Bengaluru Central University
MA History Curriculum, 2019-2020
Semester III

	Methodology	World History	Indian History	Regional History
Semester 1	1. Time, Past and Historical Knowledge (C)	1. Ancient World (C)	1. Politics, Society and Economy in Ancient India (C) 2. Art and Architecture of India - Creating Spaces and Making Images (E)	1. South India (C)
Semester 2	2. Historiography (C)	2. Towards a Modern World (C)	3. Second Millennium (C) 4. Cities in Indian History (OE)	2. Karnataka (C)
Semester 3	3. India in Transition 17th to 19th Century (C)	3. 20th Century (C)	6. Cities in Indian History (E) OR 7. History from the Margins (E) 8. Indian Religions (OE)	3. Bangalore (C)

	Methodology	World History	Indian History	Regional History
Semester 4	4. History and Computing (C) 5. Research Project	4. Forms of Colonialism from 16th to 20th Century (E)	9. India: Struggle for Freedom and After (E) 10. Makers of Modern India (E) 11. Indian Religions (E)	4.Special Themes in Karnataka History

Note:

1. Both 3rd and 4th Semesters will have seven courses each. 3rd Semester offerings will include an Open Elective. In the 3rd Semester, History students too will take one open elective in other departments.

2. In the 4th semester, students can opt to do a research project. However, the process for undertaking the research project begins in the 3rd Semester itself, as made clear in the PG Regulations.

3. Each course will consist of 4 hours of lecture and 1-2 hours of discussion, seminar and tutorial sessions. Thus, the total teaching hours for each course will be between 90 (16x5) to 96 (16x6) hours per semester.

Semester 3

1. India in transition from 17th to 19th Century (C)

        This course traces India's transition into the modern era. Modernity came to India through British Colonialism and its institutions. Therefore, this course focuses on how colonial modernity entered and impacted India; it will also look at Indian responses to this phenomenon.

        In order to explore these themes, we will study the following: political developments of the early modern period such as the arrival of European traders in India; decline of Indian polities, including the Mughals, Marathas and the rulers of Bengal, Mysore, Hyderabad and Awadh; and the subsequent emergence of British colonial power in India. Additionally, we will consider the remaking of Indian economy, emergence of a modern (colonial) state, establishment of institutions such as colleges and universities and the introduction of modern technologies.

        Thus, this course charts the course of Indian history through a critical phase in which India became a colony of the British and simultaneously had to engage with modernity. The significance of this period is that it largely influenced the world in which we live today.

This course has the following five modules:

1. European traders in India – Portuguese, Dutch, English and the French East India Companies; Establishment of settlements, warehouses and factories; Growing influence of European traders.
2. Indian polities in the 18th century – Mughals, Marathas, Mysore, Hyderabad, Bengal and Awadh.
3. Establishment of British Colonialism in India – East India Company's governance from 1757 to 1857; modern state and the new practices of governance such as census; Education, establishment of schools/Colleges/Universities and Oriental scholarship; Colonialism and the remaking of Indian economy – decline of Indian manufacturing and the introduction of the Capitalist, factory system; new communications and transportation systems such as Telegraphs, Railways and motor vehicles.
4. Indian resistance to the British power culminating in the Sepoy Mutiny.
5. Indian Nationalism – Indian responses to British Colonialism, establishment of new Institutions

Readings:
Alavi, Seema, ed. *The Eighteenth Century in India.* New Delhi: Oxford University Press, 2007.
Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770–1830.* New Delhi: Oxford University Press, 1998.
Arnold, David. *Science, Technology and Medicine in Modern India.* (Cambridge, 2008)
Bandyopadhyay, Sekhar. *From Plassey to Partition and After: A History of Modern India.* Delhi: Orient Blackswan, 2014.
Bayly, Christopher. *Indian Society and the Making of the British Empire* (Cambridge, 1988)
Bayly, Susan. *Caste, Soceity and Politics from the Eighteenth Century to the Modern Age.* (Cambridge, 1999)

Bose, Sugata. *Peasant Labour and Colonial Capital Rural Bengal since 1770.* (Cambridge, 1993)

Bose, Sugata and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy.* Abingdon (Oxon) and New York: Routledge, 2017.

Forbes, Geraldine. *Women in Modern India.* Cambridge, 1996.

Gordon, Stewart. *The Marathas.* Cambridge, 1993.

Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857: A People's History of India 25.* Delhi: Tulika, 2013.

Jones, Kenneth. *Socio-religious reform Movements in British India.* Cambridge, 1990.

Marshall, P.J. *Bengal: The British Bridgehead.* Cambridge, 1988.

Marshall, Peter J., ed. *The Eighteenth Century in Indian History: Evolution or Revolution?* New Delhi: Oxford University Press, 2005.

Metcalf, Thomas. *Ideologies of the Raj.* Cambridge, 1995.

Parthasarathi, Prasannan. *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800.* Cambridge: Cambridge University Press, 2001.

Prakash, Om.*European Commercial Enterprise in Pre-colonial India.* Cambridge, 1998.

Ramusack, Barbara N. *Indian Princes and their States.* Cambridge, 2003.

Roy, Tirthankar. *An Economic History of Early Modern India.* London and New York: Routledge, 2013.

Roy, Tirthankar. *The East India Company: The World's Most Powerful Corporation.* Gurgaon: Portfolio/Penguin, 2016.

Stein, Burton, ed. *The Making of Agrarian Policy in British India, 1770-1900.* Delhi: Oxford University Press, 1992.

Stern, Phillip. *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India.* New York: Oxford University Press, 2011.

Stokes, Eric. *The English Utilitarians in India.*

Tomlinson, B.R. *Economy of Modern India from 1860 to 21st Century.* 2nd ed. (Cambridge, 2013)

2. 20th Century (Core)

This course continues our exploration of global histories and connects to our earlier studies of ancient civilizations as well as our transition into a modern world. Here our goal is to understand the present - day world in which we live and we do that by examining how it came to be. This objective is achieved by considering thematically some of the most important political, cultural, economic and cultural changes in our world.

The five modules listed below highlight the important themes which will be explored in this course. These include the two defining events of the 20th Century, the two World Wars as well as the institutions they engendered, namely the League of Nations and the United Nations. In the second module, we will seek to understand forms of authoritarianism and extremism which were the causes for the outbreak of the World Wars. In this context, Nazism, Fascism and religious fundamentalism will be studied to understand how authoritarian and extremist regimes emerge in the 20th century world and how that has led to violent conflicts. Completing our study

of political developments is the decolonization of Asian and African countries, which is perhaps the most important development of the second half of the 20th Century along with the Cold War.

The final two modules explore the changes in economy and culture. 20th century saw the spread of modern mass manufacturing, large scale industrial production as well as modern means of transportation and communication. Carbon energy-based industrialization ensured the spread of industrial economy to all corners of the globe and this is now popularly called as the Second Industrial Revolution. Additionally, new technologies also created the modern entertainment industry, specifically the cinema, television, radio, Internet, music and the book industries. So, the last two modules shall examine the changes in technology and economy as well as new entertainment industries which were made possible by new technologies.

a. War and Peace (the two World Wars, Cold War, League of Nations and the UN)
b. Forms of Authoritarianism, Extremism and conflict – Fascists (Italy), Racist (Nazis in Germany and Whites in South Africa), Religious
c. Decolonization of Asia and Africa
d. Technology and economic development (spread of mass manufacturing and factory production, urbanization and social change also to be highlighted) popularly known as Second Industrial Revolution
e. 20th Century Cultures - cinema, digital cultures, music and books

Readings:

Allen-Robertson, James. Digital Culture Industry: A History of Digital Distribution. Palgrave, 2013.
Armstrong, Karen. *The Battle for God: A History of Fundamentalism.* Ballantine Books, 2001.
Brown, Judith M. (eds) *Oxford History of the British Empire Volume 4 Twentieth Century*. OUP, 1999.
Cook, Chris and John Stevenson. *The Routledge Companion to World History Since 1919.*
Davies, Peter and Derek Lynch. *Routledge Companion to Fascism and Far Right.* Routledge, 2002.
Guynn, William. *The Routledge Companion to Film History.* Routledge, 2011.
Miller, Vincent. Understanding Digital Culture. Sage, 2011.
Smil, Vaclav. *Creating the Twentieth Century: Technical Innovations of 1867–1914 and Their Lasting Impact*.
Smil, Vaclav. *Energy and Civilization – A History*. The MIT Press, 2018.

Kannada Readings:

Vijay Poonacha, Tambanda. *Kannada VishvavidyanilayaCaritreSamputa,* Volumes 1-8.

3. Cities in Indian History
(This course was offered as open elective in the second semester but is now offered as an elective to history students, since they weren't able to take it before.)

This course deals with urbanization in India and the nature of Indian cities from the ancient period to the present. The context for this course is quite clear. We are living in an era of rapid urbanization and therefore it is essential to understand the process of urbanization historically. In other words, the following questions assume great relevance. What factors have lead to urbanization in India's past? Which locations have been chosen to build cities? what has been the relationship of Indian cities with their hinterland and larger environment? What kinds of built spaces do we see in Indian cities? What are the strategies developed by Indian builders to deal with Indian climate?

We will begin by discussing how cities emerged historically and study theories of urbanization. This will not only enable us to understand the historical conditions necessary for cities to emerge but also provide insights into differences between ancient, medieval and modern cities. Since the focus of this course is on Cities in Indian history, our goal is to study Indian cities of the last 4300 years. We have identified representative cities from different eras so that we get a sense of different forms of urbanisms visible in India's past.

In addition to histories of specific cities in ancient, medieval, colonial and modern India, this course intends to focus on broader processes which lead to urbanization. This will help us to understand the broader political, economic and religious contexts within which cities develop. Thus we will study factors such as expansion of agriculture, long distance trade, emergence of new technologies and craft production, building of temples, mosques and mausoleums. It is also recommended that while studying specific cities, representations of those cities in literature and cinema be highlighted and brought to the attention of students. This will help students to understand how urban life is captured and narrated in art, literature and cinema.

For each module, specific cities have been identified. Apart from broader trends of urbanization relevant for each era, histories of these cities shall be discussed. The fifth module focuses specifically on the cities of Karnataka, from medieval to contemporary eras, covering different periods and forms of urbanization in Karnataka.

Five Modules:
a. Emergence of cities in History and theories of urbanization
b. Ancient Cities - Indus Cities, Pataliputra, Varanasi and Kanchipuram
c. Medieval Cities - Delhi, Agra, Fatehpur Sikri and Surat
d. Colonial and Modern Cities - Bombay, Madras, Calcutta, New Delhi and Chandigarh
e. Cities of Karnataka - Kalyana, Vijayanagara, Bijapur, Bengaluru and Mysore

Readings:
Banga, Indu. *The City in Indian History: Urban Demography, Society and Politics.* Manohar Publications, 2005.
Blake, Stephen. *Shahajahanabad. The Sovereign City in Mughal India.* 1639-1739.
Champakalaskhmi, R. *Trade, Ideology and Urbanization: South India BC 300 to AD 1300.* OUP, 1999.
Hasan, Fazlul. *Bangalore Through the Centuries.* Bangalore.
Heitzman, James. *The City in South Asia.* Routledge, 2008.
Lees, Andrew. *The City in World History.* OUP, 2O15.
Lefebvre, Henri. *Writings on Cities.* 1995.
Mumford, Lewis. *The City in History.* Harcourt, 1961.
Nair, Janaki. *The Promise of the Metropolis: Bangalore in the 20th Century.* OUP, 2007.

Ramachandran, R. *Urbanization and Urban Systems in India.* OUP, 1997.
Shaw, Annapurna. *Indian Cities: Oxford India Short Introductions.* OUP, 2012.
Shivaramakrishnan, K.C., Amitabh Kundu and B.N. Singh. Handbook of Urbanization in India. OUP, 2007.
Smith, Monica L. "The Archaeology of South Asian Cities." *Journal of Archaeological Research* 14:97-142.
Spear, Percival. *Delhi Omnibus.* Delhi: OUP, 2002.
(Includes Perival Spear's Delhi: A Historical Sketch and Twilight of the Mughals; Robert Frykenberg's Delhi Through the Ages. Selected Essays in Urban History, Culture and Society; and Narayani Gupta's Delhi Through the Ages: Selected Essays in Urban History)
Wolpert, Stanley. *Encyclopedia of India.* Thomson Gale, 2006.
(Entries on Mojenjodaro, Harappa, Bangalore, Chandigarh, Calcutta, Mysore, New Delhi, Patna, Madras, Varanasi, Bombay, Agra)

Kannada Sources:
Kamath, Suryanath and M.H. Krishnayya. *Bengaluru Darshana.* Bangalore: UdayabhanuKalasangha.
Sundara Rao, B. N. *BengalurinaIthihasa.* Bangalore: VasanthaGranthamala.
Rangaswami (eds) *Mysuru Darshana*. Mysore: KSOU, 2011.

4. History from the Margins - Women, Folk, Dalit, Tribal and the Labourer (E)

History has often been written primarily as a narrative of the elite. Available historical records and sources too document activities and success stories of the elite. Not surprisingly then Historical narratives have been mostly accounts of those who have left their mark on their times. In recent decades, there have been attempts to reconstruct histories of ordinary people, specifically those who have been marginalized. This course seeks to understand how past looks if we consider the lives, worldviews and activities of the common people.

In order to achieve that goal, we have chosen five themes as the subject matter for the five modules. In the first module, we shall consider women who were consigned to a marginal position in patriarchal society. While there have been women achievers, we want to understand the location of women and the possibilities they had at their disposal historically. In the second module, we turn our attention to Folklore, which is often contrasted with classical literature and considered as inferior. We want to understand the nature of folk imagination and the relationship of folk cultures to local communities. Further, students may also appreciate how culture is produced and remade locally. This can be done with specific reference to Karnataka. In the third module, we turn our attention towards untouchability and explore how new histories of untouchable experience have been written. Here histories of untouchability, specifically of Dr. Ambedkar and Dalit histories of Karnataka may be studied. In the fourth module, the tribal experience is to be explored. Specifically, this module will focus on social groups which have been characterized as tribals and forest dwellers. The fifth module will draw our attention to the history of labourers, many of whom migrate long distances. We want to ask what is a history of labour and how to write such a history?

This course has the following five modules:
Women – patriarchy and the location of women in Indian society; women in colonial and modern India.
Folk culture (with specific reference to Karnataka) – Junjappa, Male Madeshvara, Siri Paddana traditions.
Dalit – histories of untouchability, Dr. Ambedkar, Dalit histories with specific reference to Karnataka, Dalit movement.
Tribal – forest dwellers and tribal groups with a specific reference to Karnataka.
Labourer – history of work and workers, technology, movement of labourers; specific reference to Karnataka

It is suggested that all these themes be explored in relation to Karnataka as well.

Readings:
Women:
Forbes, Geraldine, Women in Modern India. Cambridge: Cambridge University Press, 1996.
Kumar, Radha, The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990 (Delhi, 1993)
Rao, Anupama (ed.), Gender and Caste (Kali for Women, Delhi, 2003)
Sangari, Kumkum and Sudesh Vaid (eds), Recasting Women: Essays in Colonial History (Kali for Women, Delhi, 1989)
Sarkar, Tanika & Urvashi Butalia (eds), Women and the Hindu Right: A Collection of Essays (Kali for Women, Delhi, 1995)
Sarkar, Tanika, Hindu Wife Hindu Nation (Permanent Black, Delhi, 2001)
Sarkar, Sumit, and Tanika Sarkar, eds. Women and Social Reform in India, Vols I & II. Delhi: Permanent Black, 2007.

Folk:
Handoo, Jawaharlal. Folklore in Modern India. CIIL, 1999.
Ramanujan, A.K. Folktales from India. Penguin,

Dalit:
Bandyopadhyay, Sekhar. Caste, Politics and the Raj: Bengal 1872-1937, Calcutta: K.P. Bagchi, 1990.

Dube, Ishita-Banerjee (ed.), Caste in History, Delhi: Oxford University Press, 2008.

Omvedt, Gail. Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi: Sage Publications, 1994.
Nagaraj, D.R., The Flaming Feet and Other Essays The Dalit Movement in India Permanent Black, 2010
Rodrigues, Valerian. Essential writings of B.R. Ambedkar. (OUP, 2004)
V. Geetha and S. V. Rajadurai, Towards a Non-Brahmin Millennium: From IyotheeThass to Periyar, Samya, Calcutta, 2008.
Robb, Peter, ed. Dalit movements and the meanings of labour in India. New Delhi: Oxford University Press, 1993.

Tribal:
Guha, Ramachandra. Savaging the Civilized: Verrier Elwin, His Tribals and India. Penguin, 2016.
Radhakrishna, Meena. First Citizens: Studies on Adivasis, Tribals and Indigenous Peoples in India. OUP, 2016.
Skaria, Ajay. Hybrid Histories: Forests, Frontiers and Wildness in Western India. New York: Oxford University Press, 1999.

Sundar, Nandini. The Scheduled Tribes and Their India: Politics, Identities, Policies and Work. OUP, 2016.

Labour:
Breman, Jan. Footloose Labour, Cambridge University Press, 1997.
Breman, Jan. Peasants, Paupers and Migrants, Delhi, OUP, 1985.
Chakrabarthy, Dipesh. Rethinking Working Class History, Princeton University Press, 2002.
Chandavarkar, Raj. Origins of Industrial Capitalism, Cambridge University Press, 1994.
Joshi, Chitra. Lost Worlds: Forgotten Histories of Indian Labour, Anthem Press, 2005.

Kannada Readings:
Meti, Mallikarjuna. SabalternAdhyayanagalu. Kannada SahithyaAkademi, 2017.

5. Indian Religions (OE)

India has been home to all the major world religions. It gave birth to three major religions (Hinduism, Buddhism and Jainism) and embraced two other world religions - Islam as well as Christianity. This course seeks to explore comparatively the historical experience of these complex religions in India. In this course, we will attempt to understand the development of Indian religious ideas, institutions and practices. Thus, the student will appreciate how religious thought and practice developed in the past 3,600 years.

Themes included in this comparative historical analysis include (a) the evolution and spread of these religions; (b) conception of divinity (c) their core values, institutions and religious practices; (d) religious reforms undertaken historically, with a specific focus on religious reform and secularism in modern India. Such an inquiry will allow the student to learn how Indians have thought about some of the basic questions of human existence and the answers provided in their scriptures and religious practices. Study material used in this class should include religious scriptures, philosophical texts, Bhakti and Sufi poetry, audio and video recordings of rituals and other religious observations.

This course has the following five modules:

Classical Hinduism – Vedas, Upanishads, Mahabharata, Ramayana and the Bhagavadgita, Puranas, Bhakti traditions, Temple Worship, Popular Hinduism
Buddhism, Jainism and Sikhism – founders, teachings, expansion, decline and modern period
Islam and Christianity – arrival and expansion of both Islam and Christianity, Sufism, Islam and Christianity in modern India
Key concepts of Indian religions – Dharma, Bhakti, Moksha, Samsara,

Religious in Modern India – Colonial critique of Indian Religions, Modern Indian Religious Reformers and Reform Movements (Brahmasamaj, Arya Samaj), Secularism in India

Readings:
Clothey, Fred. Religion in India: A Historical Introduction (Routledge, 2007)
Eck, Diana. Darshan: Seeing the Divine image in India (Columbia University Press 1998)
Gupta, Bina. An Introduction to Indian Philosophy Perspectives on Reality, Knowledge and Freedom (Routledge, 2012)
Heehs, Peter eds Indian Religions: The Spiritual traditions of South Asia
Lopez, Donald. Buddhism in Practice. Princeton: PUP, 1995.
Lopez, Donald. Religions of India in Practice. Princeton: PUP, 1995.
Metcalf, Barbara D (eds) Islam in South Asia in Practice (Princeton: Princeton University Press, 2009)
Miller, Barbara Stoler. Bhagavadgita (New York: Bantam Books, 1986)
Mittal, Sushil. The Hindu World. Routledge, 2007.
Mittal, Sushil. Religions of India An Introduction. Routledge, 2017.
Narayan, R. K. The Indian Epics Retold. The Ramayana, the Mahabharatha, Gods, Demons and others (Delhi: Penguin Books, 1995)
Smith, Houston. The World's Religions: Our great wisdom traditions (Harper Collins Publishers)

Kannada Readings:
Vijay Poonacha, Tambanda. *Kannada VishvavidyanilayaCaritreSamputa,* Volumes 1-8.

6. Bangalore (Core):

BCU is a purely urban university and has as its territorial jurisdiction over parts of the city of Bangalore. Therefore, as part of our regional history course stream, it is imperative for us to explore the historical development of Bangalore city. Therefore, this course focuses on the founding of the city as well as its evolution during pre-colonial, colonial and post-colonial eras. In each of these eras, we intend to explore five inter-related topics: patterns of land use, architecture and Bangalore's changing ecology; city as the site of social diversity; city as a centre of political power and administration; Bangalore's economy; Its culture, including cuisine, music and dance. Thus, Bangalore's ecology and architecture, society, economy, polity and culture are closely studied in this course.

Moreover, Bangalore's rich history as well as its global reputation today mandate that the program use the city as a historical site and a classroom. Therefore, it is suggested that classes are held outside the classroom, through walking tours of neighborhoods and historically significant areas. Further, it is suggested that experts in art and architecture, ecology, music and dance be invited to give special lectures on Bangalore's unique features. Finally, it is suggested that students be encouraged to do digital projects on Bangalore as part of their course work.

These projects can also be carried forward and converted into research projects which are undertaken in the 4th Semester.

This course has the following five modules:

a. From Founding up to the Colonial Era
b. Bangalore - Wodeyar Era
c. Bangalore - Independence
d. Bangalore - New Economy
e. Bangalore - Futures

Readings:

Banga, Indu. *The City in Indian History: Urban Demography, Society and Politics.* Manohar Publications, 2005.
Carvalho, Stanley. *Past and Curious. Forty Tales of Good Old Bangalore.* ATC, 2016.
De, Aditi. *Multiple Cities: Writings on Bangalore.* Penguin, 2008.
Fernandes, Paul and ChickuJayadeva. *Bangalore Swinging in the Seventies.*Simova Education and Research, 2014.
George, T.J.S. *Askew: A Short Biography of Bangalore.* Aleph, 2016.
Hasan, Fazlul. *Bangalore Through the Centuries.* Bangalore.
Heitzman, James. *The City in South Asia.* Routledge, 2008.
Jayapal, Maya. *Bangalore: Roots and Beyond.* Niyogi Books, 2014.
Kumar, Moloy et al. *Start up City: Ten Tales of Exceptional Entrepreneurship from Bangalore.* Collins, 2014.
Lees, Andrew. *The City in World History.* OUP, 2O15.
Mathur, Anuradha and Dilip Da Cunha. *Deccan Traverses.* Rupa, 2006.
Nagendra, Harini. *Nature in the City: Bengaluru in the Past, Present and Future.* OUP, 2016.
Nair, Janaki. *The Promise of the Metropolis: Bangalore in the 20th Century.* OUP, 2007.
Pani, Narendar. *Bengaluru, Bangalore, Bengaluru: Imaginations and Their Times.* Sage India, 2010.
Ramachandran, R. *Urbanization and Urban Systems in India.* OUP, 1997.
Sharma, Yashasvini. *Bangalore: The Early City AD 1537-1799.* Partridge India, 2016
Shivaramakrishnan, K.C., Amitabh Kundu and B.N. Singh. *Handbook of Urbanization in India.* OUP, 2007.

Kannada Sources:

Annaswamy, T.V. *Bengaluru to Bangalore- Urban History of Bangalore from the Pre-Historic period to the End of 18th Century.* Vengadam Publications, Bangalore. 2003.
Aruni, S.K. *Bengaluru Parampare- ItihasaSamshodhaneyaHosaNotagalu.* Itihasa Darpana Prakahsana, Bangalore. 2019.
Kamath, Suryanath and M.H. Krishnayya. *Bengaluru Darshana.* Bangalore: UdayabhanuKalasangha.
Sundara Rao, B. N. *BengalurinaIthihasa.* Bangalore: VasanthaGranthamala.