Department of History
The University of Burdwan
Syllabus for the Degree of M A in History to be effective from the academic session 2014-16

Preamble:

The entire syllabus shall be of 90 credits carrying 900 marks, of which 10 credits carrying 100 marks shall be allotted to Project Work. The syllabus is divided into 17 courses of which 16 courses are of 50 marks each and one course, i.e., project work is of 100 marks. Each course of 50 marks is of 5 credits (1 credit = 1 lecture of 1 hour per week x 16). A candidate has to earn total 90 credits to earn PG degree in History. Each course of 5 credits shall have 5 hour session of Lectures per week over a period of one semester of 16 weeks for teaching-learning process. The 90 credits carrying 900 marks shall be divided into four Semesters. Each of the first three Semesters shall be of four courses carrying 20 credits (5 credits for each course) and 200 marks (160 marks for End Semester Examination and 40 marks for Continuous Assessment). Fourth Semester shall be of five courses carrying 30 credits (20 credits from four courses and 10 credits from project work) and 300 marks (160 marks for End Semester Examination, 40 for Continuous Assessment and 100 marks for Project Work).

The syllabus contains mainly two types of courses ----- Core and Elective. A course which should compulsorily be studied by a candidate as a corerequirement is termed as a Core course. The Core courses are compulsory for the students. Generally a course which can be chosen from a pool of courses and which may be very specific / specialized / advanced to the subject of study or which provides extended scope or enables exposure to some other disciplines / subjects / domains will be called an Elective Course. Elective Courses (known as Departmental Elective Courses) are to be offered to the students of the department and students from sister / related disciplines may also be offered one or two such courses in the 4th semester on the basis of availability of seats and teachers.

Students shall have to earn 70 credits from Departmental Core Courses and 20 credits from Elective courses. A maximum of 10 credits may be earned in the 4th semester from non-departmental Elective Courses to be offered by sister/related disciplines in lieu of Departmental Electives. Students may opt for Non-departmental Elective in lieu of MAHIST 403 and MAHIST 404, subject to prior approval of departmental committee. A student may opt entirely for
Departmental Elective Courses. Departmental Elective courses will be offered in 3rd and 4th Semester of study. For selecting non-departmental elective courses by any student prior approval of the departmental committee and the University authorities will be required and uniformity in academic calendar across departments should be maintained.

The performance of a candidate in each course will be assessed for a maximum of 50 marks out of which 40 marks shall be allotted to end-semester examination of two hours duration. Students are required to answer four question (out of eight alternatives), carrying 10 marks each. The remaining 10 marks shall be allotted to Continuous Assessment through Class Tests or Viva voce.

The Project Work, carrying 10 credits (100 marks) is compulsory for the students and therefore shall be treated as Core Course. The students shall be required to do project in the 4th semester. It may be done on any course related to Indian history. Of the 100 marks entrusted to Project Work, 60 marks shall be allotted to Project writing, 20 for seminar presentation, 10 for Viva-voce and 10 marks to Social Outreach Programme.

In the first and second semester all the courses to be offered are Course Courses and compulsory for the students. In the Third Semester there shall be two Core Courses which are compulsory and two Elective Courses (MAHIST303 and MAHIST304) with options. Students have to opt for two Elective Courses, one each from MAHIST 303 (A/B/C/D) and MAHIST 304 (A/B/C/D). The Fourth Semester is of two Core Courses (compulsory for the students) and two Elective Courses (MAHIST 403 and MAHIST 404) with options and a Project Work. Students are required to choose one course under MAHIST 403 (A/B/C/D) and one under MAHIST 404 (A/B/C/D).
# MA in History

## Course Outline

### First Semester

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Type</th>
<th>Course Title</th>
<th>Credit</th>
<th>Credit Distribution (L, T &amp; P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHIS T 101</td>
<td>Core</td>
<td>Interrogating Indian Historiography</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIS T 102</td>
<td>Core</td>
<td>Nineteenth- and Twentieth-Century Bengal: Life and Culture</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIS T 103</td>
<td>Core</td>
<td>Mainland Southeast Asia: Burma, Indo-China and Thailand</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIS T 104</td>
<td>Core</td>
<td>History of Ideas: Nineteenth and Twentieth Century India</td>
<td>5</td>
<td>4 1 0</td>
</tr>
</tbody>
</table>

**Total Credit**: 20 16 4 0

### Second Semester

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Type</th>
<th>Course Title</th>
<th>Credit</th>
<th>Credit Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHIST 201</td>
<td>Core</td>
<td>Historiography and Methodology: The Western Tradition</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 202</td>
<td>Core</td>
<td>Making of the Indian Nation-State</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 203</td>
<td>Core</td>
<td>Island Southeast Asia: Indonesia and Malaysia</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 204</td>
<td>Core</td>
<td>Western Political Ideas: Machiavelli to Marx</td>
<td>5</td>
<td>4 1 0</td>
</tr>
</tbody>
</table>

**Total Credit**: 20 16 4 0
### Third Semester

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Type</th>
<th>Course Title</th>
<th>Credit</th>
<th>Credit Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHIST 301</td>
<td>Core</td>
<td>The Rahr in the Nineteenth Century</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 302</td>
<td>Core</td>
<td>Economy in Transition: Pre-colonial India</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 303A</td>
<td>Elective</td>
<td>State and Society in Ancient India</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 303B</td>
<td>Elective</td>
<td>Science and Society in Pre-colonial India</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 303C</td>
<td>Elective</td>
<td>History of Women: Issues and Trends</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 303D</td>
<td>Elective</td>
<td>History of the USA: 1776-1850</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 304A</td>
<td>Elective</td>
<td>State and Society in Medieval India</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 304B</td>
<td>Elective</td>
<td>Science and Society in Colonial and Post-colonial India</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 304C</td>
<td>Elective</td>
<td>Indian Women through the Ages</td>
<td>5</td>
<td>4 1 0</td>
</tr>
<tr>
<td>MAHIST 304D</td>
<td>Elective</td>
<td>History of the USA: 1850-1900</td>
<td>5</td>
<td>4 1 0</td>
</tr>
</tbody>
</table>

Total Credit: 20 16 4 0

### Fourth Semester

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Type</th>
<th>Course Title</th>
<th>Credit</th>
<th>Credit Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Type</td>
<td>Course Title</td>
<td>Lecture</td>
<td>Tutorial</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>MAHIST 401</td>
<td>Core</td>
<td>The Rahr in the Twentieth Century: 1900-1947</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 402</td>
<td>Core</td>
<td>Economy in Transition: Colonial India</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 403A</td>
<td>Elective</td>
<td>State and Society in Colonial India</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 403B</td>
<td>Elective</td>
<td>A Cultural History of Europe: Renaissance and Reformation</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 403C</td>
<td>Elective</td>
<td>Emergence of Industrial Societies: The Conceptual Framework</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 403D</td>
<td>Elective</td>
<td>History of the USA: 1900-1945</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 404A</td>
<td>Elective</td>
<td>State and Society in India since Independence</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 404B</td>
<td>Elective</td>
<td>Europe in the Age of Enlightenment</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 404C</td>
<td>Elective</td>
<td>Emergence of Industrial Societies: The Classical Case and the Late-Starters</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 404D</td>
<td>Elective</td>
<td>History of the USA: 1945-1991</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MAHIST 405</td>
<td>Core</td>
<td>Project Work &amp; Extension Outreach*</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Credit</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Total Credit</td>
<td>90</td>
<td>64</td>
</tr>
</tbody>
</table>

*Credits in the Lecture (L) mode shall be decided through end-semester written test. Credits in the Tutorial (T) mode shall be decided by internal tests. Finally, credits in the Practical (P) mode will be decided by the extent and quality of field work/extension outreach report.
Detailed Syllabus for MA to be effective from 2014

First Semester

MAHIST 101: Interrogating Indian Historiography

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. Evolution of Indian Historical Tradition from the earliest times to the nineteenth century: Indian sense of the past—-the meaning of historical consciousness----the Indian perceptions---the concept of time in ancient India. (11 lectures)

2. Sources: Histories and Historical consciousness in Ancient India---the expressions of historical consciousness in the Vedic texts—the Buddhist and Jaina texts---the itihasa purana tradition---epics, genealogies----the early medieval expressions---the historical biographies---Harshacharita and Rajtarangini. (11 lectures)

3. Sources of Medieval Indian Historiography ---Persian and Arabic inscriptions of the Sultanate period—Early Sultanate Chroniclers ---Sanskrit inscriptions ---Imperial orders and edicts by princes and nobles---farmans, nishans and parwanas---study of memoirs and biographies—Babarnama, Akbarnama, Jahangir nama---Chisti attitude towards State---Sufi Ishrat traditions. (11 lectures)

4. Historians and Histories of Mughal Empire under Akbar—Abul Fazl’s ideas of history---Khwaja Nijamuddin’s treatment of History—Badauni’s treatment of History-- Some Historians of Medieval India--Sultanate period—Barani, Isami, Amir Khusru--Mughal period—Abul Fazl, Badauni--Travel Accounts of Ibn Batuta, Bernier, and Manucci (11 lectures)


6. Debates on Indian History: Indian feudalism, eighteenth century India, writings on Mutiny and Partition---Recent trends in the writing of Indian History. (15 lectures)
Select Readings:

7. Partha Chatterjee and Raziuddin Aquil, History in the Vernacular.
8. R.C.Majumdar, Historiography in Modern India, Bombay, 1970.
14. Subodh Mukhopadhyay, Historians and Historiography in Modern India.

MAHIST 102: Nineteenth- and Twentieth-Century Bengal: Life and Culture

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lecture

1. Decline of the old social order and reorganization of society: changes in social life—the rural society and urban centres—economic status, caste, religion and other elements of social structure—social mobility—encounter with the west, generating a cultural ferment—religious and social reforms in the first half of the nineteenth century—popular religion—transformation of religious sensibilities—Christian missionaries—outstanding figures and important movements—the Renaissance debate. (13 lectures)

2. The bhadralok and the bhadramahila: Bengali Hindus and Muslims—sense of identity and self-image—the women’s question—the emergence of the bhadramahila—domestic life—motherhood and child rearing—changing conjugal relations—women’s education—women’s writings—women in public life—education, employment and politics—women’s mobilization and movements—growth of political consciousness—perceptions, emotions and attitudes—elite and popular culture—language and literature—education—press—visual and performing arts. (13 lectures)
3. The peasants, artisans and the emerging labour force: commercialization of agriculture—agricultural indebtedness—subinfeudation—production and protest—organized and un-organized sectors—radical orientation—demands and protests—class consciousness and organization. (10 Lectures)

4. Culture and the creative domain: literature, song, painting, theatre, sports, science, medicine, industry and enterprise in the Swadeshi era—education, literature, newspaper and periodicals, visual and performing arts, adda, theatre and cinema—elite and popular culture—elite and popular culture redefined after 1947 in music, theatre and films. (11 Lectures)

5. Bengal through World Wars to Independence: Non-Cooperation and Swarajist politics—the growth of communal politics—the origins and development of the left—Civil Disobedience and Quit India—Tebhaga uprising—1947: Independence of Partition? (10 lectures)

6. The post-independence years: dynamics of riots and movements in post-1947 Bengal—the refugees from eastern Bengal—growth of a refugee movement—refugee rehabilitation measures—partition and Bengali Muslims—The drain of the middle class and the growth of a new middle class—Food Movement, Peasant and Labour Movements, Students’ and Teachers’ movements—north Bengal in the post-1947 era—interrogating the ‘Hungry Tide’: the Sundarbans. (13 Lectures)

Select Readings:

2. Abul Masoor Ahmad, Amar Dakha Rajnitir Panchash Bachar (Fifty Years of Politics As I Saw It).
8. Anuradha Roy, Nationalism and poetic discourse in 19th century Bengal, Papyrus, Kolkata.
10. Asok K. Bhattacharya, Calcutta Paintings, Calcutta: Dept. of Information and Cultural Affairs, Govt. of West Bengal, 1994.
12. Atis Dasgupta, Groundswell in Bengal in the 1940s.
23. D.M Laushey, *Bengal Terrorism and the Marxist Left, Aspects of Regional Nationalism in India, 1905-1942*.
32. Dipesh Chakrabarty, *Rethinking Working-Class History, Bengal 1890 to 1940*.
34. Gargi Chakarvartty, *Coming out of partition, refugee women of Bengal*, New Delhi, 2005.
36. Gautam Chattopadhyay, *Communism and Bengal's Freedom Movement*.
42. Irfan Habib, 'The Left and the National Movement,' *Social Scientist*, Vol. 27, Nos. 5-6, May-June, 1998.
45. K.M. Panikkar, *Asia and Western Dominance*.
60. Mushirul Hasan, *Islam in the Subcontinent*.
69. Partha Chatterjee, *Bengal: The Land Question*.


86. Mushirul Hasan, (ed.), *Communal and Pan-Islamic Trends in Colonial India*.

87. Rajat Ray, *Urban Roots of Indian Nationalism, Pressure Groups and Conflict of Interests in Calcutta City Politics, 1875-1939*.

88. Rakesh Batabyal, *Communalism in Bengal: from famine to Noakhali, 1943-47*.


106. Sumit Sarkar, *Modern India*.


V.C. Joshi ed., *Rammohun Ray and the Process of Modernization of India*, New Delhi,

### MAHIST 103: Mainland Southeast Asia: Burma, Indo-China and Thailand

**Full Marks: 50(5 Credits)**

**To be covered in minimum 70 lectures**

#### BURMA

1. Traditional Burma and Colonial Intervention: Kingship in Burma—Central system of administration—Local government—Anglo-Burmese wars—British rule is lower Burma—Annexation of Upper Burma—Phases of political development. (13 lectures)


3. Health, Economy and Society: Socio-economic characteristics—Economic policies and changes—Agriculture and—Rice revolution—demographic Changes—environment and health—disease control and eradication—Problem of growing lawlessness—Education and religion—Regionalism and the minority people. (9 lectures)

#### Indo-China


THAILAND


Select Readings:

30. John Bastin (ed.), *The Emergence of Modern Southeast Asia: 1511-1957*.

MAHIST104: History of Ideas: Nineteenth- and Twentieth-Century India

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

1. Impact of Western Ideas and the Emergence of a Colonial Intelligentsia: Rammohan Roy, Ishwarchandra Vidyasagar and others (10 lectures)
2. From Reformism to Revivalism: Bankim Chandra Chattopadhyay, Dayananda Saraswati and others (10 lectures)
3. Ideas of National Regeneration: Swami Vivekananda and others (8 lectures)
4. Gender and Caste: Pandita Ramabai and Rokeya Sakhawat Hossain (10 lectures)
5. The Ideas of Swaraj and Satyagraha: Mahatma Gandhi (8 lectures)
6. The Dalit Ideology: B. R. Ambedkar and Periyar E V Ramasamy (10 lectures)
7. Theory of Nation, Nationalism and Hunan Unity: Aurobindo Ghosh and Rabindranath Tagore: (8 lectures)
8. Idealism and Human Rights: Vinoba Bhave and others (6 lectures)

**Select Readings:**

4. Bidyut Chakrabarty ansd Rajendra Kumar Pandey, *Modern Indian Political Thought: Text and Context*, Delhi, 2010
12. Kenneth W Jones, *Socio-religious Reform Movements in British India*
18. Partha Chatterjee, *Nationalist Thought & the Colonial World*, OUP
27. V.R. Mehta, *Indian Political Thought*, Manohar, New Delhi, 1996.

**Second Semester**

**MAHIST 201: Historiography and Methodology: The Western Tradition**

**Full Marks: 50 (5Credits)**

**To be covered in minimum 70 lectures**

1. Emergence of Western Historical Tradition (Graeco-Roman Era): History Writing in the Classical Era – Writings of Herodotus, Thucydides and others in Classical Greece--
History Writing in the Roman age – Writings of Polybus, Tacitus, Pliny and others--Past Forms, Myths, Legends and Sources (11 Lectures)


4. Debates in History: The Industrial Revolution--The French Revolution--The American Revolution--Historical Writings in the Post-modern Period (8 Lectures)

5. Philosophy and Theories of History: Historical theories-Speculative and Critical Philosophy-- Historical objectivity-- Concept of Progress in History-- Historical synthesis, Value-judgment and Historical Determinism & Historicism (11 Lectures)

6. Structure and Interdisciplinary Nature of History Writing: The historian at work- narrative, description, analysis, rhetoric and structure-- Research in History- Methodology of Historical Research-- Importance of Sources in History- Oral evidence and incorporating Visual Sources into written History--History and Science/History and Social Sciences (14 Lectures)

Select Readings:

MAHIST 202: Making of the Indian Nation-State

Full Marks – 50(5 Credits)

To be covered in minimum 70 lectures.

1. Emergence of Nationalism: Historiography of Indian nationalism—The National Movement till the turn of the nineteenth century – Agrarian society and peasant discontent—the new middle class and the emergence of nationalism—Foundation of Indian National Congress (10 lectures)

2. Early Nationalism: The Moderates and Economic Nationalism—Phases of Moderates Politics—Roots of Extremism—the Swadeshi Movement—Boycott and Swadeshi—National Education—Muslim Politics and the Foundation of Muslim League (9 lectures)


5. Consolidation of India as a Nation: Making of a Constitution—the Linguistic Reorganization of the States—Integration of the Tribals—Regionalism and Regional Inequality—the Years of Hope and Achievement, 1951-64—Jawaharlal Nehru in Historical Perspective (8 lectures)


Select Readings:

87. VP Dutt, *India’s Foreign Policy in a Changing World*, New Delhi, 1999.

**MAHIST 203: Island Southeast Asia: Indonesia and Malaysia**

**Full Marks 50 (5 Credits)**

**To be covered in minimum 70 Lectures**

**Indonesia**

1. European Territorial Expansion: the Portuguese intrusion, the Dutch Forward Movement –Java under British rule –T.S. Raffles, Dutch colonial policy –The Culture system, the Liberal system –Ethical policy –the economic impact of Dutch domination. (11 lectures)
2. Nationalism and Challenge to European Domination: General background –Sarekat Islam, PKI, PNI and other political parties –Impact of the Second World War. (11 lectures)


Malaysia

4. British Policy in Malay: Background to Singapore: The Straits Settlements and Borneo1786-1867 -From the Acquisition of Penang to the Anglo-Dutch Treaty of 1824 –Piracy and the Works of James Brooke. (7 lectures)


Select Readings:

36. John Bastin (ed.), *The Emergence of Modern Southeast Asia: 1511-1957*.
50. Rupert Emerson, Malaysia A Study in Direct and Indirect Rule, Singapore, 1969.

MAHIST 204: Western Political Ideas: Machiavelli to Marx

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. The Renaissance, humanism in Italy and England: Machiavelli. (7 lectures)
2. The Reformation: Luther and Calvin; French religious wars and the anti-monarchist thinkers. (7 lectures)
3. Law, Natural Law and the State: Althusias, Grotius. (7 lectures)
4. British Civil War: Harrington, the Levellers. (7 lectures)
5. Conservative theorists: Bodin, Hobbes. (7 lectures)
7. Reaction to French Revolution: Edmund Burke, Tom Paine. (7 lectures)
8. French thought in the eighteenth century: Montesquieu, Voltaire, Rousseau, the Physiocrats. (7 lectures)
9. The Idealist School in Germany: Kant, Fichte, Hegel. (7 lectures)
10. Socialism: Utopian socialist thought; Marxian socialism. (7 lectures)
Select Readings:

MAHIST 301: The *Rarh* in the Nineteenth Century

*To be covered in minimum 70 lectures*

1. Introducing the *Rarh* in the nineteenth century—historical geography—political divisions—Sumbha, Prasumbha, Sumbhottar, Brahma, Brahmottar, Bajjabhumi—topography and natural resources—climate and seasons—flora and fauna—economic resources and social wealth—importance of local history. (11 lectures)

2. Demography and ethnic variety: Hindu, Muslim and Tribal society—social hierarchy and caste system—traditional society and determinants of social status—new markers of social status—dynamism and social mobility—changes in existing social and caste hierarchy—the *Nabashakhas* and other dissidents from parent caste groups—a changing demographic pattern. (11 lectures)

3. Agrarian economy and society: social impact of new land settlement in the early colonial period, Decennial system and Permanent Settlement—case studies of Burdwan, Bankura and Birbhum—introduction of cash crops—stepping in of outsiders in agrarian society—absentee landlordism, *pattani* system and the jotedars—rice economy and agricultural marketing of rice—Burdwan as the rice bowl of Bengal—tribal and non-tribal population—colonial interference in forest and other natural resources—predicament and protest. (13 lectures)

4. Industry and urbanization: handicrafts and small industries—cloth, silk, salt, sugar, terracotta, rice, cutlery, lac, etc.—development of mining, industries, communication and railways—trade marts—rail and river-borne trade—commercial groups and professionals—urbanization—old and new towns—rise of the small town gentry—the rural-urban continuum and divide. (13 lectures)

5. Religion and culture: popular religion—local deities and religious faiths—religious and cultural practices—tribal and non-tribal culture—communities and religious syncretism—transformation of religious sensibilities—the Christian missionaries—popular culture—entertainments and festivities—visual and performing arts—impact of religious and cultural reform movements generated in the metropolis—dichotomy between metropolitan and mufassil existence. (11 lectures)

Select Readings:

44. Maniklal Sinha, *Paschim Rahr Tatha Bankura Sanskriti*, Bishnupur, 1384 B.S.

**MAHIST 302: Economy in Transition: Pre-colonial India**

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

1. Land in Ancient India: agricultural output and revenue— ownership, property and inheritance laws—legal and other aspects of Royal Land Charter (Rajasasana)—social and economic implications—development of feudal elements in early India: the debate and the evidence. (11 lectures)

2. Handicrafts, industries and trade: manufacture and technology—economic output and organization—guilds—currency system and regulative structures—domestic and foreign
trade—ancient sea ports of India—markets and merchants—trading communities and merchant corporations—slaves, hired and forced labour—urbanization debate. (13 Lectures)


4. Economy of the Delhi Sultanate: agricultural production—agrarian taxation— rural classes—land grants—iqta system—non-agricultural production—commerce—prices and wages—currency system—the maritime trade of India. (11 lectures)

5. Economy of Mughal India: agricultural production—agrarian relations and land revenue—jagirdars and zamindars—village community—non-agricultural production—industries—inland trade—monetary system and prices—towns and cities—regional economies: Maharashtra, the Deccan, the South, Assam and Bengal—the 18th century debate. (14 lectures)

6. European trade with India: commercial and political organization of trade—the commodity structure of trade—the methods and impact of European trade—Indian merchants and trade in the Indian Ocean. (11 lectures)

Select Readings:

1. A. Ghosh, *The City in Early Historical India*.
2. A.K.Y.N. Aiyer, *Agriculture and Allied Arts in Vedic India*.
3. Abhoy Kant Choudhary : Early medieval village in North eastern India (A.D. 600 to 1200), Calcutta, Punthi Pustak, 1971.
4. Aniruddha Ray and S.K. Bagchi, *Technology in Ancient and Medieval India*.
7. D D Kosambi : An Introduction to the study of Indian history, Bombay.
11. N.N. Kher, *Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age*.
20. R.S Sharma: Urban Decay in India (c.300-c.1000), New Delhi, Munshiram Manoharlal 1987.
21. R.S. Sharma, Material Culture and Social Formation in Ancient India.
22. R.S. Sharma, Indian Feudalism.
25. Romila Thapar, Ancient Indian Social History : Some Interpretations.
30. Vijay Thakur, Urbanization in Ancient India.
31. S. Arasaratnam, Merchants, Companies and Commerce on the Coromandel Coast 1650-1740.
32. __________, Maritime India in the Seventeenth Century.
33. C. A Bayly, The Imperial Meridian: The British Empire and the world 1780-1830.
34. __________, Rulers, Townsmen and Bazaars: North Indian Society in the Age of European Expansion
35. C. R. Boxer, The Dutch Seaborne Empire 1600-1800.
36. __________, Portuguese Conquests and Commerce in Southern Asia 1500-1700.
37. __________, The Portuguese Seaborne Empire, 1415-1825.
40. __________, The Trading World of Asia and the English East India Company, 1660-1760.
41. S. Chaudhuri, Indian Merchants and the Decline of Surat.
42. A. Dasgupta, Malabar in Asian Trade, 1740-1800.
45. Om Prakash, The Dutch East Indian Company and the Economy of Bengal 1630-1720.
46. __________, European Commercial Enterprise in Pre-colonial India.
47. __________, Asia and the Pre-Modern World Economy.
48. __________, European Commercial Enterprise in Pre-Colonial India, New Cambridge History of India, II.5.
49. A. Villiers, The Indian Ocean.
50. __________, Sons of Sindbad: The Great Tradition of Arab Seamanship in the Indian Ocean.
58. J. F. Richards, *ed. The Imperial Monetary System of Mughal India*.
59. __________, *ed. Precious Metals in the Later Medieval and Early Modern Worlds*.
60. D. Rothermund, *Asian Trade and European Expansion in the Age of Mercantilism*.
61. M. N. Pearson, *The Portuguese in India*.
62. __________, *Merchants and Rulers in Gujarat: The Response to the Portuguese in the Sixteenth Century*.
63. K. S. Matthew, *Portuguese Trade with India in the Sixteenth Century*.
64. A. R. Disney, *Twilight of the Pepper Empire: Portuguese Trade in South-west India in the Early Seventeenth Century*.
65. S. Subrahmaniyam, *The Portuguese Empire in Asia, 1500-1700: A Political and Economic History*.
66. __________, *Improvising Empire: Portuguese Trade and Settlement in the Bay of Bengal, 1500-1700*.
67. __________, *The Political Economy of Commerce: Southern India, 1500-1650*.
68. __________, *ed. Money and the Market in India, 1100-1700*.
69. N. Steensgaard, *The Asian Trade Revolution of the Seventeenth Century*.
70. H. Furber, *Rival Empires of Trade in the Orient, 1600-1800*.
74. Irfan Habib, *Agrarian System of Mughal India (1556-1707), IIrd revised addition, New Delhi: OUP, 1999*.
81. Sourindranath Roy, *The Story of Indian Archaeology*.
82. Dilip K. Chakrabarti, *A History of Indian Archaeology from the beginnings to 1947*.
84. H.D. Sankalia, *Stone Age Tools*.
86. __________, *Colonial Indology. Sociopolitics of Ancient Indian Past*.
88. S. Settar and Ravi Korisettar, *eds. Indian Archaeology in Retrospect (4 volumes)*.
91. A Ghosh, *An Encyclopaedia of Indian Archaeology (2 volumes)*.
92. ____________, *The City in Early Historic India*.
94. ____________, *Archaeology of Early Historic South Asia: Emergence of Cities and States*.

**MAHIST 303A: State and Society in Ancient India**

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

**State:**


**Society:**


6. Social formation in South India: Sangam Literature. The ‘Dravida’ culture: Kingdoms from South India. The ‘early medieval’ in Indian History and regional societies. (11 Lectures)

Select Readings:

41. R. C. Majumdar, *Corporate Life in Ancient India*, Calcutta, First Published, 1919.
45. R.S. Sharma, *Social changes in Early Medieval India*, Delhi, 1969.
62. T B Mukherjee : Inter-state Relations in Ancient India, Delhi (Meenakshi Prakashan) First Published, 1967.

**MAHIST 303B: Science and Society in Pre-colonial India**

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

   Irrigation—Agricultural Processing—Irrigation devices (10 lectures)

2. Rational medicine and surgery in early India : Greek and Arab components in Ayurveda---
   Transmission of Medical Knowledge to and from the Arab world -- interaction between Unani and Ayurveda—Medical Practitioners, Medicines and Medical Institutions —Rhinoplasty—
   Ophthalmology and Introduction of Spectacles—veterinary science (10 lectures)

3. The Indian system of *ganita*— Vedic mathematics-- Development of *rasi* and sulva (arithmetic and geometry --
   Science: Science and Learning– Mathematics-- Astronomy— Astronomy in the Arab World and its impact on India with special reference to Sawai Jai Singh. Science and Scientific Instruments-- Concept of rationality and scientific ideas in Arab thought – its reception in India (12 lectures)

4. Ancient and Medieval Indian engagement with geography, chemistry, physics, astronomy, botany, zoology etc. The entanglement of faith and reason in ancient India (10 lectures)

5. Development of technology in Ancient and Medieval India: ship-building-- metal works--
   engineering (with particular reference to temple architecture) -- terracotta and other regional art forms, textiles and the world of dyes. Art and Crafts: Textile Technology—Mining and Metallurgy—Distillation and Refrigeration--Building Industry—Other Crafts and Techniques--
   Medieval Indian Technology and its social and Cultural Environment. Military Technology—
   Land Transport and Navigation—War Equipments before Gunpowder—Gunpowder Firearms—Internal Transport and Communication (14 lectures)

   nature as friend, healer, benefactor, adversary-- relationship of the seasons to human emotions--
   -poetic figures relating to nature in literary criticism. Environmental consciousness:
   Exploration of natural resources for sustainable economic and ecological development—
   gardens, orchids, orchards and parks. Forest, deforestation and agricultural expansion—
   development of irrigation and water resources—pastoralism, ecology and society (14 lectures)
Select Readings:

1. Alvares C. 1979 *Homo Faber: Technology and Culture in India, China, and the* 
   Alliance, Delhi.
   University Press, New York.
10. Gadgil, Madhav & Ramachandra Guha, 1992. *This Fissured Land: An Ecological History of 
11. *History of Science and Technology in India*. (12 volumes: v.1 health and medicine, science and 
    religion; v.2 mathematics, astronomy; v.3 technology; v.4 science; v.5 science and technology; 
    v.6 metals and metal technology; v.7 industries; v.8 coins, metallurgy; v.9 building 
    construction; v.10 irrigation; v.11 geology; v.12 environment and ecology) (Delhi: Sundeepra 
12. Shailendra Kumar, *History of Science in India: Analytical Database of Information 
    Sources* (New Delhi: Gyan Publishing House, 1994).
    Institute of Sciences of India, 1963).
    2006).
    University Press, New York.
25. Gadgil, Madhav & Ramachandra Guha, 1992. *This Fissured Land: An Ecological History of 
    Calcutta, 1996.
27. A.Rahman, (ed) *History of Indian Science, Technology and Culture, A.D.1000- 
    1800*, OUP, New Delhi, 1999.
29. Bruce T Moran,(ed) *Patronage and Institutions: Science Technology and 
31. S. Subramaniam (ed).*Merchants, Markets and State in Early Modern India*, New
MAHIST 303C: History of Women: Issues and Trends

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. Theoretical Approaches to the subject: Liberal, Marxist, Psychoanalytical, Socialist, Existential, Radical, Postmodern, etc. (13 lectures)
2. Sources and their relative importance in a study of the history of women. (13 lectures)
3. Mary Wollstonecraft and the dawn of western feminism. (9 lectures)
4. Other feminist characters and movements in Europe and America during the 19th and 20th centuries. (13 lectures)
5. Western feminism – Emerging trends. (9 lectures)
6. Women in Asia – with special reference to the South Asian Countries. (13 lectures)

Select Readings:


MAHIST 303D: History of the USA: 1776-1850

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. The New World and its colonization: The British imperial system—mercantilism—roots of conflict between the imperial authorities and the colonists. (11 lectures)

2. The American War of Independence: The ideological background—Declaration of Independence—Articles of confederation—the making of the constitution and the ratification controversy. (13 lectures)


4. Foreign policy: American perceptions of the World—isolationism and involvement—the War of 1812—Foreign policy of Monroe and Adams—the Monroe Doctrine—‘Manifest Destiny’, the War with Mexico. (13 lectures)

6. From Missouri Compromise to the Compromise of 1850—the rise of ‘King Cotton’—Slavery—the beginning of the Abolitionist Movement—nature of the sectional conflict. (11 lectures)

Select Readings:


**MAHIST 304A: State and Society in Medieval India**

**Full Marks – 50 (5 Credits)**

**To be covered in minimum 70 lectures**

1. Formation of political structure of state during the early medieval phase in Indian history: evolution and problems; the political theory of the Sultanate: Caliphate, Sultanate and the question of Legitimacy; Unitary State/centralized formation? Evolution of regional patterns of State formation; Case studies; Rajputana, Bengal and the Vijayanagar kingdom— Importance of Hussain Sahi rule in the socio-cultural progress of Bengal. (14 lectures)
2. Society in the Sultanate period: Muslim society and the role of Ulema and other dominant religious groups; impact of Islam on society. Urban social groups and social mobility (11 lectures)

3. The Mughal Ruling Class - Nobility-numerical strength and composition of the nobility-organization of the nobility- the nobles and politics--jagirdars and Mansabdars-- the military elites, their social and political backgrounds, cultures of political service, aristocratic aspirations and new identities (14 lectures)

4. The Structure of the Mughal agrarian society- village community, theory and practice- the pattern of land ownership and social stratification- the peasantry-- jagirdars and zamindars. Social relation within agrarian society-class relations and class conflicts-- agrarian revolts—lower caste movements—the Jats-the Sikh revolt--the rise of the Marathas (11 lectures)

5. Growth of Mughal Art, Architecture, Painting and Music- synthesis of Indian and Persian tradition- birth of Indian classical music-- raags and raginis--dance (9 lectures)

6. State and Religion: mystical and intellectual currents; inter-faith dialogues; sulh-i-kul-- Sufis and the state; ulema in the Mughal Empire. Religious Movement: Bhaktism and Sufism: Growth of regional languages and literature, Hindu-Muslim cultural synthesis. (11 lectures)

Select Readings

7. Eaton, R M ed. : India’s Islamic Traditions.
9. Farhat Hasan, State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730 (Cambridge, 2005), chapter V.
18. Leila Ahmed, Women and Gender in Islam: Historical Roots of a Modern Debate (Yale
22. Naqvi H K: *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi* .
27. Rosalind O’Hanlon, ‘Manliness and Imperial Service in Mughal North India’, *JESHO*, 42
30. Shams Siraj Afif: *Tarikh-i-Firoz Shahi*, ed. by Walayat Hussain, Calcutta 1891.
31. Sherwani H K: *Muslim Political Thought and Administration*.

**MAHIST 304B: Science and Society in Colonial and Post-colonial India**

**Full Marks – 50 (5 Credits)**

**To be covered in minimum 70 lectures**


2. Western Science : Indian response to new scientific knowledge – interactions and predicaments -- Science and Indian nationalism – emergence of national science and its relations vis-à-vis colonial science – Mahendralal Sarkar, P.C. Ray, J.C.Bose. (8 lectures)

3. New horison of science and technology in post-colonial India-- Growth of science and technology since 1947--state policy to science and technology-- Nehruvian
science and post-colonial India -- Five year plans and techno-scientific development-- Locating Indian scientific community--scientific community and the problem of technological capability --Scientific works and accomplishments-- Ideas of H J Bhabha Meghnad Saha, S S Bhatnagar, K S Krishnan and others-- Science education, research and institutions – CSIR-- DRDO --TIFR (13 lectures)

4. Technology, Development Discourse and Social Change: Science and technology for development and social changes-- ideas of British Government, Mahatma Gandhi and other Indian nationalists -- Planning for development -- ideas of Meghnad Saha, P.C. Mahalanobis, S.N.Bose, C.V.Raman, Visweswararaya, H.J.Bhava, B. Sarabhai, S.S.Bhatnagar -- National Planning Committee. Technology and industrial development --- Mining and metallurgical development --- Development of transport and communication -- State’s policy to Engineering and technical education --its proliferation and backlash--Growth of technological and engineering institutions --Technological achievements --People’s response to new horizon of technology (13 lectures)

5. History of Medicine: Social Definition of the physician’s role as evolved in colonial India— Medicine and the Empire --- Colonial medical encounters -- Public Health and epidemic diseases --- Disease and Disease Control: Comparative Perspectives of Malaria, Smallpox, Cholera, Tuberculosis and Plague — Social dimension of health in India-- state policy to health and medicine -- development in health services -- primary health centres and hospitals - health care as a social responsibility ---reproductive health and beyond -- control and eradication of communicable diseases -- Health and population in India----mortality and morbidity --policy of the post-colonial state to indigenous systems of medicine and homoeopathy--medical education and research-- growth of pharmaceuticals --politics of health and medicine -- tribal health and medicine --- popular response to state’s health care services (13 lectures)

6. Nature on Display: Environmental Consciousness in India– Forest and the early onslaught on forests – early environmental debate – forest policy up to 1947 --Sites in which natural history encountered in the past: museums, zoos, botanical gardens, marine stations, parks, circuses and shows. Models of hydraulic environment – Colonial Irrigation – environmental cost of irrigation - Inland waters & freshwater fisheries – issues of control, access & conservation. Post-war trends of environmentalism--emergence of environmental history--state versus people --politics, environmentalism and environmental conflict--Chipko movement, Narmada banchao andolan, silent valley movement---- forests and forest policy in India --- forests and forest dwellers-- joint forest management --- fishing, fisheries and coastal fishing--- deforestation, climatic changes, environmental pollution and natural calamities --- globalization and its impact on environment in India (13 lectures)
Select Readings:

2. A S Bhatnagar, Shanti Swarup Bhatnagar: His Life and Work, NUSTADS, New Delhi, 1989
4. A.K. Bag, History of Technology in India, 4 vols. Indian National Science Academy, New Delhi, 1999
5. A.K. Bag, India and Central Asia: Science and Technology, 2 vols. Indian National


34. Debal Dev, Unnayan Purakatha, Kolkata, 2005.


50. Isitha Pande “Medicine, race and Liberalism in British Bengal” Routledge 2010


55. Krishna Sumi, Environmental Politics: People’s Lives and Development Choices, new Delhi, 1996.


61. Laxman D Satya, Medicine, Disease and Ecology in Colonial India, Manohar, New Delhi, 2009.
65. Madhav Gadgil and Ramchandra Guha, This Fissured Land, Delhi, 1993.
69. Prajit Bihari Mukherjee” Nationalizing the body: The medical market, Print and Daktari medicine” Anthem Press 2012.
72. Pratik Chakrabarti, Western Science in Modern India, Permanent Black, New Delhi, 2004.
76. R Elliot and A Gare eds., Environmental Philosophy: A Collection of Readings, New York, 1983.
83. S P Gupta, Modern India: Progress in Science and Technology, New Delhi, 1979
87. Sankar Kumar Nath” Kolkata Medical College er gorar kotha” Sahitya samsad 2014.
89. SM Bhardwaj, ‘Homeopathy in India, in G R Gupta ed., The Social and Cultural Context of Medicine in India, New Delhi, 1981
91. Sumit Guha, Health and Population in South Asia: From Earliest Times to the Present, New Delhi, 2001

MAHIST 304C: Indian Women through the Ages

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. Society and Women: As reflected through institutions like marriage, polygamy, divorce, widowhood, sati, etc. (during ancient, medieval and colonial period). Social attitude towards ‘other’ women like court-dancers--temple-dancers (devadasis)--other performing artists, slave women, prostitutes and courtesans (ganikas). (13 lectures)

2. Education and Women: Women’s education in ancient, medieval, colonial and post-independence India, with particular reference to technical and professional education, like medicine, engineering, etc. (9 lectures)

3. Religion and women: Women as a category from the point of view of Brahmancial religion (vedic and post-vedic), Jainism, Buddhism, Islam, Sikhism, Christianity, etc. A comparative study of the religious rights and disabilities of women. Reform Movements and Women, Mother Cult and the Indian Goddesses. (13 lectures)

4. A broad overview of the position of women in ancient and medieval India with reference to society, economy, polity and culture. (9 lectures)

5. Politics and Women: Participation of women in political activities from the ancient times (in Sabha, Samiti, Vidatha, etc.) Position of queens in India. Women and medieval politics. Political participation of women during colonial and post-colonial periods. Women’s Organizations – Colonial Period – local, provincial, nation. Post-independence women’s organizations--Political Parties and the issue of mobilizations of women. (15 lectures)
6. Culture and Women: Portrayal and Participation of women in literature, art and sculpture, music, dance, drama, films, etc. Women as entrepreneurs (11 lectures)

Select Readings:

13. Chatterjee, Partha : Community, Gender and Violence
27. Mathur, Y B : Women’s Education in India, Delhi, Asia Publishing House, 1961.

**MAHIST 304D: History of the USA: 1850-1900**

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

1. Sectional Conflict and the Civil War: Basis of conflict—plantation economy vs. industrial economy—South vs. North—slavery as a national issue—debate over slavery—Unionism vs. secessionism—Civil War—Lincoln’s role in the War. (13 lectures)

2. Reconstruction: Phases—programme and nature—Radical Reconstruction—interpretations and historiographical positions—the emergence of the new South—social tensions and reactions. (13 lectures)

3. Agriculture and agrarian society: Revolution in agriculture—institutionalization of agricultural interests—agrarian unrests—the Granger Movement—the Greenback Movement—the Populist Movement. (13 lectures)


5. Labour: Problems of labour—immigration and ethnicity—labour movements and unionization. (10 lectures)

6. Post-Civil War mental world: Realism—Literature, Education and Science—Sociology, Economics, Philosophy, History; painting, architecture, music—impact of Darwinism. (10 lectures)
Select Readings:

Fourth Semester

MAHIST 401: The Rarh in the Twentieth Century: 1900-1947

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. A society in transition: changing social values—changes in family life—changing life of women—changes in man-woman relationship—dichotomy between metropolitan and mufassil existence—natural calamities and health—caste in a modernizing society—the Burdwan Raj and the small-town gentry. (13 lectures)

2. The cultural milieu: Tagore's Shantiniketan and Sriniketan—foundation of Visva Bharati—Rabindranath and rural reconstruction in Birbhum—Bankura Sammilani—education and literature—newspapers and periodicals—visual and performing arts—popular and elite culture. (13 lectures)

3. The peasants, artisans and workers: organized and unorganized sectors—radical orientation—demands and protests—class consciousness and organization—Communism and leftism. (9 lectures)

4. Mining, industries and communications: railways and highways—urbanization and growth of market—communities and communal relations—people's predicament and protest. (9 lectures)

5. Local politics and the elite: urban government and the municipalities—municipal administration and the Burdwan town—Bankura municipality—rise of the rural intelligentsia. (11 lectures)


Select Readings:

38. Maniklal Sinha, *Paschim Rahr Tatha Bankura Samskriti*, Bishnupur, 1384 B.S.
49. Parthapratim Majumdar et al (eds), *Birbhumner Ithas-Sanskriti* (in Bengali) [History and Culture of the People of Bankura], Bankura, 2006.
58. Rathindramohan Chaudhury, *Bankurajainer Ithas-Sanskriti* (in Bengali) [History and Culture of the People of Bankura], Bankura, 2006.
MAHIST 402: Economy in Transition: Colonial India

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. Land settlement and agrarian relations: composition of the landed society—structural changes—new land market—peasants’ credit relations and indebtedness—agricultural labourers—commercial crops, voluntary or involuntary involvement—tenancy—zamindari—Permanent, Ryotwari and Mahalwari settlements—irrigation. (13 lectures)

2. Trade: Internal trade, 1757-1858: regional variations, structure, commodities, markets, transport and trade routes. External Trade under the Company and the Raj: direction, composition and pattern. (10 lectures)


6. Industry and Labour: Indigenous manufactures and handicrafts—de-industrialization debate—emergence of the modern industrial sector—cotton textiles, iron and steel, railroads, jute, coal mining and others—Swadeshi enterprise and technology—change in the industrial policy of the colonial state—emergence of the industrial labour force in India—migration—trade union movements—factory legislations—recent trends in labour historiography. (13 lectures)
Select Readings:

27. Gyan Prakash (ed.), *The World of the Rural Labourer in Colonial India* (OUP, Delhi, 1994).
37. Peter Robb (ed.), *Meanings of Agriculture; Essays in South Asian History and Economics* (OUP, Delhi, 1996)
42. Rajat Kanta Ray, *Industrialization in India; Growth & Conflict in the Private Corporate Sector, 1914-1947* (OUP, New Delhi, 1982).
47. Sirajul Islam, *The Permanent Settlement in Bengal; a Study of its Operation, 1790-1819*.

**MAHIST 403A: State and Society in Colonial India**

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

1. Race and Caste in Colonial India: Discourse on race – Nature of the military and non-military races – Sikhs and the Gurkhas – Changing contours of the caste system – Caste mobility movements in Bengal, Maharashtra, U.P. South India (13 lectures)

2. Tribes in Colonial India: Ethnicity and ethnic identity – Colonial notion of tribe – Tribes in transition – Tribal acculturation – Tribal movements, ideologies and structures (13 lectures)

3. Colonial State: Ideologies of the Colonial State – Colonial policy of Divide and Rule – Colonial intervention in revenue, judicial and police administration – Crimes and criminality under the colonial state (11 lectures)


6. Popular Response to Social Changes: Women, Youth and Student movements – Environmental Issues and Ecological movements – Colonial forest policy – Press and Literature in Indian History (13 lectures)

Select Readings:

4. Manu Bhagavan & Anne Feidhaus (eds), *Claiming Power from Below* New Delhi, OUP, 2008
11. Sameetah Agha & Elazabeth Kolsky, *Fringes of Empire*, New Delhi, OUP, 2009
15. Ishita Banerjee-Dube (ed.), *Caste in History*, New Delhi, OUP, 2007
19. C.J. Fuller, *Everyday State and Society in Modern India*, New Delhi, Social Science Press, 2010
26. Kaushik Roy (ed.), *War and Society in colonial India*, New Delhi, OUP, 2006
27. Gyan Pandey, The Construction of Communalism in Colonial North India, New Delhi, OUP, 2005
28. Anshu Malhotra, Gender, Caste and Religious Identities, New Delhi, OUP, 2004
29. K.N. Panikkar, Colonialism, Culture and Resistance, New Delhi, OUP, 2006
32. J.S. Grewal (ed.), The Sikhs, New Delhi, OUP, 2009
33. Rosalind O’ Hanlon, Caste Conflict and Ideology, New Delhi, Permanent Black, 2011
34. Christophe Jaffrelot, Dr. Ambedkar and Untouchability, New Delhi, Permanent Black, 2006
35. Hitendra Patel, Communalism and the Intelligentsia in Bihar, 1870-1930, New Delhi, Orient Blackswan, 2011
37. Mallampalli Chandra, Christians and Public Life in Colonial South India, New Delhi, Orient Blackswan, 2006

MAHIST 403B: A Cultural History of Europe: Renaissance and Reformation

Full Marks 50 (5 Credits)

To be covered in minimum 70 lectures

1. Defining the Renaissance: the ideal, typical picture—changing historical perspectives—medieval origins of the Renaissance—its modernity—its plurality. (13 lectures)

2. Efflorescence in different fields: arts and belles-letters—humanism—philosophy—political thought—science—Renaissance in the wider world—public life—women in the Renaissance. (11 lectures)

3. The ‘whys’ and ‘hows’ of the Renaissance: Macro and Micro-sociological studies of artists—organization of arts—system of patronage. (11 lectures)

4. The Renaissance period: Renaissance as a period of time (rather than a movement)—social institutions, love, marriage and criminality—popular culture—witch hunt—studies in historical anthropology. (11 lectures)

5. Background to Reformation: issues and different movements—differences between England and the Continent. (13 lectures)

Select Readings:


**MAHIST 403C: Emergence of Industrial Societies: The Conceptual Framework**

**Full Marks: 50(5 Credits)**

**To be covered in minimum 70 lectures**

1. Definitions and concepts of ‘Industrial Revolution’: various dimensions of the concept— the concept of proto-industrialization—industrial apprenticeship—transition from feudalism to capitalism—the emergence of the ‘world system’. (13 lectures)


3. The concept of Technological Revolution: technology before the Industrial Revolution— technological change in the early Industrial Revolution—causal origins—innovations and inventions—science in the early Industrial Revolution—science and technology in the later Industrial Revolution. (9 lectures)

4. Demand: structure of demand—internal and external demand—determinants of demand— components of demand—population, urbanization and market—expanding demand and technological innovations. (9 lectures)
5. Supply: social structure, social values and the supply side—supply of industrial enterprises—
differences in social structures in England and in the continent and their implications for the
supply of industrial entrepreneurship—the question of supply of labour—skilled and unskilled
labour—women’s and children’s labour—the question of supply of capital in England and in the
continent. (13 lectures)

6. The concept of Agricultural Revolution: was Agricultural Revolution an outcome of
technological innovations or changing agricultural practices?—enclosures and the reorganization
of the system of landholding—agricultural prices and enclosure movement in England—abolition
of serfdom in Central and Eastern Europe. (13 lectures)

Select Readings:

3. Hans Medick, Peter Kreidte, Jurgen Schlumbohn, Industrialization before Industrialization,
   (CUP, 1981)
6. Paul Mantoux, The Industrial Revolution in the 18th century (University of Chicago, 1983)
7. D.S. Landes, Unbound Prometheus.(CUP, 1969)
8. E.J.Hobsbawm, Industry and Empire
    1959).
    1969).
24. T. Hamerow, Restoration, Revolution, Reaction.
MAHIST 403D: History of the USA: 1900-1945

Full Marks: 50(5 Credits)

To be covered in minimum 70 lectures

1. USA becomes a world power: the Spanish-American War—the Roosevelt Corollary—the Wilson period—the Mexican Revolution—from Open Door to Pearl Harbour—American expansionism in the Pacific—naval policy—the Washington Settlement—relations with China and Japan—Pearl Harbour. (13 lectures)


3. USA goes to War: The road to belligerency—German submarine challenge—Wilson and the First World War—the treaty and the ratification controversy—the Fourteen Points and the League. (10 lectures)

4. Inter-war politics and foreign policy: From Harding to Hoover—legislation—prohibition and individual liberty—reparation and war debts—dropping the Big Stick—Mexico, China and Europe. (11 lectures)

5. The Depression and the New Deal: The illusion of post-war normalcy—the prosperity decade—poverty in plenty—the Depression of 1929—the leadership of F.D.R. and the New Deal—New Deal and agriculture, banking, industry, labour, intellectuals and the Supreme Court. (13 lectures)

6. America in World politic: American isolationism in the inter-war period—end of isolationism—the Grand Alliance—the U.S.A. at the Second World War—wartime conferences—nuclear monopoly and victory over Japan—planning a new world order—the UNO. (13 lectures)

Select Readings:

10. John Lewis Gaddis, *We Now Know: Rethinking Cold War History*.

**MAHIST 404A: State and Society in India since Independence**

**Full Marks: 50 (5 Credits)**

To be covered in minimum 70 lectures


2. Indian Middle Class after Independence: Indian Middle Class – Middle class worldview, attitudes and approaches – Emergence of new professions – Middle class influence on Indian Politics (9 Lectures)


4. Language & State: Linguistic movements for State formation – State Reorganization Commission - Youth unrest and agitations in relation to state formation – Bengal, UP, Bihar, Andhra Pradesh Maharashtra and others (13 Lectures)

5. State, Territoriality and Integration:Integration of Princely States – Areas in North, Northeast and South India (9 Lectures)

4. Saurabh Dube (ed.), *Post-colonial Passages*, New Delhi, OUP, 2004
5. Bidyut Chakrabarty, *Communal Identity in India*, New Delhi, OUP, 2004

12. Imitiaz Ahmed and Helmut Reifeld, *Middle Class Values in India and Western Europe*, New Delhi, Social Science Press, 2002

17. Partha Chatterjee, *Empire and Nation, Essential Writings, 1985-2005*, New Delhi, Permanent Black, 2010
23. Rajni Kothari, *Caste in Indian Politics*, New Delhi, Orient Blackswan, 2010
29. Thomas Blum Hansen, *Violence in Urban India*, New Delhi, Permanent Black, 2010
MAHIST 404B: Europe in the Age of Enlightenment

Full Marks 50 (5 Credits)

To be covered in minimum 70 lectures

1. Definitions of Enlightenment: What is Enlightenment?—problems of historical/conceptual definitions—a new intellectual environment emerging from the 17th century—its historical context and popular roots—how did structuring of ideas lead to an epistemological transformation and new values? (13 lectures)

2. The Scientific Revolution: new thoughts on religion, economy, politics and society (including attitudes towards other cultures)—dead-ends of different theories—how did the Enlightenment generate its own critique?—different representations of the Enlightenment. (11 lectures)

3. Variations within the Enlightenment and its different manifestations: diversities across countries and regions—Enlightenment in England, Germany, France and Russia—the high and the low Enlightenment. (11 lectures)

4. Art and Literature: new art forms—tension between classicism and romanticism—humanism, gospel and humanity—popular culture—salons and coffeehouses—children, family and the exotic at the time of Enlightenment. (11 lectures)

5. The Enlightenment’s potential for change: novelties in writing—movements for change—anti-slavery and anti-war campaigns, the first inklings of feminism, etc.—a dynamic encounter between theory and practice—whether to relate the Enlightenment to the French Revolution. (11 lectures)

6. The question of modernity: The rise of Western modernity subjected to various interpretations—liberal tradition, Marxist tradition—post-modernity rooted in anti-Enlightenment challenge—viewpoints of colonial and post-colonial modernity—new moral economy—laissez faire. (13 lectures)

Select Readings:

32. Primary texts such as works of Hobbes, Locke, Montesquieu, Voltaire and Rousseau.

MAHIST 404C: Emergence of Industrial Societies: The Classical Case and the Late-staters

**Full Marks: 50 (5 Credits)**

**To be covered in minimum 70 lectures**

1. England: Why did Industrial Revolution appear first in England?—how revolutionary was Industrial Revolution?—comparison with Neolithic Revolution—date and chronology of the British Industrial Revolution—the two leading sectors—standards of living—role of the government: from laissez-faire to interventionism—difference between the English and Continental Industrialization. (11 lectures)


3. France: state of agriculture in the 18th century—extent of rural poverty—mercantilism and existing industries.—impact of the French Revolution, Revolutionary and Napoleonic Wars and the Continental system on industrial production—agriculture and industry after 1815—the railways—the Second Empire—the last phase of industrialization after 1871 and the society. (11 lectures)

4. Germany: political status of Germany in the 18th century—its impact on agriculture, industry and social relations—impact of Prussian State Policy, French Revolution, Napoleonic rule and continental system on German economy—emancipation of serfs in Prussia—post 1815 developments: changes in law and custom, the Zollverein, rise of joint-stock banks—unification of Germany and its impact. (11 lectures)

5. Russia: economic backwardness in or around 1861—its nature—comparison with England, France and Germany—serfdom and its impact on agricultural and industrial productivity—the Edict of Emancipation: forces behind and consequences—state policy: 1861-1891—the role of
Finance ministers—foreign investment—cartels—development of agriculture and trade—Stolypin reforms. (15 lectures)

6. Japan: Tokugawa economy—availability of capital—nature of production—society under the Tokugawa Shogunate—Meiji Restoration: changing economic organization—state policy, social changes, new sectors of investment, diversion of agrarian capital to industry—the Zaibatsu: the new industrial organization, capital, labour and management. (9 lectures)

Select Readings:

6. E.J.Hobsbawm, *Industry and Empire*
15. *Penguin Modern Japan Reader*.
17. Phyllis Deane, *The First Industrial Revolution* (CUP, 1982)
18. R. Bartlell(ed.), *Land Commune and Peasant Community in Russia*.

Full Marks: 50 (5 Credits)

To be covered in minimum 70 lectures

1. Post-war foreign policy and American economy: Truman and the shaping of post-war foreign policy—beginning of the Cold-war—post-war economy and the role of the Federal Government—defence budget—monopoly capitalism. (11 lectures)


3. The Black experience and ethnicity: Afro-Americans before and after the Civil Rights Act (1964)—Black Protest Movement to Black power—Black Society and culture—ethnicity in contemporary America—melting pot or beyond the melting pot—culture and counter-culture—multi-culturism. (13 lectures)


6. Life in contemporary America: education and literature—science and technology, religion, the media, the arts, sports, music and leisure, social services. (10 lectures)

Select Readings:

2. Christopher Rudolph, National Security and Immigration: Policy Development in the United States and Western Europe Since 1945 (Stanford University Press, 2006).
11. Michael J. Hogan (Editor), *The End of the Cold War: Its Meaning and Implications* [Paperback].
13. Peter J. Kuznick, *Rethinking Cold War Culture*.

MAHIST 405: Project Work & Extension Outreach