## Teaching Plan for Academic Year 2021-22

**PAPER: History of Modern China (c. 1840- 1950s)**

**SEMESTER: B A History (Hons) V**

**SESSION: July 2021- December 2021**

**TEACHER'S NAME: Dr. Shakti Madhok**

**Syllabus:**

**Unit I: Late Imperial China: Society, Economy, Polity**

(a) Confucian Value System

(b) China and the Great Divergence Debate

**Unit II. Imperialism, Popular Movements and Reforms in the 19th century**

(a) Opium Wars and the Unequal Treaty System

(b) Taiping and Boxer Movements – Causes, Ideology, Nature

(c) Self-Strengthening Movement; Hundred Days Reforms of 1898

**Unit III: Emergence of Nationalism**

(a). The Revolution of 1911: Context, Nationalist Ideologies, Role of Social Groups,

Changing Gender Roles.

(b). Sun Yat-sen (Sun Zhong Shan)— Ideology and Three Peoples Principles

(c) May Fourth Movement of 1919

**Unit IV: Nationalism and Communism**

(a). 1921-1927: Formation of the CCP and early activities; Reorganization of the KMT

(Nationalist Party); The First United Front

(b). 1928-1949: Kiangsi (Jiangxi) Period; Evolution of Maoist Strategy and Revolutionary

Measures; the Yenan Phase; Peasant Nationalism and Communist Victory

**Course Description:**

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country’s numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China’s political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

## TEACHING TIME (No. Of 15 Weeks)

## CLASSES

The course is organized around daily lectures as per the timetable. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. The presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

Two assignments of 5 marks each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment, they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid-semester break.

Additionally, there are 5 marks for Attendance

**Essential Readings:**

Latourette, K.S. (1954). *History of Modern China.* London: Penguin Books, (Chapter 2 &

Chapter 3).

• Gray, J. (1990). *Rebellions and Revolutions: China from 1800s to the 1980s.* Oxford:Oxford

University Press, (Chapter 1).

• Pomeranz, K. (2000). *The Great Divergence: China, Europe and the Making of the Modern*

*World.* Princeton: Princeton University Press, (Introduction, Chapter 1).

• Wong, R. Bin*.* (1997). *China Transformed: Historical change and the Limits of European*

*Expansion.* Ithaca and London: Cornell University Press, pp. 1-52 (The “Introduction” is

available on line:

h t t p : / / www.history.ubc.ca /sites/ default / files / documents / readings/bin\_wong\_introduction\_1.pdf.)

Peffer, N. (1994).*The Far East- A Modern History.* New Delhi: Surjeet Publications, (Chapter VI &Chapter VII).

• Chung, Tan. (1978). *China and the Brave New World: A Study of the Origins of the Opium*

*War.* New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).

• Vinacke, H.M. (1982).*A History of the Far East in Modern Times.* Delhi: Kalyani Publishers,

(Chapter II).

• Chesneaux, J. (1973). *Peasant Revolts in China 1840-1949.* London: Thames and Hudson,

(Chapter 2).

• Cohen, P.A. (1997). *History in Three Keys: The Boxer as Event, Experience and Myth.* New

York: Columbia University Press.

• Fairbank, J.K. and Merle Goldman. (2006). *China: A New History.*Harvard: Harvard University Press, (Chapter 10& Chapter 11).

• Gray, J. (1990 reprint). *Rebellions and Revolutions: China from 1800s to the 1980s.* Oxford: Oxford University Press, (Chapter 3& Chapter 6).

• Purcell, V. (1963). *The Boxer Rebellion: A Background Study.* Cambridge: Cambridge University Press, (Chapter VI, Chapters IX, Chapter X& Conclusion).

• Tan, Chester C. (1967). *The Boxer Catastrophe,* New York: Octagon Books.

• Shih, Vincent. (1967). *Taiping Ideology: Its Sources, Interpretations and Influences.* Seattle: University of Washington Press.

Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913.* London: Yale

University Press, (Introduction).

• Zarrow, P. (2005). *China in War and Revolution 1895-1949.* London: Routledge.

• Lazzerani, Edward J. (Ed.). (1999). *The Chinese Revolution.* Westport, Connecticut: Greenwood

Press, pp 19-32.

• Linebarger, P.M.A. (1973). *The Political Doctrines of Sun Yat-sen: An Exposition of the San min Chu I.* Westport (Connecticut): Greenwood Press, (“Introduction”. Also available online: http://www.gutenberg.org/ebooks/39356).

• Schiffrin*,*H.Z. (1968). *Sun Yat-sen and the Origins of the Chinese Revolution,* Berkeley: University of California Press, (Chapter 1, Chapter II & Chapter X).

• Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford University Press, (Chapter 2).

• Chow,Tse-tung. (1960).*The May Fourth Movement.* Stanford: Stanford University Press,

(Chapter I, Chapter XIV).

Bianco, L. (1967).*Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford University Press, (Chapter 3 & Chapter 4).

• Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985,* Part Three. London: Chatto and Windus, (Chapter 12, Chapter 13 & Chapter 14).

• Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921-1972,* London: Macmillan, (Chapter 2, Chapter 3 &Chapter 9).

• Isaacs, H. (1961).*The Tragedy of the Chinese Revolution.* Stanford: Stanford University

Press, (Preface, Chapter 1, Chapter 2, Chapter 3, Chapter 4 & Chapter 18).

• Johnson, Chalmers A. (1962). *Peasant Nationalism and Communist Power: The Emergence*

*of Revolutionary China, 1937-1945.* Stanford: Stanford University Press, (Chapter I).

• Selden, M. (1971). *The Yenan Way in Revolutionary China.* Cambridge: Harvard University

Press, (Chapter 1 & Chapter VI).

• Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984).*The 1911 Revolution in China: Interpretive*

*Essays.* Tokyo:University of Tokyo Press, pp. 3-13.

• Snow, E. (1937). *Red Star over China, Part Three.*London: Victor Gollancz, (Chapter 2).

• Spence, J. (1999). *The Search for Modern China.* New York: W.W. Norton, (Chapter 16).

**TEACHING PLAN for Academic Year 2021-22**

**PAPER: HISTORY OF INDIA- I**

**SEMESTER: B A History (Hons) Sem I**

**SESSION: 22 Nov 2021- April 2022**

**TEACHER NAME: Dr. Shakti Madhok**

* **SYLLABUS**

**Unit I: Reconstructing ancient Indian history**

[a] The Indian subcontinent: landscapes and environments

[b] Sources of historical reconstruction (up to 600 BCE)

[c] Changing historiography

[d] Early Indian notions of history

**Unit II: Prehistoric hunter-gatherers**

[a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern

[b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy

[c] The prehistoric mind: funerary practices and art

**Unit III: The advent of food production**

The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence;

patterns of interaction and exchange

**Unit IV: The Harappan civilization**

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

**Unit V: Cultures in transition up to c*.* 600 BCE**

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

a) North India

b) Central India, the Deccan and South India

* **COURSE DESCRIPTION**

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India’s ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

* **TEACHING TIME(No. Of Weeks)**

**14 Weeks/70 Classes approx..**

* **CLASSES**

Classroom lecture and discussion method, problem-solving method, question-answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching-learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and PowerPoint presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Process shall emphasize 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 the ways in which various macro and micro-level developments/phenomena can be historicized.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I: Reconstructing ancient Indian history**

[a] The Indian subcontinent: landscapes and environments

[b] Sources of historical reconstruction (up to 600 BCE)

[c] Changing historiography

[d] Early Indian notions of history

**Unit II: Prehistoric hunter-gatherers**

[a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern

[b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy

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**Unit V: Cultures in transition up to c*.* 600 BCE**

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

a) North India

b) Central India, the Deccan and South India

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation 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 trace historiographical changes reflected in the assigned readings.

* **ESSENTIAL READINGS**
* Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters-1 & 2.)
* Arunachalam, B. (2013). “Geography and Environment” in *Prehistory of India, A Comprehensive History of India*, vol. 1, Part 1.New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)
* Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)
* Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.
* Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations.* Delhi: Oxford University Press. PP. 41-116.
* Lahiri, Nayanjot, ed. (2000).*The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
* Ratnagar, Shereen. (2001).*Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
* Sahu, B.P. (ed. ). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
* Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (Also available in Hindi)
* Sharma, R.S. (1983).*Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22- 88) (Also available in Hindi)

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## Teaching Plan for Academic Year 2022-23

**PAPER: History of Modern China (c. 1840- 1950s)**

**SEMESTER: B A History (Hons) V**

**SESSION: 20 July 2022- till date**

**TEACHER'S NAME: Dr. Shakti Madhok**

**Syllabus:**

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(a) Confucian Value System

(b) China and the Great Divergence Debate

**Unit II. Imperialism, Popular Movements and Reforms in the 19th century**

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Measures; the Yenan Phase; Peasant Nationalism and Communist Victory

**Course Description:**

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country’s numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China’s political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

## TEACHING TIME (No. Of 15 Weeks)

## CLASSES

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• Purcell, V. (1963). *The Boxer Rebellion: A Background Study.* Cambridge: Cambridge University Press, (Chapter VI, Chapters IX, Chapter X& Conclusion).

• Tan, Chester C. (1967). *The Boxer Catastrophe,* New York: Octagon Books.

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University Press, (Introduction).

• Zarrow, P. (2005). *China in War and Revolution 1895-1949.* London: Routledge.

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• Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford University Press, (Chapter 2).

• Chow,Tse-tung. (1960).*The May Fourth Movement.* Stanford: Stanford University Press,

(Chapter I, Chapter XIV).

Bianco, L. (1967).*Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford University Press, (Chapter 3 & Chapter 4).

• Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985,* Part Three. London: Chatto and Windus, (Chapter 12, Chapter 13 & Chapter 14).

• Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921-1972,* London: Macmillan, (Chapter 2, Chapter 3 &Chapter 9).

• Isaacs, H. (1961).*The Tragedy of the Chinese Revolution.* Stanford: Stanford University

Press, (Preface, Chapter 1, Chapter 2, Chapter 3, Chapter 4 & Chapter 18).

• Johnson, Chalmers A. (1962). *Peasant Nationalism and Communist Power: The Emergence*

*of Revolutionary China, 1937-1945.* Stanford: Stanford University Press, (Chapter I).

• Selden, M. (1971). *The Yenan Way in Revolutionary China.* Cambridge: Harvard University

Press, (Chapter 1 & Chapter VI).

• Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984).*The 1911 Revolution in China: Interpretive*

*Essays.* Tokyo:University of Tokyo Press, pp. 3-13.

• Snow, E. (1937). *Red Star over China, Part Three.*London: Victor Gollancz, (Chapter 2).

• Spence, J. (1999). *The Search for Modern China.* New York: W.W. Norton, (Chapter 16).

## Teaching Plan for Academic Year 2021-22

**PAPER: History of Modern Japan (c. 1868- 1950s)**

**SEMESTER: VI**

**SESSION: 6 Jan 2022- May 2022**

**TEACHER'S NAME: Dr. Shakti Madhok**

**Syllabus:**

**Unit 1: Transition from Feudalism to Capitalism**

a. Crisis of the Tokugawa *Bakuhan* System

b. The Meiji Restoration: Nature and Significance; Early Meiji Reforms

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”**

**Course Description:**

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.

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## TEACHING TIME (No. Of 15 Weeks)

## CLASSES

The course is organized around daily lectures as per the timetable. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. The presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

* **ASSESSMENT**

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Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

1) Written assignment

2) Presentation

3) Class Test

Two assignments of 5 marks each. Students will have to write one essay-based assignment inclusive of bibliographies, and for the second assignment, they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid-semester break.

Additionally, there are 5 marks for Attendance

**Essential Readings:**

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*.*

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. e*t. 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.

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 IVThe

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.

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.

**TEACHING PLAN for Academic Year 2021-22**

**PAPER: HISTORY OF INDIA (750-1200)**

**SEMESTER: B A History (Hons) Sem III**

**SESSION: August 2021- December 2021**

**TEACHER NAME: Dr. Shakti Madhok**

* **SYLLABUS**

**Unit I: Studying early medieval India**

[a] Dynamic and divergent topographies

[b] Sources: texts; inscriptions; coins

[c] Debates on the early medieval

**Unit II: Political structures and processes**

[a] Evolution of political structures: Rajput polities; Chola state; Odisha

[b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures [c] Issue of ‘Foreign and Indian’: Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

**Unit III: Social and economic Processes**

[a] Agricultural expansion; forest-dwellers, peasants and landlords

[b] Expansion of varna-jati order and brahmanization 52

[c] Forms of exchange; inter-regional and maritime trade

[d] Processes of urbanization

**Unit IV: Religious, literary and visual cultures**

[a] Bhakti: Alvars and Nayanars

[b] Puranic Hinduism; Tantra; Buddhism and Jainism

[c] Sanskrit and regional languages: interactions

[d] Art and architecture: temples – regional styles

* **COURSE DESCRIPTION**

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

* **TEACHING TIME(No. Of Weeks)**

**14 Weeks/70 Classes approx..**

* **CLASSES**

Classroom lecture and discussion method, problem-solving method, question-answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching-learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and PowerPoint presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Process shall emphasize 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 the ways in which various macro and micro-level developments/phenomena can be historicized.

* **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I: Studying early medieval India**

[a] Dynamic and divergent topographies

[b] Sources: texts; inscriptions; coins

[c] Debates on the early medieval

**Unit II: Political structures and processes**

[a] Evolution of political structures: Rajput polities; Chola state; Odisha

[b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures [c] Issue of ‘Foreign and Indian’: Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

**Unit III: Social and economic Processes**

[a] Agricultural expansion; forest-dwellers, peasants and landlords

[b] Expansion of varna-jati order and brahmanization 52

[c] Forms of exchange; inter-regional and maritime trade

[d] Processes of urbanization

**Unit IV: Religious, literary and visual cultures**

[a] Bhakti: Alvars and Nayanars

[b] Puranic Hinduism; Tantra; Buddhism and Jainism

[c] Sanskrit and regional languages: interactions

[d] Art and architecture: temples – regional styles

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation 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 trace historiographical changes reflected in the assigned readings.

* **ESSENTIAL READINGS**

• Saloman, Richard. (1998).Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture', pp. 226-51.) •

Schwartzberg. J. (1993). Historical Atlas of South Asia. New York: Oxford University Press. (To be used mostly as a reference book) •

Jha, D.N. (2000). ‘Introduction’, The Feudal Order: State, Society and Ideology in Early Medieval India, (ed.), D.N.Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi] •

Sharma, R.S. (1958). ‘Origins of Feudalism in India’. Journal of the Economic and Social History of the Orient, vol. 1, pp. 297-328. •

Mukhia, H. (1981). ‘Was there Feudalism in Indian History?’ The Journal of Peasant Studies, vol. 8, pp. 273-310. Also reproduced in The State in India, 1000-1700, ed., H.Kulke, pp. 86-133. New Delhi: Oxford University Press, 1995. Paperback edition, 1997. •

Sharma, R.S. (1982). ‘The Kali Age: A Period of Social Crisis’ in The Feudal Order: State, Society and Ideology in Early Medieval India, ed., D.N.Jha, Delhi: Manohar, pp. 61-77. (Originally published in S.N.Mukherjea, ed., India: History and Thought. Essays in Honour of Professor A.L.Basham.) •

Chattopadhyaya, B.D. (1983). ‘Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective’. Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in The State in India, 1000-1700, ed., H.Kulke, Delhi: Oxford University Press pp. 195-232. Paperback edition, 1997.

िसंह, उिपनर. (2017). पाचीन एवं पूवर-मधकालीन भारत का इितहास: पाषाण-काल से 12वी शताबी तक. नई िदली: पीयसरन इंिडया एजुके शन. पासंिगक भाग है, अधाय 10: 'उभरता केतीय िवनास', पृ. सं. 588-689. •

झा, िदजेननारायण (सं.) (2007). भारतीय सामंतवाद: राज, समाज और िवचारधारा. नईिदली: गंथिशली.

• शमार, रामशरण. (1993). भारतीय सामंतवाद. नई िदली: राजकमल पकाशन. •

मुिखया, हरबंस. (1998). 'का भारतीय इितहास मेफूडिलजम रहा है?', फूडिलजम और गैर-यूरोपीय समाज, (सं.), हरबंस मुिखया. नई िदली: गंथिशली, पृ. सं. 1-49. •

साइन, बटरन. (1998). 'मधकालीन भारत मेराजनीित, िकसान और फूडिलजम का िवखंडन', फूडिलजम और गैर-यूरोपीय समाज, (सं.), हरबंस मुिखया. नईिदली: गंथिशली, पृ. सं. 183-226.

Davis, Richard. (1999). Lives of Indian Images. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221

.Chattopadhyaya, B.D. (2017). ‘The Concept of Bharatavarsha and Its Historiographical Implications’, in B. D. Chattopadhyaya, The Concept of Bharatavarsha and Other Essays. New Delhi: Permanent Black, pp. 1-30

Maclean, Derryl N. (1989).Religion and Society in Arab Sind. Leiden: E.J.Brill. (Chapter II: ‘Conquest and Conversion’, pp. 22-82). •

Habib, Mohammad. (1927). ‘Sultan Mahmud of Ghaznin’, in Politics and Society during the Early Medieval Period, Collected Works of Professor Habib, vol. 2, (Ed.) K.A.Nizami, New Delhi: People’s Publishing House, pp. 36-104. Reprint, 1981.

Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). Nagapattinam to Suvarnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia, Singapore: Institute of Southeast Asian Studies