#### Gandhi and Hitler: Non-Violence vs. Violence in History

#### (WOH 4405 ([number])) 3 Credits

#### Florida Atlantic University

#### [Days/Time] [Room] Fall, 2020

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### Office Hours: walk-in (other times by appointment possible):

### Boca (AL 165): [Days/Times]

Jupiter (SR 255): [Days/Times]

 Pre-requisites: none

This is a web-assisted course. Essential class materials will appear on Canvas.

Course Description

FAU Catalog Description: This course analyses the approaches of Mohandas K. “Mahatma” Gandhi and Adolf Hitler in their political activities, contrasting their uses of nonviolence and violence, exploring biographical details, historical contexts, challenges, writings, approaches to problem-solving, leadership, goals, relations with their followers and opponents, and their legacies.

Further Description: This course analyzes connections and parallels between the political praxes of Gandhi and Hitler, to examine fundamental questions about the use of violence in politics and in their lives. Both figures represent extremes. Yet each faced opponents within their countries who challenged their approaches. Hitler faced criticism from former Chancellor Franz von Papen in his 1934 Marburg speech, and from Bishop von Galen in 1941 regarding the T-4 euthanasia program. Likewise, Gandhi’s own followers sometimes used violence, like at Chauri Chaura in 1922, to his dismay, and other Indians such as communists, Bhagat Singh, and Subhas Chandra Bose thought his nonviolent methods insufficient for their anti-imperial struggle. How these leaders faced these challenges yields insight into the efficacy of their overall approach to politics. Each leader spent time in prison and left written legacies in speeches and personal manifestos: *An Autobiography: The Story of My Experiments with Truth*, and *Mein Kampf* (*My Struggle*). They also left pivotal and vastly different historical legacies: the horrors of Auschwitz and the new possibilities of an Independent India.

It is natural to see Hitler and Gandhi as polar opposites, one good and one evil, yet we will also examine in this course parallels between their approaches that show them as historical figures interacting with their times. For example, both were adept at using the media and motivating a mass public. Hitler’s ability to give speeches and manipulate through propaganda is well known. Gandhi too was able to raise sympathy for his cause through skillful handling of the media during his 1930 Salt March, for example. A major difference in their use of media was Hitler’s advocating lies, and Gandhi’s strictly adhering to Truth, at least as he understood it. Another parallel is how both emphasized willpower. Hitler saw a speech as a battle of wills between audience and orator. Likewise, Gandhi’s use of fasting and personal vows such as clothing habits and silence, were ways of getting others to do what he wanted. Once again, however, there were differences, as Hitler’s method was more straightforward browbeating and intimidation, while Gandhi’s was a subtle guilt trip through moral influence by hunger fasting and pulling on heartstrings. There are many interesting possibilities to explore, for example, their personal parallels such as their shared interest in vegetarianism.

I expect all of us in this course to approach this material from a variety of perspectives with clear reasoning and historically documented arguments. I want you to be particularly attuned to different approaches to the material, how interpretations of the same event(s) can be very different depending on one’s perspective.

**Course Outcomes**

* Obtain a competent mastery of many details and varying interpretations of two important political leaders of the twentieth century, Gandhi and Hitler.
* Gain a working understanding of German and South Asian history in the late nineteenth and first half of the twentieth century, interactions between the two and the larger world of which they were both a part.
* The main goal in this course is to get you to think critically about the material and engage in these debates about historical events that are still relevant to our lives. By seriously pondering this course material your critical thinking skills will sharpen.
* Through class participation and completion of exams and writing assignments, your oral and written communication skills will improve.
* Ultimately, your ability to enjoy life will increase because the course will introduce you to new, delightful fields of knowledge that will entertain you for years to come and help you to make further connections of your own.

**Course Readings** (available at FAU bookstore)

Arnold, David. *Gandhi*. New York: Pearson, 2001.

Gandhi, Mohandas K. *An Autobiography: The Story of My Experiments with Truth*. New York: Dover, 1983.

Hitler, Adolf. *Mein Kampf*. Boston: Houghton Mifflin, 2001.

McDonough, Frank. *Hitler and the Rise of the Nazi Party*. 2nd Edition. New York: Routledge, 2012.

Additional readings may be available on the course web site available through Canvas. You are responsible for checking the web site to see if new readings are up, although I will announce these in class and via email.

###### Course Requirements

Grading Event Possible Points

Participation 100

### Reading Quizzes 100

### Midterm Exam 200

Paper Prospectus 50

Final Paper 250

Final Exam 300

Total Possible Points 1000

Grade calculations based on 100 points: A+ = 100; A = 95.0; A- = 91.5;

B+ = 88.5; B = 85.0; B- = 81.5;

C+ = 78.5; C = 75.0; C- = 71.5;

D+ = 68.5; D = 65.0; D- = 61.5;

F = 55.0

Course Grade: A = 940-1000; A- = 900-939;

B+ = 870-899; B = 840-869; B- = 800-839;

C+ = 770-799; C = 740-769; C- = 700-739;

D+ = 670-699; D = 640-669; D- = 600-639;

F = 599 or below

You must satisfy all course requirements to pass the course, including taking all exams and turning in all papers. If you have a schedule conflict, come and see me early. Assignments turned in late lose 1/3 of a grade per day (including weekends). Extensions and alternate exams without prior approval and without a reduction of your grade will be granted only in cases of documented illness or extreme crisis.

Your ability to express yourself precisely and thoughtfully when contributing to the class will be an important element in your course grade, whether in discussions, debates, exams, papers, or emails. All written work (except for in-class written exam essays) must be typed, double-spaced, and in 10 or 12 point font.

**Attendance Policy Statement**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Participation**

You can do well in the participation portion of your course grade by showing up to class on time, doing the readings for that class beforehand, being prepared to talk about the readings with questions and observations about them, and taking active steps in class by joining in discussions. Attendance in class is strongly recommended as we will cover material that is not in the readings but will be on the exams. I note attendance and participation for each class meeting. If you arrive late, it is your responsibility after class to make sure I note your presence.

I want us to create a mutually supportive intellectual environment where we can share ideas with spirited inquiry. I expect everyone to be attentive to and respectful of others’ questions and arguments. I will periodically give you feedback about your participation grade upon request and during in the course, such as with the midterm. I also recommend going to office hours early in the course to discuss your paper topic.

 Showing up to class earns a maximum of 5 points per week. Distinguished discussion participation earns up to 4 additional points per week (total extra points beyond maximum participation score listed above in requirement section are lost, but remember all strong participation helps one learn material). If you are reluctant to participate in discussions, you may earn credit for participation purposes by turning in typed questions or discussion issues to me before class starts (emailing them to me before class is also acceptable, but bring a printout to hand to me). I hope to use your questions for discussion. My goal is to include everyone, so have questions or comments written down you can refer to so I can give you a chance to contribute.

You can also earn up to 12 additional participation points by attending any class-related outside speaker, museum, etc. and then writing (and turning in within two weeks) a short 1-2 page reflection paper on the main ideas expressed in the event or exhibition. Several possible examples are listed in the syllabus. If you find out about other events and speakers, share them with the instructor and class.

**Reading Quizzes**

We will have short reading quizzes each week on the assigned readings, so be sure to do each week’s readings BEFORE that class. There will be no makeup quizzes, so you will not be able to make it up. However, there is some slack with more possible points to win than you will be allowed to keep, so you can miss a quiz or two or not get full credit on a few quizzes and you can still get the maximum points on the reading quizzes. You will not get credit for excess points beyond the maximum, but by doing all the class readings and quizzes, you greatly increase the likelihood of learning more from the class.

The quizzes will appear each week on Canvas. They are open book but timed, with 15 minutes each to finish.  The three questions you will answer one at a time, without being able to go back.  You have up until the beginning of class to complete that week’s quiz, when it will disappear from Canvas and the next week’s quiz will become available until the start of the next week’s class.

I want you to keep up with the reading not only because this makes your job much easier studying for midterms and final exams, but also because students who have done their reading are much livelier and engaged in discussion during class and can follow what is going on. Keeping up makes a big difference; if you do not do the reading, your quiz grades, participation, and overall class performance will undoubtedly suffer. More importantly, the class just will not be as much fun.

 **Examinations**

 The midterm and final examinations will consist of multiple-choice and/or short-answer questions and essay writing portions. They are both closed-book and the final exam will have cumulative section(s) covering the entire course.

**Paper Assignments**

For all papers, make sure you follow this checklist below. Failing to follow these instructions will result in lower grade on the assignment.

* Paper Options

Choose one of the options below.

1. My Question: Pick an analytical question from a list I provide and propose a good answer to it—a thesis—based on your reading, thinking, and research. You should evaluate the interpretive debates concerning the subject you choose and give your reasons for supporting one interpretation over another. I expect an analytical essay, not merely a descriptive narrative or a compare-and-contrast approach.

2. Your Question: Do a research paper on an analytical question of interest to you. Your question should be answerable, but not definitively; there should be room for debate. The questions could come from the course readings, classroom discussion, or through your own further outside reading.

3. Book Review: Do a book review on a scholarly book I approve in advance. I want it to be an academic book, at least with footnotes or endnotes, and preferably from an academic press. Either bring it into class so I can see it, or email me the author/title (preferably with a URL link giving more details). A good way to find a suitable book is to look in the bibliographies of the course readings. Your assignment is to evaluate critically the book’s main arguments by comparing them with information in the course readings. I want you to analyze the strengths and weaknesses of the book’s treatment of the same material.

* Length: Prospectus is 1-2 pages (c. 100-500 words; you may use what you write in the prospectus again for the final paper). Final paper is 10-12 pages (approximately 2500-3000 words) (typed, double-spaced, 10 or 12 point font). Page length for the final paper includes the bibliography page(s) and footnotes or endnotes.
* Format: Put your name and a page number on every page. Use the computer’s header function and number pagination to let it automatically do this for you.
* Structure: Make sure you include all the following elements:

(1) Topic and Question: The topic of your paper and the precise research question that your paper will answer. I strongly recommend seeking approval for the topic well before this assignment is due. The more detailed and specific the topic, the better.

(2) Thesis. Present a question and propose a good answer to it (a thesis) based on your research. Your question should be answerable, but not definitively. The questions could come from the course readings or class, or through your own further outside reading for the class. You should evaluate the interpretive debates concerning the subject you choose and give your reasons for supporting one interpretation over another. I expect an analytical essay, not merely a descriptive narrative or a superficial compare-and-contrast approach.

(3) Evidence that you will use to argue for your thesis. I expect you to make use the course readings as well as at least five outside sources for the prospectus and three for the final paper. If you are doing a book or film review, these can be other reviews.

(4) Counter-argument. Include a plausible counter-argument and your tentative response to that counter-argument. You may do this at the beginning or end of the paper, although usually it makes sense to do so at the beginning of the paper.

* Editing: I expect your writing to be clear and grammatically correct. Write using your own words and avoid close paraphrasing. Plagiarism will result in automatic failure of the paper and most likely the course as well. Clarity, concision, careful editing, intelligent argument, and convincing use of evidence are more important than length.
* Evidence: Be sure to include *citations* (in footnotes or endnotes) when you introduce facts, ideas, and arguments drawn from sources you have read. Do not use lengthy quotations. To cite your sources you must use Chicago/Turabian style. For details about how to cite properly, see Canvas and <http://library.osu.edu/sites/guides/turabiangd.html>.
* Sources: Make use of the course readings as well as outside scholarly, non-internet sources, unless you are doing a review, in which case you only need the book you are reviewing and at least two book reviews, preferably from academic journals. The prospectus requires five outside sources, the final paper three. See the FAU library databases and web site for links to obtain book reviews: <http://www.library.fau.edu/npb/reviews.htm>.
* Composition: I expect your writing to be clear and grammatically correct. Clarity, concision, careful editing, intelligent argument, and convincing use of evidence are even more important than length.
* Honest Work: Write using your own words and avoid close paraphrasing. Plagiarism will result in automatic failure of the paper and most likely the course as well. Your paper is subject to plagiarism screening to check for plagiarism; see separate section further below for details. If clear, I will then make comments and turn your paper back to you electronically on Canvas, where you will be able to download a copy of your graded paper after I notify you it is ready.
* Pick a Topic Early: I look forward to discussing your project with you. If you are unsure of what topic you would like to examine, review the syllabus, course readings including their bibliographies, and your instructor.
* Turn in on Time: Completing assignments requires uploading an electronic version on Canvas on or before the day the paper is due (it is due before the beginning of class; at one minute past the start of class, the assignment is already late, so do not miss class to complete the assignment). I do not require a hard copy of the paper (let’s save a tree). If you turn in an assignment late, you will lose one grade per day or fraction thereof (including weekends). I will break each 24-hour period into thirds, so if the paper is due at 11 AM, then if you get it in 11:01 AM - 6:59 PM, it will be 1/3 off; 7:00 PM to 3:00 AM the next day, 2/3 off; 3:00 AM to 10:59 PM the next day, a full grade off, and so on. I will grant extensions and alternate exams without prior approval and without a reduction of your grade only in cases of severe, documented illness or extreme crisis in one’s immediate family. While I sympathize about various life challenges, you still have responsibilities to school that I expect you to fulfill.

###### Canvas

I expect you to have access to Canvas as important class announcements and materials will be available only through this medium.

**Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

It is your responsibility to know and observe all the FAU rules concerning academic integrity. Plagiarizing even a small part of an assignment is grounds for failing that assignment and more extensive infractions have severe consequences such as failing the course and making a notation on your student record that could lead to your being suspended or expelled. Let’s avoid that unpleasantness if at all possible! If you have any questions about what constitutes plagiarism, how to credit the work and ideas of others properly, how to evaluate sources for quality and reliability, or any other related issues, please talk to me and/or refer to avoiding plagiarism material available on Canvas.

 By taking this course, you are agreeing to submit your assignments to electronic plagiarism screening for textual similarity review for the detection of plagiarism. All submitted papers will be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers. For more information, see <https://canvas.fau.edu/courses/6269/pages/plagiarism-dont-do-it?module_item_id=16939>.

Usually students who plagiarize do so out of last-minute desperation and/or sloppy note-taking skills. Start your work ahead of time and be neat. If all else fails, it is better to turn a paper in late with a penalty than to turn in plagiarized work and fail the entire class.

 **Students with Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas](http://www.fau.edu/sas/).

**Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider using FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

**Class Schedule**

[Will adjust actual dates later]

Aug 22 1a. Introduction

Aug 24 1b. Childhood, Upbringing, and Education

[116pp] Week 1 Reading: Hitler, 1-18; Gandhi, 1-37; McDonough, 1-27; Arnold, 1-34

Aug 29 2a. Cosmopolitan Encounters: Hitler in Vienna, Gandhi in London

Aug 31 2b. Political and Ideological Awakenings

[114pp] Week 2 Reading: Hitler, 19-65; Gandhi, 38-86; McDonough, 27-34; Arnold, 34-43

Sept 2 (Fri) Last day to drop class without a W

Sept 5 3a. No Class: Labor Day Holiday

Sept 7 3b. Social and Intellectual Influences

[137pp] Week 3 Reading: Hitler, 66-125; Gandhi, 87-129; McDonough, 54-58; Arnold, 44-72

Sept 12 4a. *Lebensraum* (living space) and *Swaraj* (self-rule)

Sept 14 4b. Approaches to Politics: Violence vs. Nonviolence

[136pp] Week 4 Reading: Hitler, 126-156; Gandhi, 130-203; Arnold, 73-103

Sept 19 5a. The First World War

Sept 21 5b. Nationalism and Peasant Power

[105pp] Week 5 Reading: Hitler, 157-224; Gandhi, 204-231; McDonough, 34-36; Arnold, 104-109

Sept 26 6a. Aftermath of the War

Sept 28 6b. Early Nazi Party and the Non-Cooperation Movement

[144pp] Week 6 Reading: Hitler, 225-329; Gandhi, 232-251; McDonough, 37-45; Arnold, 109-118

Oct 3 7a. Roadblocks to Power: the Beer Hall Putsch and Chari Chaura

Oct 5 7b. **Midterm**

[81pp] Week 7 Reading: Hitler, 330-372; Gandhi, 252-271; McDonough, 46-50; Arnold, 118-130

Oct 10 8a. Prisoners

Oct 12 8b. External Opponents: Judeo-Bolshevism and the British

[110pp] Week 8 Reading: Hitler, 373-437; Gandhi, 272-299; McDonough, 51-54, 58-66; Arnold, 131-134

Oct 17 9a. Political Opponents

Oct 19 9b. Organizing: *Kampfzeit* (Rise to Power) and Bardoli Satyagraha

[90pp] Week 9 Reading: Hitler, 438-462; Gandhi, 300-358; McDonough, 67-72

Oct 24 10a. Propaganda: Electoral Breakthrough 1928 and Salt March 1930

Oct 26 10b. *Gleichschaltung* (coordination)and *Satyagraha* (non-violent resistance)

[94pp] Week 10 Reading: Hitler, 463-479; Gandhi, 359-379; McDonough, 72-100; Arnold, 136-162

Oct 31 **DUE: Paper Prospectus**

 11a. Class and Caste

Nov 2 11b. Race and Caste

[91pp] Week 11 Reading: Hitler, 480-517; Gandhi, 380-400; Arnold, 163-194

Nov 7 12a. Leadership Styles

Nov 9 12b. Cult of Personality: Führer and Mahatma

[89pp] Week 12 Reading: Hitler, 518-578; Gandhi, 401-428

Nov 14 13a. Gender Attitudes

Nov 16 13b. Private Lives: Relationships and Sex

[88pp] Week 13 Reading: Hitler, 579-640; Gandhi, 429-454

Nov 17 (Fri) Last day to drop class without an F

Nov 21 **DUE: Final Paper**

 14a. The Holocaust and 1947 Partition

Nov 23 14b. Resistance to Hitler and Quit India

[56pp] Week 14 Reading: Hitler, 641-667; Arnold, 195-223

Nov 28 15a. Facing Death: The Bunker and the Prayer Meeting

Nov 30 15b. Legacies: Global Satyagraha and Neo-Nazis

[34pp] Week 15 Reading: Hitler, 668-688; Arnold, 223-235

Dec 7 (Wed) **Final Exam**, 10:30 AM - 1:00 PM

[Total reading for course 1485pp; average of 99pp per week]

**Questions to Consider**

Get curious! This course provides a chance for you to explore and learn something new. Here is a list of questions you can consider and even write about in your final paper. Make your own list as we go through the course, and share it with me and/or the class.

* What impact did the childhood and education of Hitler and Gandhi have on their personalities?
* What were the greatest early influences on Hitler and Gandhi?
* What impact did the First World War have on Nazism and the Indian independence movement?
* How did Hitler and Gandhi respond to the First World War?
* What was the relationship between the Nazis and big business in Germany and the Indian Independence Movement in India and the business sector (English and Indian) in India?
* Was violence or nonviolence more important in gaining India’s independence from Britain?
* How do anti-Semitic treatment of Jews in Germany compare to the treatment of Muslims in South Asia? (see Mufti, *Enlightenment in the Colony: The Jewish Question and the Crisis of Postcolonial Culture*)
* What role did Hindu and Muslim religious groups have in the Indian independence struggle? How does the political use of religion (called Communalism in Indian history) have parallels in Germany?
* To what degree did German occupation policies in Eastern Europe mirror British colonial occupation of India?
* What affect did assassination plots against Hitler and Gandhi have on them, their followers, and their movements?
* How do Hitler’s and Gandhi's legacy compare?

**Examples of Possible Paper Topics (a few suggestions; there are MANY more possibilities)**

* Attempted Seizures of Power: Hitler 1924 Trial for the Beer Hall Putsch and Gandhi’s trial in 1922 for the Non-Cooperation Movement
* The Holocaust: Hitler’s role and Gandhi’s solutions: To What degree was nonviolent resistance effective against the Nazis?
* Propaganda

Hitler and Gandhi’s use of the march: Stormtroopers and Satyagrahis

Use of film by Hitler and Gandhi: *Triumph of the Will* and newsreels of the 1930 Salt March

* Women in Nazism and the Indian Independence Movement

Koontz, Claudia. *Mothers in the Fatherland*.

Forbes, Geraldine Hancock. *Women in Modern India*.

* Lessons from First World War propaganda that Hitler and Gandhi applied to their own campaigns

David Welch, *The Third Reich: Politics and Propaganda*

 Milton Israel, *Communications and Power: Propaganda and the Press in the Indian Nationalist Struggle, 1920-1947*.

* Religion and Politics

Religious influence on the policies of Hitler and Gandhi

Theosophical Underpinnings in Gandhi’s philosophy and Nazi Ideology

Richard Steigmann-Gall, *The Holy Reich: Nazi Conceptions of Christianity, 1919-1945*

Nicholas Goodrick-Clarke, *The Occult Roots of Nazism: Secret Aryan Cults*

Bailey, *God-Botherers and Other True Believers: Gandhi, Hitler, and the Religious Right*.

* Political Opponents

Gordon, Leonard. *Brothers Against the Raj: a Biography of Indian Nationalist Sarat and Subhas Chandra Bose*.

Coward, Harold G. *Indian Critiques of Gandhi*.

Haffner, Sebastian. *The Meaning of Hitler*.

 **Further Reading and Films**

Hitler

Bullock, Alan. *Hitler: A Study in Tyranny*.

Hamann, Brigitte. *Hitler’s Vienna*.

Hitler, Adolf. Trevor-Roper, ed. *Hitler's Table Talk, 1941-1944: His Private Conversations*.

Kershaw, Ian. *Hitler: 1889-1936 Hubris*. *1936-1945* Nemesis. 2 vols.

Kershaw, Ian. *The Hitler Myth: Image and Reality in the Third Reich*.

Ryback, Timothy. *Hitler’s Private Library: The Books that Shaped his Life*.

Gandhi

Gandhi, Mahatma. *Collected Works*. 26 vols.

Gandhi, Mohandas. *An Autobiography: The Story of My Experiments with Truth*.

Alter, Joseph S. *Gandhi's Body: Sex, Diet, and the Politics of Nationalism*.

Wolpert, Stanley. *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*.

Brown, Judith M. *Gandhi and Civil Disobedience*.

Erikson, Erik. *Gandhi’s Truth: On the Origins of Militant Nonviolence*.

Wolpert, Stanley. *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*.

Brown, Judith M. *Gandhi: Prisoner of Hope*.

Dalton, Dennis. *Mahatma Gandhi: Nonviolent Power in Action*.

Dalton, Dennis, and [Teaching Company](http://www.thegreatcourses.com/greatcourses.aspx). *Power over People: Classical and Modern Political Theory*. Sound recording. Springfield, VA: Teaching Co., 1996.

Jack, Homer, ed. *The Gandhi Reader: A Sourcebook of his Life and Writings*.

German History

Allen, William Sheridan. *The Nazi Seizure of Power: the Experience of a Single German Town, 1922-1945*.

Aly, Goetz. *The Final Solution*.

Arendt, Hannah. *The Origins of Totalitarianism*.

Bartov, Omer. *Hitler's Army*.

Bauer, Yehuda. *A History of the Holocaust*.

Black, Edwin. *IBM and the Holocaust*.

Botwinick, Rita. *A History of the Holocaust*.

Bracher, Karl Dietrich. *The German Dictatorship*.

Bramsted, Ernest. *Goebbels and National Socialist Propaganda*.

Browning, Christopher. *Nazi Policy, Jewish Workers, German Killers*.

Browning, Christopher. *Ordinary Men*.

Browning, Christopher. *The Path to Genocide*.

Burleigh, Michael and Wolfgang Wipperman. *The Racial State: Germany 1933-1945*.

Cohn, Norman. *Warrant for Genocide*.

Craig, Gordon. *Germany 1866-1945*.

Engel, David. *The Holocaust: The Third Reich and the Jews*.

Fest, Joachim. *The Face of the Third Reich: Portraits of the Nazi Leadership*.

Friedlander, Henry. *The Origins of Nazi Genocide*.

Gellately, Robert. *Backing Hitler: Consent and Coercion in Nazi Germany*.

Gilbert, Martin. *The Holocaust: A History of the Jews of Europe during the Second World War*.

Goldhagen, Daniel. *Hitler’s Willing Executioners*.

Goodrick-Clarke, Nicholas. *The Occult Roots of Nazism: Secret Aryan Cults and Their Influence on Nazi Ideology*.

Hilberg, Raul. *The Destruction of the European Jews*.

Jeffreys, Diarmuid. *Hell’s Cartel: I.G. Farben and the Making of Hitler’s War Machine*.

Jünger, Ernst. *Storm of Steel*. 1920. Trans. Michael Hofmann.

Kershaw, Ian. *The Nazi Dictatorship*.

Lewy, Guenter. *The Nazi Persecution of the Gypsies*.

Linnea, Sharon. *Raoul Wallenberg: The Man Who Stopped Death*.

Maier, Charles. *The Unmasterable Past*.

Marrus, Michael. *The Holocaust in History*.

Mitchell, Joseph R. and Helen Buss Mitchell. *The Holocaust: Readings and Interpretations*.

Mosse, George. *The Nationalization of the Masses*.

Noakes, J. and G. Pridham, eds. *Nazism: A History in Documents and Eyewitness Accounts, 1919-1945*.

Peukert, Detlev. *Inside Nazi Germany: Conformity, Opposition, and Racism in Everyday Life*.

Peukert, Detlev. *The Weimar Republic: The Crisis of Classical Modernity*.

Proctor, Robert. *The Nazi War on Cancer*.

Pulzer, Peter. *The Rise of Political Anti-Semitism in Germany and Austria*.

Reitlinger, Gerald. *The SS, Alibi of a Nation, 1922-1945*.

Rigg, Bryan Mark. *Hitler's Jewish Soldiers*.

Rohrlich, Ruby, ed. *Resisting the Holocaust*.

Rupp, Leila. *Mobilizing Women for War: German and American Propaganda, 1939-1945*.

Sax, Benjamin and Dieter Kuntz. *Inside Hitler’s Germany*.

Speer, Albert. *Inside the Third Reich*.

Stern, Fritz. *The Politics of Cultural Despair*.

Sydnor, Charles W. Jr. *Soldiers of Destruction: The SS Death’s Head Division, 1933-1945*.

Weiss, John. *Ideology of Death*.

Zahn, Gordon. *German Catholics and Hitler’s Wars*.

Indian History

Adas, Michael. "Contested Hegemony: The Great War and the Afro-Asian Assault on the Civilizing Mission Ideology." *Journal of World History* 15, no. 1 (2004): 31-63.

Amin, Shahid. *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*. Berkeley: University of California Press, 1995.

Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth century to the Modern Age*.

Bondurant, Joan. *The Conquest of Violence: The Gandhian Philosophy of Conflict*.

Bose, Sugata. “Starvation amidst Plenty: The Making of Famine in Bengal, Honan and Tonkin, 1942-1945” in *Modern Asian Studies* (1990).

Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*.

Chakrabarti, Hiren. *Political Protest in Bengal: Boycott and Terrorism, 1905-1918*.

Chatterjee, Joya. *Bengal Divided: Hindu Communalism and Partition*.

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