.

Unit 5: This unit deals with the history of dissolution of the Soviet Union around 1991 and the emergence of Confederation of Independent States. **(Teaching time: 3 weeks Approx.)**

- Kotz, David and Fred Weir. (1997). *Revolution from Above: The Demise of the Soviet System*. Oxford and New York: Routledge.
- Suny, Ronald Grigor. (1993). *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union*. Stanford: Stanford University Press.
- Suny, Ronald Grigor. (1997). *The Soviet Experiment: Russia, the USSR and the Successor States*. New York: Oxford University Press.
- White, Stephen. (1993). *After Gorbachov*. Cambridge: Cambridge University Press.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press.



Suggested Readings

- Brown, Archie. (2009). *Seven Years That Changed the World: Perestroika in Perspective*. Oxford: Oxford University Press.
- Brown, Archie. (2010). *The Rise and Fall of Communism*. London: Vintage.
- Cohen, Stephen. (2009). *Soviet Fates and Lost Alternatives: From Stalinism to the New Cold War*. New York: Columbia University Press, New York; Columbia paperback 2011.
- Ellman, Michael and Vladimir Kontorovich. (1998). *The Destruction of the Soviet Economic System: An Insider's History*. London and New York: Routledge.
- Figes, Orlando. (2014). *Revolutionary Russia, 1891-1991*. United Kingdom: Pelican paperback.
- Glazov, Yuri. (1985). *The Russian Mind Since Stalin's Death*. Dordrecht, Netherlands: D Riedel Publishing Company.
- Gregory, Paul and Robert Stuart. (2001). *Russian and Soviet Economic Performance and Structure*. USA: Addison Wesley.
- Hosking, Geoffrey. (1992). *History of the Soviet Union: 1917-1991*. Third edition: Fontana Press.
- कौशिक, करुणा, (1999). साम्यवादीरूस, हिंदीमाध्यमकार्यान्वयननिदेशालय.
- Kotkin, Stephen. (2008). *Armageddon Averted: The Soviet Collapse, 1970-2000*. Second edition. Oxford and New York: Oxford University Press.
- Nove, Alec. (1977). *The Soviet Economic System*. London: Allen & Unwin.
- Overy, Richard. (1998). *Russia's War, 1941-1945*. New York: Penguin.
- Sanchez-Sibony, Oscar. (2014). *Red Globalization: The Political Economy of the Soviet Cold War from Stalin to Khrushchev*. Cambridge: Cambridge University Press.
- Service, Robert. (2015). *The End of the Cold War: 1985-1991*. London: Pan MacMillan

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:



Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Cold War, Khrushchev, De-Stalinisation, Soviet political system, Eastern Europe, Literature, Perestroika and Glasnost, Confederation of Independent States



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE VII

History of Latin America, c.1500-1960s

Course Objectives:

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

Learning Outcomes:

On completion of this course the student shall be able to

- Critique stereotypes on Latin America and outline major shifts in Latin American history.
- Explain elements of change and continuity in Latin American politics, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on Latin America.
- Explain social protest and anti-colonial resistance in Latin America, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Course Content:

Unit 1: Historiography and a brief survey of pre-15th century cultures and civilizations of Latin America

Unit 2: The colonization and conquest of Central and South America by Spain and Portugal, 1490's onwards:

[a] War and conquest; agrarian transformation; gold and silver mining; the question of labour and slavery; transatlantic commerce and the modern world system; institutions of state; the advent of Christianity and evangelization

[b] Demographic consequences; resistance, collaboration, survival; new and old hierarchies; gender, race, and culture: separateness or syncretism?



Unit 3: The breakdown of the colonial order and the movements for independence: social base, practices and ideologies

Unit 4: Class and state formation, industrialization, immigration, and popular culture, 1830's to the 1930's: case studies of Mexico, Argentina, and Brazil

Unit 5: Authoritarianism, populism, revolutions and the politics of literature, music and sports, 1930's to the 1960's

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit historiography and a brief survey of pre-15th century cultures and civilizations of Latin America. **(Teaching time: 3 weeks Approx.)**

- Bethell, L., ed. (1997). *Cambridge History of Latin America: Colonial Latin America, volume I* Cambridge: Cambridge University Press.
- Bethell, L., ed. (2002). *Cambridge History of Latin America: From Independence to c. 1870, volume III*. Cambridge: Cambridge University Press.

Unit-2: This unit elaborates the colonization and conquest of Central and South America by Spain and Portugal from 1490's onwards. It will also examine the nature of agrarian transformation, demographic changes etc. **(Teaching time: 3 weeks Approx.)**

- Chasteen, J. (2006). *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton and Company.
- Frank, A.G. (1967). *Capitalism and Underdevelopment in Latin America*. New York: Monthly Review Press.
- Galeano, E. (2010). *Century of the Wind: Memories of Fire Volume III*. New York: Nation Books.

Unit-3: This unit deals with the breakdown of the colonial order and the movements for independence. It also examines independence movement's social base, practices and ideologies. **(Teaching time: 3 weeks Approx.)**

- Burns, E.B. (1992). *Latin America Conflict and Creation: A Historical Reader*. New York: Pearson.
- Skidmore, T. and Peter H. Smith. (2010) *Modern Latin America*. New York: Oxford University Press.
- Wade, P. (1997). *Race and Ethnicity in Latin America*. London: Pluto.



- Williamson, E. (2010). *The Penguin History of Latin America*. London: Penguin Books.

Unit-4: This unit address history of class and state formation, industrialization, immigration, and popular culture from 1830's to the 1930's with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 3 weeks Approx.)**

- Bothell, L., ed. (1985). *Mexico Since Independence*. Cambridge: Cambridge University Press.
- Galeano, E. (2010). *Faces and Masks: Memories of Fire Volume II*. New York: Nation Books.
- Galeano, E. (2010). *Genesis: Memories of Fire Volume I*. New York: Nation Books.
- Levine, R.M., and John Crocitti, (Eds.). (2002). *The Brazil Reader: History, Culture, Politics*. Durham: Duke University Press.
- Nouzeilles, G., and Graciela Montaldo. (Eds.). (2002). *The Argentine Reader: History, Culture, Politics*. Durham: Duke University Press.

Unit-5: This unit deals with emergence of authoritarianism, reactions against it as manifested in populism and subsequent revolutions. It will also examine the politics of literature, music and sports; 1930's to the 1960's. **(Teaching time: 2 weeks Approx.)**

- Galeano, E. (1997). *Open Veins of Latin America: Five Centuries of the Pillage of A Continent*. New York: Monthly Review Press.
- Gott, R. (2005). *Cuba A New History*. New Haven: Yale University Press.
- Wright, T. (2001). *Latin America in the Era of the Cuban Revolution*. Connecticut: Praeger Publishers.

SUGGESTED READINGS:

- Bellos, A. Futbal. (2003). *The Brazilian Way of Life*. London: Bloomsbury.
- Chavez, L., 9ed). (2005). *Capitalism, God and Good Cigar*. Durham: Duke University Press.
- Craske, N. (1999). *Women and Politics in Latin America*. New Brunswick: Rutgers University Press.
- Hanke, L., and Jane M. Rausch. (Eds.). (1999). *Latin American History from Independence to the Present*. Princeton: Markus Wiener.
- Karush, M.B., and O. Chamosa, (Eds.). (2010). *The New Cultural History of Peronism*. Durham: Duke University Press.
- Levine, R.M. (1998). *Father of the Poor: Vargas and His Era*. Cambridge: Cambridge University Press.



- Marichal, C. et al. (Eds.) (2006). *From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000*. Durham: Duke University Press.
- Marquez, G.G. (1996). *Autumn of the Patriarch*. London: Penguin.
- Meyer, C.M. et al. (1999). *The Course of Mexican History*. New York: Oxford University Press.
- Naipaul, V.S. (1982). *Loss of Eldorado: A History*. London: Penguin Books.
- Romero, L.A. (2002). *A History of Argentina in the Twentieth Century*. Pennsylvania: Penn State University Press.
- Womack, J. (1972). *Zapata and the Mexican Revolution*. New York: Alfred A. Knopf.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:



Colonization and Conquest, Agrarian Transformation, Mining, Labour, Slavery, Trans Atlantic Commerce, Christianity, Old and New Hierarchies, Gender, Race, Popular Movements, Literature, Sports



DSE-VIII
GENDER IN INDIAN HISTORY, c.1500-1950

Course Objectives:

The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. The course also tries to give students a critical overview of the tangled historiographical paradigm that labels women as 'victims and agents' and 'objects and subjects'.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain critical concepts such as gender and demonstrate its use as a tool for historical analysis, through a historiographical engagement
- Critically assess popularly held notions about women in Islamic empires
- Examine critical issues of gender and power in the context of medieval and early Modern Indian history
- Examine the social reforms around the 'women's question' in the modern period of Indian history.
- Explore the popular culture of the modern period to study the dynamics of class and caste in the context of marriage and society
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state

Course Content:

Unit I: Gender and historiographical concerns 1500-1950

Unit II: Women in Early Modern India: 1500 to 1750's

Political Processes, law and gender
Harem, Household and Family
Masculinities and Sexualities
Culture: Literature and Music



Unit III: Women, Colonialism and Modernity: 1750's to 1950's

The Women's Question, social reforms, nationalism and political mobilisation
Engendering caste, class and religious identities
Histories of love and masculinities
Literature and popular culture

Unit IV: Women, Partition, and the State

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit -1. This section equips students to understand and discern gender as a device of historical assay. **(Teaching time: 2 weeks Approx.)**

- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization, pp. 1-49, 212-226. (Introduction, Ch. 2 & Conclusion).
- Hambly, Gavin R.G. (Ed.). (1999). *Women in the Medieval Islamic World*. Gordonsville: Palgrave Macmillan. pp. 3-19 ("Introduction").
- Gupta, Charu. (2012). 'Gendering Colonial India: Reforms, Print, Caste and Communalism'. Delhi: Orient Blackswan, pp. 1-36 ("Introduction").
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective". *Policy Research Report on Gender and Development Working Paper Series no. 9*, pp. 2-70.

Unit-2. The learning outcome of this unit is to question gender stereotypes about women in different regimes where Islam was the religions of the ruling classes. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms of comportment helped create political sensibilities and cultural templates in early modern India. **(Teaching time: 4 weeks Approx.)**

- Balabanlilar, Lisa. (2010). "The Begums of the Mystic Feast: Turco-Mongol Tradition in the Mughal Harem". *Journal of Asian Studies* vol. 69/1, pp.123– 147.
- Hasan, Farhat. (2005). *State and Locality in Mughal India: Power Relations in Western India, c.1572-1730*. University of Cambridge: Oriental Publications. (Chapter V: "Women, Kin and Shari'a"), pp. 71-90.
- Lal, Ruby. (2018). *Empress-The Astonishing Reign of Nur Jahan*. W. W. Norton & Company, pp. 131-149 (Ch.10, Wonder of the Age).



- Bokhari, Afshan. (2015). "Masculine Modes of Female Subjectivity. The case of Jahanara Begum". Anshu Malhotra and Siobhan Lambert-Hurley (Ed.), *Speaking of the Self. Gender, Performance, and Autobiography in South Asia*. Durham: Duke University Press, pp. 53-61.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 & 176-213.
- Mukhia, Harbans. (2004). *The Mughals of India*, Oxford: Blackwell. (Ch. 3, "The World of Mughal Family"), pp. 113-155, (available in Hindi).
- Blake, Stephen. (2011). "Returning the Household to the Patrimonial-Bureaucratic Empire: Gender, Succession, and Ritual in the Mughal, Safavid and Ottoman Empires". P.F. Bang and C.A. Bayly, (Ed.), *Tributary Empires in Global History*. New York: Palgrave Macmillan, pp.214-226.
- Faruqi, Munis. (2012). *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press. (Ch. 3), Princely Households, pp. 66-133.
- Anoozshahr, Ali. (2008). "The King Who Would Be Man: The Gender Roles of the Warrior King in Early Mughal History". *Journal of the Royal Asiatic Society Third Series*, vol. 18/3, pp. 327-340.
- O'Hanlon, Rosalind. (2007). "Kingdom, Household and Body History, Gender and Imperial Service under Akbar". *Modern Asian Studies* vol. 41/5, pp. 889-923.
- Sarkar, N. (2013). "Forbidden privileges and history-writing in medieval India". *Medieval History Journal*, vol.16/1, pp. 21-62. (Only the Mughal section)
- Petievich, Carla. (2001). "Gender politics and the Urdu Ghazal: Exploratory observations on Rekhta versus Rekhti". *The Indian Economic & Social History Review*, vol.38/3, pp. 223-248. (Available in Hindi).
- Alam, M, and S. Subrahmanyam. (2006). "Love Passion and Reason in Faizi's Nal-Daman". F. Orsini (Ed.), *Love in South Asia: A Cultural History*. Cambridge: University of Cambridge Press, pp.109-141.
- Schofield, K. B. (2012). "The Courtesan Tale: Female Musicians and Dancers in Mughal Historical Chronicles, c.1556-1748". *Gender and History* vol. 24/1, pp.150-171.
- Brown, Katherine Butler. (2006). "If Music be the food of love: Masculinity and Eroticism in the Mughal Mehfil". F. Orsini(Ed.), *Love in South Asia: A Cultural History*. Cambridge: University of Cambridge Press, pp. 61-83.

Unit-3. This segment enquires into social reforms in terms of the women's question. It explores and questions the linkages of class and caste, women and work, the workplace domestic ideologies, sentiments of love and (sometimes complicated by unequal) marriages. As a part of its exploration, the unit will focus also on the modes of representation of women, in literature certainly, but equally in the popular medium of calendar art. **(Teaching time: 5 weeks Approx.)**



- Sarkar, Tanika & Sumit Sarkar (Ed.) (2008). *Women and Social Reform movement in Modern India*, Bloomington: Indiana University Press. (Introduction, pp. 1-18.)
- Kumar, Radha. (1993). *The History of Doing. An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1960*. New Delhi: Kali for Women. (Ch. 2; pp. 7-26.)
- Anandi, S. (1991). "Women's Question in the Dravidian Movement c. 1925-1948". *Social Scientist* vol. 19/5, pp. 24-41.
- Malhotra, Anshu. (2005). "The *Pativrata* and Domestic Ideologies in Early Twentieth Century Punjab". Shakti Kak & Biswamoy Pati (Ed.), *Exploring Gender Equations. Colonial and Post Colonial India*. New Delhi: Nehru Memorial Museum and Library, pp.1-27.
- Warriar, Shobhana. (2005). "Women and Workplace". Shakti Kak and, Biswamoy Pati (Ed.), *Exploring Gender Equations. Colonial and Post Colonial India*. New Delhi: Nehru Memorial Museum and Library, pp. 231-265.
- Raychaudhuri, Tapan. (2000). "Love in a Colonial Climate: Marriage, Sex and Romance in Nineteenth-Century Bengal". *Modern Asian Studies*, vol.34/2, pp.349-378.
- Gupta, Charu. (2002). "(Im) possible Love and Sexual Pleasure in Late-Colonial North India". *Modern Asian Studies*, vol. 36 / 1 pp. 195-221.
- Sinha, Mrinalini. (1999). "Giving Masculinity a History: Some Contributions from the Historiography of Colonial India". *Gender & History* vol.11/3, pp. 445-460.
- Orsini, Francesca. (2002). *The Hindi Public Sphere 1920-1940*. UK: Oxford University Press. (Ch. 4), pp. 243-308.
- Minault, Gail. (1988). "Urdu Women's Magazine in the Early Twentieth Century". *Manushi*, pp. 2-9.
- Thakurta, Tapati Guha. (1991). "Women as 'Calendar Art' Icons: Emergence of Pictorial Stereotype in Colonial India". *Economic and Political Weekly* vol. 26/43, pp. 91-99.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India". *Imago Mundi*, vol.53, pp.97-114.

Unit-4. This section explores and reflects on the time frame of pre-partition, during and post-partition and how partition took place over the bodies of women and intervention of the state, which came in after partition. **(Teaching time: 3 weeks Approx.)**

- Butalia, Urvashi. (1993). "Community, State and Gender: On Women's Agency during Partition". *Economic and Political Weekly* vol. 28/17, pp.12-24.
- Menon Ritu and Kamla Bhasin. (1993). "Recovery, Rupture, Resistance: Indian State and Abduction of Women during Partition". *Economic and Political Weekly*



vol. 28/17, pp. 2-11.

- Forbes, Geraldine. (2004). *The New Cambridge History of India, Women in Modern India, vol. 4, part 2*. New York: Cambridge University Press, pp. 223-254, (Ch. 8).

SUGGESTED READINGS:

- Major, Andrea. (2011). *Sovereignty and Social Reform in India. British colonialism and the campaign against sati 1830-60*. Edinburgh: Routledge, Edinburgh South Asian Studies. (Ch. 3), pp. 79-114.
- Chowdhry, Prem. (2007). "Fluctuating Fortunes of Wives: Creeping Rigidity in Inter-Caste Marriages in the Colonial Period". *The Indian Historical Review*, vol. 34/1, pp. 210-43.
- Curley, D. (2001). "Marriage, Honour and Agency and Trial by Ordeal: Women's Gender Roles in Candimangal", *Modern Asian Studies* vol. 35/2, pp. 315-348.
- Dalal, U. (2015). "Femininity, State and Cultural Space in Eighteenth-Century India". *Medieval History Journal*, vol.18/1, pp.120-165.
- Dalal, U. (1999). "Women's Time in the Havelis of North India". *The Medieval History Journal*, vol. 2, pp. 277-308.
- Flavia, Agnes. (2001). *Law and Gender Inequality: The Politics of Women's rights in India*. New Delhi: Oxford University Press. (Ch. 4, 5 & 6), pp. 41-90.
- Forbes, Geraldine. (2004). *The New Cambridge History of India, Women in Modern India, volume 4, part 2*. New York: Cambridge University Press(rpt.).(Ch. 2, pp. 32-63).
- Gupta, Charu. (2012). *Streetva se Hindutva Tak Aupaniveshik Bharat Mein Yaunikta Aur Saampradayikta*. Delhi: Rajkamal Prakashan. (Ch.4, 7, 10 & 11).
- Gupta, Charu. (2000). "Hindu women, Muslim men: Cleavages in shared spaces of everyday life, United Provinces, c.1890-1930". *Indian Economic Social History Review*, pp.121-149.
- Hambly, Gavin. (1999). "Armed Women Retainers in the Zenanas of Indo-Muslim Rulers". Gavin R.G. Hambly (Ed.), *Women in the Medieval Islamic World*. Gordonsville: Palgrave Macmillan. pp. 429-467.
- Hussain, Rokeya Sakhawat. (2005). *Sultana's Dream and Padmarag: two feminist utopias*. Translated with an introduction by Barnita Bagchi. Delhi: Penguin, 2005 (also available online: <https://digital.library.upenn.edu/women/sultana/dream/dream.html>).
- Kozłowski, Gregory C. (1999). "Private Lives and Public Piety: Women and Practice of Islam in Mughal India". Gavin R.G. Hambly (Ed.), *Women in the Medieval Islamic World*. Gordonsville: Palgrave Macmillan. pp. 469-488.
- Naim, C.M. (2004). "Homosexual (Pederastic) Love in Pre-Modern Urdu Poetry". *Urdu Texts and Contexts*. Delhi: Permanent Black, pp. 19-41.



- O'Hanlon, Rosalind. (2014). *At the Edges of Empire. Essays in the Social and Intellectual History of India*. New Delhi: Permanent Black. (Ch. 10, pp. 302-350.)
- O'Hanlon, Rosalind. (1999). "Manliness and Imperial Service in Mughal North India". *Journal of the Economic and Social History of the Orient*, vol. 42/1, pp. 47-93.
- Sarkar, Tanika. (1992). "The Hindu wife and the Hindu nation: Domesticity and nationalism in nineteenth century Bengal". *Studies in History*, Vol. 8(2), pp. 213-235.
- Sarkar, Tanika. (1993). "Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife Source". *Economic and Political Weekly*, vol. 28/36, pp. 1869-1878.
- Kugle, Scott. (2016). "Sufi Attitudes Towards Homosexuality: Chishti Perspectives from South Asia". Raziuddin Aquil and David L. Curley (Ed.), *Literary and Religious Practices in Medieval and Early Modern India*. New Delhi: Manohar. pp. 31-59.
- Singh, Dilbagh. (2003). "Regulating the Domestic: Notes in the Pre-colonial States and the Family". *Studies in History* vol.19/1, pp. 69-86.
- Trivedi, Madhu. (2012). *The Emergence of the Hindustani Tradition: Music, Dance and Drama in North India, 13th to 19th Centuries*. Delhi: Three Essays Collective.
- Vanita, Ruth and Saleem Kidwai (Ed.) (2000). *Same-Sex Love in India: Readings from Literature and History*. New York: Palgrave-Macmillan, pp. xiii-xxiv, 107-125 ("Preface" and "Introduction to materials in the Perso-Arabic tradition").
- Warriar, Shobhana. "Interwoven identities: Gender, Class and Community in the Mills of Madurai 1914-51" an unpublished article.

Teaching Learning Process:

Classroom teaching will be enriched by discussions and presentations made by students in class and/or in tutorials. Presentations shall focus either on important themes covered in class lectures, or on specific readings. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete



connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Gender, Haram, Masculinities and Sexualities, Class, Caste, Love, Popular Culture, Partition.




विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE XII

HISTORY OF MODERN JAPAN (c. 1868-1950s)

Course Objectives:

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts in all topics, contextualising these against the backdrop of their contemporary history and politics. Adequate attention is given to the study of social and cultural aspects with a special emphasis on the role of women in late 19th and early 20th century Japan.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics.
- Examine the divergent pathways to modernity followed by Japan.
- Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.
- Conceptualise how these distinct histories can be rooted in common cultural traditions.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

Course Content:

Unit 1: Transition from Feudalism to Capitalism

- a. Crisis of the Tokugawa *Bakuhau* System
- b. The Meiji Restoration : Nature and Significance; Early Meiji Reforms



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- c. Economic Development in the Meiji Era
Agrarian Settlement
Industrialisation and Capitalism

Unit 2: Democracy and Militarism

- a. Popular Rights Movement
- b. Women's Rights in the Meiji Era
- c. Meiji Constitution
- d. Failure of Parliamentary Democracy; Militarism and Fascism

Unit 3: Imperialistic Expansion and Resistance

- a. Imperialism and Japanese Nationalism
- b. Expansion in China and Manchuria
- c. Colonisation of Korea and Korean Nationalism

Unit 4: American Occupation, post-War Reconstruction and "Reverse Course"

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce student to the history of Japan from its transitions from feudalism to Capitalism. The Unit will also examine historical process which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 5weeks Approx.)**

- Gordon, A. (2003). *A Modern History of Japan- From Tokugawa Times to the Present*. New York: Oxford University Press, Chapters 3- The Intellectual World of Late Tokugawa & Chapter 4- Overthrow of the Tokugawa.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 13- The Meiji Restoration and Its Meaning.
- Hall, J.W. (1991). (Ed.). *Cambridge History of Japan*. Volume IV: Early Modern Japan. CUP. Cambridge.
- Jansen, M.B. (2000). *The Making of Modern Japan*. Cambridge: Harvard University Press.
- Jansen, M.B. and Gilbert Rozman. (1986). *Japan in Transition from Tokugawa to Meiji*. Princeton, Princeton University Press.
- Livingston, J. et al. (1974). *The Japan Reader: Volume I- Imperial Japan: 1800-1945*. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). *Japan – A Modern History*. W.W. Norton and Company. Chapter 3- Self and Society.



- Pyle, K.B. (1995). *The Making of Modern Japan*. Lexington: D.C. Heath.
- Sansom, G.B. (2015). *The Western World and Japan— a Study in the Interaction of European and Asiatic Cultures*. Bibliolife DBA of Biblio Bazaar II LLC. Chapters 14 and 15.
- Totman, C. (1980). *Collapse of the Tokugawa Bakufu.1862-1868*. University of Hawaii Press.

Unit 2: This unit deals with emergence and growth of democratic governance in Japan. Role of popular rights movements, polemics of Meiji constitution, and failure of democracy and subsequent rise of Militarism has been examined in this unit. **(Teaching Time: 4 weeks Approx.)**

- Moore Jr., Barrington. (2015). *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Beasley, W.G. (2000). *The Rise of Modern Japan: Political, Economic and Social Change Since 1850*. Palgrave Macmillan. Chapter 6- Protest and Dissent.
- Beckmann, G.M. (1957). *The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891*. University of Kansas Press.
- Jansen, M. B. et. al ed. (1988). *Cambridge History of Japan*. Volume V: *The Twentieth Century*. Cambridge, CUP.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin. Chapter 23- Imperial Japan: Democracy and Militarism.
- Gordon, A. (2003). *A Modern History of Japan- From Tokugawa Times to the Present*. New York: Oxford University Press. pp 88-91.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger, 1969.
- Jansen, M.B. (1988). *Cambridge History of Japan*. Volume V: *The Nineteenth Century*. Cambridge: Cambridge University Press. pp 651-673
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 16- The Meiji Constitution and the Emergence of Imperial Japan. Chapter 17- The Decade of the 20's- Political Parties and Mass Movements.

Unit 3: This unit will enable students to understand the imperialistic design of Japan and the role of nationalism in its conception. This unit will examine the nature and consequences of Japanese colonialism over China and Manchuria. It also deals with Japanese colonialism over Korea and the growth of Korean Nationalism.**(Teaching Time: 3weeks Approx.)**

- Beasley, W.G. (1987) *Japanese Imperialism 1894-1945*. Oxford: Clarendon Press.



- Buzo, A. (2002). *The Making of Modern Korea*. London: Routledge. Introduction, Chapter I- Joined to the Empire 1910-31, Chapter II- The dark gulf, 1931-45.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). *Power and Culture, The Japanese-American War, 1941-1945*. Harvard University Press.
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). *The Emergence of Imperial Japan-Self Defence or Calculated Aggression?* Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47-53, 55-58, 69-73.
- Morley, J.W. (Ed). (1971). *Dilemmas of Growth in Pre-war Japan*. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and Consequence, Chapter IV- The Failure of Military Expansionism, Chapter VI- Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.
- Seth, M.J. (2011). *A History of Korea: From Antiquity to the Present*. New York, Toronto, Plymouth. Chapter 10- Colonial Korea, 1910 to 1945.

Unit 4: This unit deals with the period between the two World wars and the subsequent history of Japan. The American occupation of Japan after World War-II and the post war reconstruction has been examined in this unit. (**Teaching Time: 2 weeks Approx.**)

- Dower, J.W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. New York. W.W. Norton & Company.
- Duus, P. (1997). *Modern Japan*, Boston. Houghton Mifflin
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462.
- Porter, E.A. and Porter, Ran Ying, (2018) *Japanese Reflections on World War II and the American Occupation*. Amsterdam, Amsterdam University Press.
- Takemae, E. (2002). *The Allied Occupation of Japan*. New York, London: The Continuum International publishing group.

SUGGESTED READINGS



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Akita, G. (1967). *Foundations of the Constitutional Government in Japan, 1868-1900*. Harvard East Asian Series, 23. Cambridge, Mass: Harvard University Press.
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin. (Chapter 2).
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946, Chapter 2.
- Ayusawa, I.F. (1976). *History of Labour in Modern Japan*. Praeger.
- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.
- Beasley, W.G. (1963). *The Making of Modern Japan*. London: Werdenfield and Nicolson, 1963, Chapter VI- New Men and New Methods 1868-1873.
- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
- Chatterji, B.R. (1966). *Modern Japan: Perry to Sato*. Meerut, Meenakshi Prakashan, India.
- Duus, P. (1968). *Party Rivalry and Political Change in Taisho Japan*. Harvard: Harvard University Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin, Chapter 15-Tokugawa Japan: A Centralized Feudal State, Chapter 17- Japan's Response to the West, and Chapter 18- Modernization in Meiji Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991), ed. *Cambridge History of Japan*. Volume IV: *Early Modern Japan*. Cambridge University Press. Beasley, W.G. (1963). *The Making of Modern Japan*. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozmaned, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Kajima, M. (1965). *A Brief Diplomatic History of Modern Japan*. Charles E. Tuttle Co.



- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp>
- Kunio Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston. W.W. Norton and Company.
- McLaren, W.W. (1923). *A Political History of Japan during the Meiji Era 1867-1912*. Reproduction by Nabu Press, 2000.
- Molony, Barbara, (2002). "Women's Rights, Feminism, and Suffragism in Japan, 1870-1925". *Pacific Historical Review*, Volume 69, No. 4, *Woman Suffrage: The View from the Pacific*. pp. 639-661.
- Molony, Barbara. *Feminism in Japan*. Oxford Research Encyclopaedia of Asian History.
- Morris I. (Ed.). (1963). *Japan 1931-1945: Militarism, Fascism, Japanism?* D.C. Heath and Company.
- Myers, R.H. and Mark R. Peattie (Ed.). (1984). *The Japanese Colonial Empire, 1895- 1945*. Princeton University Press.
- Norman, E.H. (1940). *Japan's Emergence as a Modern State*. New York: International Secretariat, Institute of Pacific Relations, First Indian Reprint 1977, Khosla and Co., Chapter III- The Restoration.
- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press, Chapter 8- Japan Opened to the World, Chapter 13- Japan Resolves to Modernize.
- Pittau, J. (1967). *Political thought in Early Meiji Japan 1868-1889*. Cambridge, Harvard University Press.
- Sansom, G.B. (1931). *Japan: A Short Cultural History*. London and New York: Cresset Press and D. Appleton.
- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Shively, D.H. and Carmen Blacker, ed. (1976). *Tradition and Modernization in Japanese Culture*. Princeton University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.

- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.
- Tsutsui, W.M. (2009). Ed. *A Companion to Japanese History*. Oxford: Wiley-Blackwell.
- Wray, H. and H. Conroy. (1983). *Japan Examined: Perspectives on Modern Japanese History*. University of Hawaii Press, Honolulu.
- Yanaga, C. (1949). *Japan since Perry*. New York: McGraw-Hill Book Company.
- सत्यकेतु, विद्यालंकार. (1952). *एशिया का आधुनिक इतिहास*, Masoori: Sarasvati Sadan.
- जैन, एस के. *आधुनिक एशिया का इतिहास*
- जैन, कैलाश चंद. *एशिया की विकासोन्मुखी एकता*
- नोरमन, ई. एच. *जापान का इतिहास*. Delhi: K. K. Publication.
- पाण्डेय, धनपति. (2005). *आधुनिक एशिया का इतिहास*. Delhi: Motilal Banarsidas.
- तिवारी, प्रेमशंकर. (2005). *जापान का इतिहास*. Vishwa Bharti: Vishwa Bharti Publications.
- स्कॉट, लातौरैत्तेकेनेथ. *जापान का इतिहास*.
- सराजोके, टी.एस. *जापान का इतिहास*.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.



Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

Tokugawa, Meiji Era, Industrialisation and Capitalism, Popular Movements, Women Rights, Imperialism, Expansion into China, Korea, Post War Reconstruction




विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE XIII

History of Southeast Asia: Colonial to the Post Colonial

Course Objectives:

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of de-colonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

Learning Outcomes:

Upon completion of this course the student shall be able to:

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence on maritime and agrarian economy of the region.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
- Illustrate the transformation of the local agrarian and labour economy.
- Interpret the history of popular movements and peasant revolts.
- Describe the historiographical trends to study history of Southeast Asia

Course Content:

Unit 1: From Commerce to Colonialism:

[a] The Dutch and English ascendancy

[b] Changing Patterns of Maritime Trade: The Straits of Malaka

Unit 2: Colonialism in Dutch Indonesia, French Indo-China, British Burma: The 19th and 20th centuries



- [a] The Colonial State: Traditional elite, legal systems
- [b] Agrarian Transformation: Plantation Economy, Peasant Protests, Migrations
- [c] Colonial Modernity: Education and religion in the early twentieth century

Unit 3: Redrawing the Political Map of Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

- [a] Burma: From Independence to the Revolutionary Council
- [b] Indonesia: The Revolution, the making of Indonesia, Sukarno
- [c] French Indo-China: Khmer Republic, Khmer Rouge and the Socialist Republic of Vietnam

Unit 4: Post War Southeast Asia

- [a] Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
- [b] The Port and City in Southeast Asia: Singapore

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 3 weeks Approx.)**

- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume I & II*, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). *Southeast Asia in Early Modern era: Trade, Power and Belief*, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). *Prelude to Colonialism: The Dutch in Asia*, Hilversum: Uitgeverij Verloren
- Hussin, Norid. (2007). *Trade and Society in the Straits of Melaka: Dutch Melaka and English Penang, 1780-1830*, Singapore: National University of Singapore Press
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press

Unit- II: At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the spe-

cific case studies of Dutch Indonesia, British Burma and French Indo China show how the structure and organization of the colonial state and the agrarian plantation economy altered the political and economic landscape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 5 weeks Approx.)**

- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). *Law, Disorder and the State: Corruption in Burma c.1900*, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). *British Burma in the New Century, 1895-1918*, London: Palgrave Macmillan
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). *Being "Dutch" in the Indies: A history of creolization and Empire, 1500-1920* (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Brocheux, Pierre and Hemery, Daniel. (2009). *Indochina: An Ambiguous Colonization, 1858-1954* (Translated by Ly Lan Dill-Klein, with Eric Jennings, Nora Taylor and Noemi Tousignant), Berkeley: University of California Press
- Breman, Jan. (2015). *Mobilizing Labour in the Global Coffee Market: Profits from an Unfree Work Regime in Colonial Java*, Amsterdam: Amsterdam University Press
- Breman, Jan. (1989). *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Delhi: Oxford University Press
- Scott, James. (1976). *Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, New Haven: Yale University Press
- Laffan, Michael. (2011). *The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past*, Princeton: Princeton University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press

Unit-III: After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 4 weeks Approx.)**



- Christie, Clive J. (2000). *A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism*, London: I.B. Tauris
- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). *Nations and States in Southeast Asia*, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). *Making Enemies: War and State Building in Burma*, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). *The Making of Modern Burma*, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press
- Kieran, Ben. (2017). *Vietnam: A History from earliest times to the present*, Oxford: Oxford University Press
- Wilcox, Wynn (Ed.). (2010). *Vietnam and the West: New Approaches*, Ithaca: Cornell Southeast Asia Program Publications

Unit-IV: At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. **(Teaching time: 2 weeks Approx.)**

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

SUGGESTED READINGS:

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press



- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, *Ethnic Chinese in Southeast Asia*, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas: Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge
- Owen, Norman G. (2014). *Routledge Handbook of Southeast Asian History*, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). *A History of Thailand*, Cambridge: Cambridge University Press
- Rachael Loew. (2016). *Taming Babel: Language in the Making of Malaysia*, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). *Southeast Asia: Past and Present*, New Delhi: Harper Collins
- Scott, James. (2009). *The Art of Not Being Governed: An Anarchist History of Upland and Southeast Asia*, Yale University Press
- Seekins, Donald M. (2011). *State and Society in Modern Rangoon*, London: Routledge
- Segawa, Noriyuki. (2019). *National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality*, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). *The Japanese in Colonial South-east Asia*, Ithaca: Cornell University Press



- Tarling Nicholas, (2001). *Imperialism in Southeast Asia: A Fleeting, Passing Phase*, London: Routledge
- Tiffin Sarah. (2016). *Southeast Asia in Ruins: Empire in the early 19th century*, Singapore: National University of Singapore
- Trocki, Carl A. (2006). *Singapore: Wealth, Power and the culture of control*, London: Routledge
- Tucker, Shelby, (2002). *Burma: The Curse of Independence*, New Delhi: Penguin

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Dutch and English Colonialism, Malaka, Colonial State in Indonesia, French Indo China and Burma, Colonial Law, Education, Nationalist Movement, Post War, Language and Politics, Malay World, Port City, Singapore



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE XIV

The Making of Contemporary India (c. 1950-1990s)

Course Objectives:

This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1950s to the 1990s. The course intends to familiarise the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Learning Outcomes:

On completion of this course the student shall be able to

- Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states.
- Examine critically issues of economic development in the early years of Independence, particularly the problems of development
- Summarize critical issues pertaining to the history of Non-Alignment and Panchsheel
- Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as political developments in the regional context
- Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing nationalism
- Outline and examine the major developments in the history of social reform around the question of 'Women and law'
- Evaluate the history of Environmental movements in India since Independence
- Examine the formation of a 'civil society' and the emergence of popular movements in North East India
- Trace the history of Judiciary in Independent India with special focus on Public Interest Litigation
- Construct a history of Media in modern India, a history of Modern Indian Art and one of Sports as well as evaluate the significance of these in the making of a Modern Nation



Course Content:

Unit I: Laying the foundation of independent India

- [a] Making of the Constitution
- [b] Linguistic re-organisation

Unit II: Envisioning a New Order

- [a] Economic Development: The Five Year Plans; problems of development - Punjab and Bihar
- [b] Indian Foreign Policy till 1964: Non -Alignment and Panchsheel

Unit III: Indian Politics: National and regional aspirations

- [a] Congress Party till 1977
- [b] The Emergency, Naxalbari; J.P. Movement
- [c] Regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland

Unit IV: Indian Politics and Society: 1970s, 1980s and 1990s

- [a] The Political Voice of Caste: Non Brahmin and Dalit Assertions, the Mandal Commission
- [b] Women, Social Reform and the Law
- [c] Right-Wing Nationalist Politics: The Jan Sangh and the rise of the BJP

Unit V: Development, Environment and Peoples Rights

- [a] Environmental movements in India
- [b] Civil Society and Popular Movements in North East India
- [c] The Judiciary: Public Interest Litigation

Unit VI: The New Publics

- [a] Media in Modern India: Press, Cinema and Television
- [c] Modern Indian Art: The Progressive Artist Group
- [d] Sports and the Modern Nation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. **(Teaching time: 2 weeks Approx.)**



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Chakrabarty, D., Rochona Majumdar & Andrew Sartori. (2007). *From the Colonial to the Post-Colonial: India and Pakistan in Transition*. New Delhi: Oxford University Press.
- Basu, B.D. (2011). *Introduction to the Constitution of India*. Delhi: Lexis Nexis. (20th Edition)
- Austin, Granville. (1999). *Working a Democratic Constitution: the Indian Experience*. New Delhi: Oxford University Press.
- De, Rohit. (2018). *A People's Constitution*, Delhi: Penguin.
- Ramaswamy, Sumathi. (1997). *Passions of the Tongue: Language Devotion in Tamil India, 1890-1970*. Berkeley: University of California Press.
- King, Robert D. (1997) *Nehru and the language politics in India*. Delhi: Oxford University Press

Unit-II: This unit deals with the history of economic developments in the early years of Independent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panch-sheel. **(Teaching time: 2 weeks Approx.)**

- Balakrishnan, P. (2005). *Economic Growth and its Distribution in India*. Hyderabad: Orient BlackSwan.
- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: Oxford University Press.
- Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: Oxford University Press.
- Bhalla, G.S. (1995). "Agricultural Growth and Industrial Development in Punjab" in *Agriculture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.
- Golam Rasul and Eklabya Sharma, (2014). "Understanding the Poor Performance of Bihar and Uttar Pradesh in India: A Macro Perspective". *Regional Studies, Regional Science*. vol. 1:1, 221-239. <http://dx.doi.org.2014.943804>

Unit-III: This unit deals with history of Indian Politics since 1947 with special reference to history of congress party till 1977. It also deals with history of Naxalbari, J P Movement. This unit also deals with regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland. **(Teaching time: 3 weeks Approx.)**

- Misra, Udayon (2014). *India's North -East: Identity movements, state and civil society*. Delhi: Oxford University Press.



- Oinam, Bhagat and Dhiren A. Sadokpam (Ed.). (2018). *Northeast India: A Reader*. London: Routledge.
- Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India*. New Jersey: Princeton.
- Ray, Rabindra. (1992). *The Naxalites and their Ideology*. Delhi: Oxford University Press
- Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press.
- Chandra, Bipan (2017). *In the Name of Democracy: JP Movement and Emergency*. Delhi: Penguin Random House India.
- Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*. Berkeley: University of California Press.
- Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press

Unit-IV: This unit examines history of Indian Politics and Society from 1970s to 1990s with special reference to political mobilisation of caste. It also deals with history of Right-wing Nationalist politics and history of social reform with reference to Women and Law. **(Teaching time: 3 weeks Approx.)**

- Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*. New Delhi: Kali for Women.
- Menon, Nivedita. (2001). *Gender and Politics in India*. Delhi: Oxford University Press.
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India*. Delhi: Oxford University Press.
- Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin.
- Jaffrelot, Christophe (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. London: Hurst.
- Hansen, Thomas Blum. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in India*. Princeton: Princeton University Press.
- Das, Veena: (1996). *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Unit-V: This unit deals with the history of Environmental movements in India since Independence. It also deals with history of civil society and popular movements in North East India. It also deals with the history of Judiciary in Independent India with special reference to Public Interest litigation. **(Teaching time: 2 weeks Approx.)**

- Middleton Townsend and Sara Shneiderman (ed.) (2018). *Darjeeling Reconsidered: Histories, Politics, Environments*. Delhi: Oxford University Press
- Pachuau, Joy L. K. (2014). *Being Mizo: Identity and Belonging in Northeast India*. Delhi: Oxford University Press.
- Bhuwania, Anuj. (2017). *Courting the People: Public Interest Litigation in Post Emergency India*. Delhi: Cambridge University Press.
- Baviskar, Amita. (2004). *In the Belly of the River: Tribal Conflicts Over Developments in the Narmada Valley*. Delhi: Oxford University Press.
- Guha, Ramachandra. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance*. Delhi: Oxford University Press.
- Sabharwal, Vasant & Mahesh Rangarajan (eds.). *Battles Over Nature: Science and the Politics of Conservation*. Delhi: Permanent Black.

Unit- VI: This unit deals with the history of Media in modern India along with an analysis of Modern Indian Art. It also examines history of Sports and making of a Modern Nation. **(Teaching time: 2 weeks Approx.)**

- Sen, Ronojoy (2015). *Nation at Play: History of Sport in India*, New York: Columbia University Press.
- Jeffrey, Robin. (200). *India's Newspaper Revolution: Capitalism, Politics and the Indian Language Press, 1977-1999*. London: Hurst.
- Rajagopal, Arvind. (2001). *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge: Cambridge University Press.
- Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.
- Velayutham, Selvaraj, (2008). *Tamil Cinema: The Cultural Politics of India's Other Film Industry*. New York: Routledge.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.
- Sinhaed, Gayatri. (2003). *Indian Art: An Overview*. Delhi: Rupa
- Dalmia, Yashodhara (2001). *The Making of Modern Indian Art: The Progressives*, Delhi: Oxford University Press

SUGGESTED READINGS:

- Beteille, A. (2012) *Democracy and Its Institutions*. New Delhi: Oxford University Press.
- Bhargava, Rajeev and Vanaik Achin (Eds.). (2010). *Understanding Contemporary India*. Orient Blackswan
- Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.
- Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin
- Chatterjee Partha (ed.). (1997). *State and Politics in India*. Delhi: Oxford University Press
- Damodaran, H. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Basingstoke: Palgrave Macmillan.
- Deshpande, Satish, (2003). *Contemporary India: A Sociological View*. Delhi: Viking
- Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.
- Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written

submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Constitution, Nation, Linguistic Reorganisation, Development, Five Year Plans, Foreign Policy, Congress Party, Left Parties, Naxalbari, JP Movement, Regional Politics, Mandal Commission, Women, Jan Sangh, BJP, Popular Movements, Northeast, Judiciary, Media, Progressive Artist Group, Sports



MS
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007