**Dr Ritu Bhagat,**

**Assistant Professor, Department of History**

**ACADEMIC SESSION: 2022-2023**

**TEACHING PLAN JULY-DEC 2022**

**Department: History**

**Faculty: Dr. Ritu Bhagat**

**Semester: JULY- NOV 2022**

**Course: BA Hons III year/ Sem.5 (L+T: 5+2)**

**Taught Individually**

**Paper: DSE IX- HISTORY OF MODERN CHINA (1840s-1950s)**

**(2019 LOCF SYLLABUS)**

## Course Objectives:

The course studies the transformation of China from an imperial power into a modern nation tak- ing its place among a constellation of world powers. This transition has been studied in the con- text of the impact of a specific form of western imperialism on China and the country’s numer- ous 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), popu- lar movements, and revolutionary struggles. It facilitates an understanding of the multiple tra- jectories of China’s political and cultural transition from a late imperial state, to a flawed Repub- lic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to his- toriographical debates pertaining to each of these themes, keeping in mind historical and con- temporary concerns centred on such issues.

## Learning Outcomes:

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

* Develop an in-depth understanding of China’s engagement with the challenges posed by im- perialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modern- ity.
* To locate these historical transitions in light of other contemporaneous trajectories into a

global modernity, especially that of Japan.

* Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.
* Investigate the political, economic, social and cultural disruptions caused by the breakdown

of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.

* Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
* Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

## Course Content:

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

1. Confucian Value System
2. China and the Great Divergence Debate

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

1. Opium Wars and the Unequal Treaty System
2. Taiping and Boxer Movements – Causes, Ideology, Nature
3. Self-Strengthening Movement; Hundred Days Reforms of 1898

## Unit III: Emergence of Nationalism

1. The Revolution of 1911: Context, Nationalist Ideologies, Role of Social Groups, Changing Gender Roles.
2. Sun Yat-sen (Sun Zhong Shan)— Ideology and Three Peoples Principles

(c) May Fourth Movement of 1919

## Unit IV: Nationalism and Communism

1. 1921-1927: Formation of the CCP and early activities; Reorganization of the KMT (Nationalist Party); The First United Front
2. 1928-1949: Kiangsi (Jiangxi) Period; Evolution of Maoist Strategy and Revolutionary Measures; the Yenan Phase; Peasant Nationalism and Communist Victory

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit I:**This unit will introduce student to history of China since early modern times. As a back- drop it will discuss Confucianism and it will also examine the Great Divergence debate. **(Teach- ing time: 4 weeks Approx.)**

* 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:

<http://www.history.ubc.ca/sites/default/files/documents/readings/>bin\_wong\_introduction\_1.pdf.)

**Unit II:** This unit deals with European imperialism in China. It also examines the nature and consequences of popular Movements; Taiping and Boxer Movements. It also deals with Hundred Days Reforms of 1898.**(Teaching Time: 4 weeks Approx.)**

* 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 Uni-

versity 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 Uni-

versity 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.

**Unit III:** This unit examines the history of emergence of Nationalism in China. The Revolution of 1911, its character, nature of protest and participation etc. It also deals with the rise and impact of Sun Yat-sen (Sun Zhong Shan), his ideology and Three Peoples Principles. **(Teaching Time: 3weeks Approx.)**

* 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:Green- wood 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).](http://www.gutenberg.org/ebooks/39356))

* Schiffrin*,*H.Z. (1968). *Sun Yat-sen and the Origins of the Chinese Revolution,* Berkeley: Uni-

versity of California Press, (Chapter 1, Chapter II & Chapter X).

* Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford Uni- versity Press, (Chapter 2).
* Chow,Tse-tung. (1960).*The May Fourth Movement.* Stanford: Stanford University Press,

(Chapter I, Chapter XIV).

* Sheridan, J.E. (1975). *China in Disintegration: The Republican Era in Chinese History 1912- 1949.* London: Free Press, Collier Macmillan Publishers, (Chapter IV).
* Spence, J. (1999).*The Search for Modern China.* New York: W.W. Norton, (Chapter 11. 13).

**Unit IV:** This unit will examine nature of Nationalism and emergence of Communism in China. It will also examine the formation of the CCP and its early activities. History of Reorganization of the KMT (Nationalist Party) and The First United Front will also be elaborated upon. **(Teach- ing time: 3 weeks Approx.)**

* Bianco, L. (1967).*Origins of the Chinese Revolution 1915-1949.* Stanford: Stanford Uni- versity 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).

## SUGGESTED READINGS:

* Bailey, Paul J. (2007).*Gender and Education in China: Gender discourses and women’s schooling in the early twentieth century.* London: Routledge.
* Cameron, Meribeth H. (1931).*The Reform Movement in China, 1898-1912,* Stanford: Stan-

ford University Press.

* Chen, J. (1965).*Mao and the Chinese Revolution.* London: Oxford University Press.
* Chesneaux, J. (Ed.). (1972). *Popular Movements and Secret Societies in China 1840-1950.*

Stanford: Stanford University.

* Chesneaux, Jean *et. al.* (1976). *China from Opium War to 1911 Revolution.* New York: Ran- dom House, (Chapters 2-4, 7).
* Cohen, P. A. and John E. Schrecker*.* (1976). *Reform in Nineteenth Century China,* Cam-

bridge: Harvard University Press.

* Duara, Prasenjit. (2009). *The global and the regional in China’s nation-formation*. London: Routledge.
* Fairbank, J. K. (1953). *Trade and Diplomacy on the China Coast: the opening of the treaty*

*ports, 1842-54.* Cambridge: Harvard University Press,(Basic textbook, select chapters).

* Fairbank, J.K. (Ed.). (1983). *Cambridge History of China: Volume XII: Republican China 1912-1949,* Cambridge: Cambridge University Press
* Fairbank, J.K. and Merle Goldman. (2006). *China: A New History.* Harvard: Harvard Uni-

versity Press, (Chapter 12).

* Fairbank, J.K., E.O. Reischauer and A.M. Craig. (1998).*East Asia: Tradition and Transformation.* New Jersey: Houghton Mifflin.
* Fenby, J. (2009). *The Penguin History of Modern China: The Fall and Rise of a Great Power*

*1850-2009.* London: Penguin Books, 2009.

* Franke, Wolfgang. (1980).*A Century of Chinese Revolution, 1851-1949,* Colombia: Uni- versity of South Carolina Press.
* Goodman, Bryna and Wendy Larson (Ed.). (2005).*Gender in Motion: Divisions of Labor and*

*Cultural Change in Late Imperial and Modern China.* Lanham: Rowman and Littlefield Pub- lishers.

* Greenberg, M. (1951). *British Trade and the Opening of China.* Cambridge: Cambridge Uni-

versity Press, (Basic textbook, select chapters).

* Hsu*,* I.C.Y. (1985). *The Rise of Modern China.* Hong Kong: Oxford University Press, (Chapter 10).
* Hsu, I.C.Y. (Ed.). (1971).*Readings in Modern Chinese History, Part Two.*Hong Kong: Ox-

ford University Press, (Chapter II).

* Lovell, J. (2011). *The Opium War: Drugs, Dreams, and the Making of China,* London: Pic- ador.
* Michael, F.H. (1966-1971).*The Taiping Rebellion: History and Documents.* Seattle: Uni-

versity of Washington Press.

* Schram, S.R. (1963). *The Politics and Thoughts of Mao Tse Tung.* London: Pall Mall.
* Schurmann, F. andO. Schell (Ed.). (1968). *China Reader Series:* Vol. I– *Imperial China*, *Vol. II*– *Republican China*. Harmondsworth: Penguin Books.
* Schwartz, B. (Ed.). (1972).*The Reflections on the May Fourth Movement: A Symposium.*

Cambridge: Harvard University Press.

* Sheng, Hu. (1981).*Imperialism and Chinese Politics,* Beijing: Foreign Languages Press, (Ba- sic textbook, select chapters).
* Spence, J.D. (1972). *The Gate of Heavenly Peace.* London: Faber and Faber Limited.
* Tan Chung*.* (1986). *Triton and Dragon: Studies on the 19th Century China and Imperialism.*

New Delhi: Gian Publishing House.

* Teng, S.Y. (1971). *The Taiping Rebellion and the Western Powers: A Comprehensive Survey.*

Oxford: Clarendon Press.

**Additional References:**

* **MIT HARVARD** [**http://visualizingcultures.mit.edu/opium\_wars\_01/index.html**](http://visualizingcultures.mit.edu/opium_wars_01/index.html)
* **Long March** [**https://www.youtube.com/watch?v=4zHtKLff6NI&t=48s**](https://www.youtube.com/watch?v=4zHtKLff6NI&t=48s)
* **Long March** [**https://youtu.be/oZmGmQM2\_pc**](https://youtu.be/oZmGmQM2_pc)
* **1911 film based on Revolution.** [**https://www.youtube.com/watch?v=BCHkQA41qT0**](https://www.youtube.com/watch?v=BCHkQA41qT0)

## Teaching Learning Process:

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

## Assessment Methods:

Students shall submit two pieces of written work and shall make presentations based on the pre- scribed readings during tutorial classes. Since this is a discipline-specific elective paper chosen by the student, she should be encouraged to explore the subject through as many diverse media and in as many ways as possible. Students will be encouraged to innovatively use diverse learn- ing aids, such as maps, texts on historical geography, literature, media reports, documentaries, and movies.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

## Keywords: China, Nationalism, Canton, Opium, Communism, Mao, KMT, CCP, Soviet, Peasantry, Reform, Revolt, Revolution, Sun Yat Sen, Imperialism, Confucianism, Great divergence, Warlordism, Peasant nationalism, Soviets.

**Department: History**

**Faculty: Dr. Ritu Bhagat**

**Semester: AUG- DEC 2022**

**Course: BA Hons II year/ Sem.3 (L+T= 5+2)**

**Taught INDIVIDUALLY**

**Paper: GE-VI MAKING OF POST COLONIAL INDIA**

**(2019 LOCF SYLLABUS)**

## Course Objectives:

The course provides various perspectives on India’s evolving political, economic and cultural situations from 1950-1990s and tracks a dynamic trajectory of contemporary India. The course seeks to familiarise students with the trajectory of growth of the Indian state, politics and eco- nomy and the shaping of the Indian public following the country’s independence in

1947.

## Learning Outcomes:

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

* + Explain the complexities involved in the making of constitution.
  + Analyse the reasons behind the linguistic reorganisation of states.
  + Analyse foreign policy of India during formative stages of independent India.
  + Draw inferences to explain the functioning of different political parties.
  + Explain the character of emergency and its consequences.
  + Discern the nuances of Indian judicial system.

## Course Content:

**Unit I: Laying the foundation of independent India**

1. Making of the Constitution
2. Linguistic re-organisation

## Unit II: Envisioning a new order

1. Economic Development: five year plans; Problems of Development case study of Punjab and Bihar
2. Indian Foreign Policy till 1964

## Unit III: Democracy at Work

1. Congress and other political formations
2. (i) Left parties (ii) Caste politics (iii) Dravidian movement
3. Women and politics (i)Hindu Code Bill (ii)Status of Women in India Report

## Unit IV: Turning Point: Emergency and After

1. Railway Strike, J.P. Movement and Emergency
2. Developments in the1980’s: (i) Coalition politics; (ii) Mandal Commission and aftermath
3. Judiciary, Civil Society and Rights: Judicial Activism and Public Interest Lit- igation
4. Popular and parallel Cinema

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit-I:** This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. **(Teaching Time: 3 weeks Approx.)**

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

**Unit-II:** This unit deals with the history of economic developments in the early years of Inde- pendent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panchsheel.**(Teaching Time: 3 weeks Approx.)**

* + Balakrishnan, P. (2005). *Economic Growth and its Distribution in India.* Hyderabad: Orient BlackSwan.
  + Frankel, Francine R. (2005). *India’s Political Economy*. New Delhi: OUP.
  + Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP.
  + Bhalla, G.S. (1995). “Agricultural Growth and Industrial Development in Punjab” in *Agricul-*

*ture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.

* + Golam Rasul and Eklabya Sharma, (2014). “Understanding the Poor Performance of Bihar

and Uttar Pradesh in India: A Macro Perspective”. *Regional Studies, Regional Science*.vol. 1:1, 221-239, http:/dx.doi.org.2014.943804

**Unit-III:** This unit deals with history of working of democracy in India 1947 with special refer- ence to history of congress party and other political formations. It also deals with history of Left parties, J P Movement and Dravidian movements. It also examines history of social reform with reference to Women and Hindu Code Bill. **(Teaching Time: 4 weeks Approx.)**

* + Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India,* New Jersey: Princeton.
  + Ray, Rabindra. (1992). *The Naxalites and their Ideology*. Delhi: OUP
  + Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Demo- cracy.* Princeton: Princeton University Press.
  + Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political*

*Present.* Delhi: Permanent Black.

* + Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
  + Menon, Nivedita. (2001). *Gender and Politics in India.* Delhi: OUP.
  + Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women’s Rights in India.*

Delhi: OUP.

* + Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s.* New Delhi: Penguin.
  + Jaffrelot, Christophe (2003). *India’s Silent Revolution: The Rise of the Lower Castes in North*

*India*. London: Hurst.

* + Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming In- dia: Social and Political Dynamics of Democracy.* New Delhi: Oxford University Press

**Unit- IV:**This unit deals with history of Indian Politics since Emergency with special reference to Railway Strike, and J P Movement. It examines history of Coalition politics It also deals with the history of Judiciary in Independent India with special reference to Public Interest litigation. It also deals with the history of Media in modern India along with an analysis of popular Cinema and alternatives.**(Teaching Time: 4 weeks Approx.)**

* + Chandra, Bipan (2017). *In the Name of Democracy: JP Movement and Emergency*. Delhi: Penguin Random House India.
  + Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Berkeley:

University of California Press.

* + Das, Veena: (1996). *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: OUP.
  + Bhuwania, Anuj. (2017). *Courting the People: Public Interest Litigation in Post Emergency*

*India.* Delhi: Cambridge University Press.

* + Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.
  + Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rut-

gers University Press.

* + Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India.* New Delhi: Tulika.

## SUGGESTED READINGS:

* + Chandra, Bipan. (2008). *India Since Independence.* Delhi: Penguin
  + Bhargava, Rajeev and VanaikAchin (eds.). (2010). *Understanding Contemporary India*. Ori- ent Blackswan
  + Damodaran, H. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern*

*Nation*. Basingstoke: Palgrave Macmillan.

* + Deshpande, Satish, (2003). *Contemporary India: A Sociological View*. Delhi: Viking
  + Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador
  + Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.
  + Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.
  + Beteille, A. (2012)*Democracy and Its Institutions*. New Delhi: Oxford University Press.
  + Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.
  + Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford Uni-

versity Press.

* + Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.
  + Chatterjee Partha (ed.). (1997). S*tate and Politics in India.* Delhi:Oxford University Press

**Additional References**

Stephen Sherlock , Railway Workers and Their Unions: Origins of 1974 Indian Railways Strike, *Economic and Political Weekly, Vol. 24, No. 41 (Oct. 14, 1989),*

Jayprakash Narayan: An idealist betrayed**.** [**https://www.thehinducentre.com/the-arena/current-issues/article25188707.ece**](https://www.thehinducentre.com/the-arena/current-issues/article25188707.ece)

Documentary Pradhanmantri series:

Episode1 Integration of States: <https://www.youtube.com/watch?v=S_3i0Hf8KMI&t=227s>

Episode 2 Hyderabad and Junagarh, <https://www.youtube.com/watch?v=tUJPsKDYimg>

Episode 3 KASHMIR, <https://www.youtube.com/watch?v=SBKn6TFDVxQ&t=2064s>

Episode 12 Emergency, <https://www.youtube.com/watch?v=-DJsaujUs3w>

## Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/ readings. Given that the students enrolled in the course are from a non-history background, ade- quate emphasis shall be given during the lectures to what is broadly meant by the historical ap- proach and the importance of historicising various macro and micro-level developments/phe- nomena. 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 Methods:

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.

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

## Keywords:

Constitution, Linguistic re-organisation, Development, foreign policy, national and state politics, the Emergency, Mandal, Judicial activism, popular cinema

**Department: History**

**Faculty: Dr. Ritu Bhagat**

**Semester: AUG- DEC 2022**

**Course: BA Hons II year/ Sem.3 (L=2)**

**Taught: Shared with Dr Supriya Sinha**

**Paper: SEC-II: Archives and Museums**

**(2019 LOCF SYLLABUS)**

## Course Objective:

The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpreta- tion of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpreta- tions of the past. The paper will be of particular value to those who are interested in seeking ca- reers as archivists or working in museums, art galleries and keepers of private and public collec- tions.

## Learning Outcomes:

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

* + Examine these two repositories of history from close quarters.
  + Discuss the role of Colonialism in the growth of Archives and Museums.
  + Explain how the documents and artefacts are preserved and the difficulties faced in the pro- cess.
  + Demonstrate the way in which museums are organised and managed.
  + Examine the considerations which govern the way exhibitions in museums are managed.

## Course Content:

**Unit 1: The Archive:**

1. Early Manuscript Collections (Jain, Persian, Sitamau Library)
2. Colonialism and collections
3. National project and the archive
4. Taxonomies and cataloguing
5. Project work: learn the cataloguing system of your college library and compare with the catalogue of a major collection (see online catalogues of Ethe and Rieu).

## Unit 2: The Museum

The colonial gaze

Artefacts

The post-colonial state and the museum – project work: National Museum and Na tional Gallery of Modern Art

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit introduces students to the concept of Archive. It traces the history and nature of collections maintained since early times. It also deals with the impact of Colonial policies. The course examines the context for the establishment and maintenance of archives, and questions their purpose and institutions to manage it are examined. It also elaborates on the questions of access to the archival materials. Students will also be exposed to taxonomies and cataloguing. **(Teaching Time: 9 weeks Approx.)**

* + Bhattacharya, Sabyasachi. (2018). A*rchiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947.*Delhi: OUP
  + Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material.*Paris: UNESCO

1973

* + Singh, Kavita.(2003). “Museum is National: The Nation as Narrated by the National Muse- um New Delhi” in Geeti Sen, (ed.), *India: A National Culture.* Delhi: Sage.
  + Carol Breckenridge. (1989). “Aesthetics and Politics of Colonial Collecting India at World

Fairs”, *Comparative Studies in Society and History*, vol. 31, No 2 April, pp. 195-216

* + Ravindran, Jayaprabha. (2013). ‘Liberalization of access policy and changing trends of re- search in the National Archives of India, 1947–2007’, *Comma*, vol. 2013, Issue 2, pp. 103-19. (https://doi.org/10.3828/comma.2013.2.11)
  + Aziz, Sana. (2017). ‘The Colonisation of Knowledge and Politics of Preservation’, *Economic*

*and Political Weekly.* Vol. 52, No.16 pp.

**Unit-II:** This unit introduces students to the concept of Museum. It traces the history of collec- tion of artefacts and subsequent display in Museums. It also deals with the impact of Colonial policies. This unit elaborates upon distinct characteristics of collection. This unit tells the way museum are organised or presented. It also examines the considerations which govern the way exhibitions in museums are organised. Unit also examine the ways in which collections and Mu- seums have catered to national project.**(Teaching time: 5 weeks Approx.)**

* + Guha-Thakurta, Tapati. (2004). *Objects, Histories: Institution of Art in Colonial India*, New York: Columbia University Press.
  + Choudhary, R. D. (1988). *Museums of India and their Maladies.* Calcutta:AgamPrakashan.
  + Aggarwal, O. P. (2006). *Essentials of Conservation and Restoration and Museology,* Delhi: Sundeep Prakashan.
  + Nair, S. N. (2011). *Bio-Deterioration of Museum Materials,* Calcutta:AgamPrakashan
  + Mathur, Saloni.(2000). “Living Ethnological Exhibits: The Case of 1886”, *Cultural Anthro- pology,* Vol. 15 No. 4, pp 492-524
  + Mathur, Saloni. (2007).*India by Design: Colonial History and Cultural Display*.Berkley:

University of California.

## Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards pointing out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and com- plex present conditions.

## Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be professionally written and refer- enced, as well as creatively put together. The project has to be based on active field and library work and should reflect an analysis of primary source material and an engagement with sec- ondary material.

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

## Keywords:

Manuscripts, Collections, National Archives, Cataloguing, Artefacts, National Museum National Gallery of Modern Art