

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI

Bachelor of Arts (Hons.) History (Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

BA HISTORY HONOURS
5th SEMESTER PAPERS

SEMESTER 5 PAPERS: BA HISTORY HONOURS

1. CREDIT DISTRIBUTION FOR BA HONOURS HISTORY

Core Papers

Core Pa- pers		History of Modern Europe – I	5+1
		History of India – VII (c.1600-1750)	5+1

DSE Papers

DSE I		History of the USA: Independence to Civil War Or	5+1
		History of the USSR: From Revolution to World War. 1917-1945 Or	
		History of Africa, (c. 1500-1960) Or	
		Gender in Indian History up to 1500 CE	

DSE II		History of Modern China (c. 1840-1950s) Or	5+1
		The Making of pre-Colonial Southeast Asia Or	
		Global Ecological Histories	

2 SEMESTER-WISE DISTRIBUTION OF COURSES

Semester	Core Courses	Discipline Spe- cific Courses	Generic Elective	Skill Enhancement Courses	Ability Enhancement Courses
V	History of Modern Europe – I	DSE I and DSE II			
	History of India VII (c.1600-1750)				

Core Course XI

History of Modern Europe – I

Course Objectives

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

Learning Outcomes:

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

Course Content:

Unit I: A Period of Revolutions 1789-1850

[a] Crisis of the Ancien Regime and the Enlightenment

[b] Phases of the French Revolution 1789-99

[c] Social classes and emerging gender relations

[d] Bonapartist State and Features of the first French Empire

[e] Restoration of the old order, social and political currents in the early nineteenth century, revolutions: 1830s-1850s

Unit II: Industrial Revolution and Social Transformation (the 19th century)

[a] Process of capitalist development in industry and agriculture; Changing class structure in France, Germany and Russia

[b] Industrial Revolution and Society: Family Life and Gender

Unit III: Liberal democracy, working class movements and Socialism in the 19th and 20th centuries

[a] The struggle for parliamentary democracy and civil liberties in Britain : Parliamentary and institutional reforms; working class discontent chartists; suffragettes

[b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The International working class movement

Unit IV: Culture and Society: 1789-1850s

[d] Art and culture in revolutionary France: neo classical art; reformation of the royal academies

[b] The Consumption of Culture in 19th century Europe; Romanticism in art and literature

[c] The City in the age of Industrialization

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have explored various themes starting from the French Revolution, transformations in French Society, the nature of the Bonapartist regime and events leading up to the revolutions 1848. **(Teaching time: 6 weeks Approx.)**

- McPhee, Peter. (2002). *The French Revolution 1789-1799*. New York: Oxford University Press (Chs.1 -- 9)
- Campbell, Peter R. (Ed.).(2006). *The Origins of the Revolution*. New York: Palgrave Macmillan, pp. 1-34, 139-159 (Introduction and Ch.5).
- Rude, George (2000). *Revolutionary Europe 1783-1815*. Somerset, New Jersey, U.S.A.: Wiley-Blackwell (Ch.1).
- Furet, Francois, (1988). *The French Revolution 1770-1814*. Oxford: Blackwell, pp.3-100 and 211-66.
- Landes, Joan B. (1988). *Women and the Public Sphere in the Age of the French Revolution*. Ithaca, London: Cornell University Press,
- Darnton, Robert. (1996). "What was Revolutionary About the French Revolution." in Peter Jones, (Ed.). *The French Revolution in Social and Political Perspective*. London: Edward Arnold, pp. 18-29.
- Kates, Gary. (Ed.).(1998). *The French Revolution: Recent debates and Controversies*. London and New York: Routledge.

- Grabb, Alexander.(2003).*Napoleon and the Transformation of Europe*. New York: Palgrave Macmillan (Ch. 2 &Ch.3).
- Lyons, Martin. (2006).*Post-Revolutionary Europe, 1815-1856*, New York: Palgrave Macmillan.
- Price, Roger (1988).*The Revolutions of 1848*. London: Macmillan.

Unit II: In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century.**(Teaching time: 3 weeks Approx.)**

- Stearns, Peter N.(2013).*The Industrial Revolution in World History*. Boulder: West-view Press.
- Trabilcock, Clive. (2000). “Industrialization of Modern Europe 1750-1914.” in T.C.W. Blanning (Ed.).*The Oxford History of Modern Europe*. Oxford: Oxford University Press, pp. 46-75.
- Cameron, Rondo. (1985). “A New View of European Industrialization.”*Economic History Review* 38 (1), pp. 1-23.
- Beaudoin, Steven M.(2003).*The Industrial Revolution*. Boston, New York: Houghton Mifflin Company (Ch.4 & Ch.5)
- Simonton, Deborah. (1998).*The Routledge History of Women in Europe since 1700*, London and New York: Routledge, pp.134-176 (Ch.5).

Unit III: At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism.**(Teaching time: 3 weeks Approx.)**

- Lang, Sean (2005).*Parliamentary Reform, 1785-1928*. London and New York: Routledge.
- Walton, John K.(1999).*Chartism*, London and New York: Routledge.
- Geary, Dick (1981).*European Labour Protest 1848-1939*. London: Croom Helm London
- Kolakowski, Leszec. (1978).*Main Currents of Marxism*. Volume I. Oxford: Clarendon Press.
- Lichthem, George. (1970). *A Short History of Socialism*. London: Weidenfield and Nicolson.
- Joll, James. (1990).*Europe Since 1870*.New York: Penguin Books, pp. 49-77

Unit IV: Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism.**(Teaching time: 2 weeks Approx.)**

- Kennedy, Emmet. (1989).*A Cultural History of the French Revolution*. New Haven and London: Yale University Press.
- Hunt, Lynn.(2004).*Politics, Culture, and Class in the French Revolution*. Oakland: University of California Press.
- Hunt, Lynn.(1989). "Introduction: The French Revolution in Culture, New Approaches and Perspectives." *Eighteenth-Century Studies* 22(3), Special Issue: The French Revolution in Culture, Spring.
- Blanning, T.C.W. (2000). "The Commercialization and Sacralization of European Culture in the Nineteenth Century." in T.C.W. Blanning, (ed.).*The Oxford History of Modern Europe*. Oxford: Oxford University Press, pp. 101-125 &126-152.
- Blanning, T.C.W. (2010). *The Romantic Revolution: A History*. London: George Weidenfeld & Nicholson.
- Bergdoll, Barry. (2010).*European Architecture 1750-1890 (Oxford History of Art)*. New York: Oxford University Press.
- Lees, Andrew and Lynn Hollen Lees.(2007).*Cities and the Making of Modern Europe 1750-1914*. Cambridge: Cambridge University Press.

SUGGESTED READINGS:

- Bayly, C.A. (2004).*The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, pp.199-242.
- Berger, Stefan. (Ed.).(2004).*A Companion to Nineteenth Century Europe 1789-1914*, Oxford: Blackwell Publishing.
- Bottomore, Tom. (Ed.).(1983).*A Dictionary of Marxist Thought*, Oxford: Blackwell.
- Breunig, Charles. (1977).*The Age of Revolution and Reaction 1789 to 1850*. New York: W.W. Norton and Company, pp. 252-278 (Ch.7).
- Davies, Peter. (2006).*The Debate on the French Revolution*. Manchester and New York: Manchester University Press.
- Deborah Simonton, Deborah. (1998).*A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
- Dowd, David L. (1951). "Art as National Propaganda in the French Revolution." *The Public Opinion Quarterly* 18 (3), pp. 532 – 546.
- Dowd, David L. (1959). "The French Revolution and the Painters." *French Historical Studies* 1 (2), pp. 127-148.

- Engels, Frederick.(1970 reprint). *Socialism: Utopian and Scientific*, trans. Edward Aveling. Moscow: Progress Publishers. Also available at
- Frey, Linda S. and Marsha S. Frey.(2004). *The French Revolution*, Westport, CT: Greenwood Press, pp. 37-46 (“A New Political Culture”).
- Hobsbawm, Eric (2011).*How to Change the World, Reflections on Marx and Marxism*. New Haven and London: Yale University Press.

http://www.marxists.org/archive/marx/works/download/Engels_Socialism_Utopian_and_Scientific.pdf.

- Hufton, Olwen. (1971). “Women in Revolution 1789-1796.”*Past & Present*53, pp. 90-108.
- Hunt, Lynn; Tomas R. Martin, Barbara H, Rosenwein, Bonnie G. Smith.(2010).*The Making of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St. Martin.
- Kemp, Tom. (1978). *Historical Patterns of Industrialization*. New York: Longman
- Lee, Stephen J. (1998). *Aspects of European History 1789-1980*. London and New York: Routledge (Ch. 3 & Ch. 4).
- McPhee, Peter. (2013). *A Companion to the French Revolution*. New Jersey: Wiley-Blackwell (Ch.2, Ch.3, Ch.12, Ch.13, Ch.14, Ch.26 and Ch.28).
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. New York: W.W. Norton
- Merriman, John. Open Yale Course Lectures [audio].
- Ozouf, Mona. (1988). *Festivals and the French Revolution*. Cambridge: Harvard University Press (Introduction).
- Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company.
- Perry, Marvin. (1990).*Western Civilization: Ideas, Politics and Society*. Volume II. Boston and New York: Houghton Mifflin Harcourt Publishing Company.
- Price, Roger. (1993). *A Concise History of France*. Cornwall: Cambridge University Press
- Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
- Sperber, Jonathan (2005). *The European Revolutions, 1848-1851*. Cambridge: Cambridge University Press.
- Thomson, David. (2007). *Europe since Napoleon*, New Delhi: Surjeet Publications, pp.79-103 (Ch.6 & Ch.7).
- Willis, Michael. (1999). *Democracy and the State, 1830-1945*.Cambridge: Cambridge University Press.
- Wright, D.G. (1988). *Popular Radicalism: The Working Class Experience 1780-1880 - Studies In Modern History*. Second edition. New York: Longman.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on

specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments 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 tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Ancien Regime, Gender Relations, Art and Culture, Napoleonic Consolidation, 1848, Industrialization, Demography, Gender, Family, British parliamentary Democracy, Protest Movements, Marxism, First & Second International

Core Course XII

History of India- VII (c. 1600-1750)

Course Objectives:

The course draws students into a discussion of the multiple historiographical narratives available for the history of India in the period between the early seventeenth and the mid-eighteenth centuries. It intends to familiarise them with internal as well as external problems and challenges that the Mughal state faced in the process of territorial expansion. Students also get to explore state sponsored art and architecture as part of the courtly cultures. Further they are encouraged to critically examine the major strides that were made in trade, technologies and artisanal activities during this period. In addition, the course aims to introduce students to contrasting religious ideologies of the time besides developing a critical insight into the historiographical debate on interpreting the eighteenth century in Indian history.

Learning Outcomes:

On completion of this course, the students shall be able to::

- Critically evaluate the gamut of contemporaneous literature available in Persian and non-Persian languages for the period under study
- Describe the major social, economic, political and cultural developments of the times
- Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.
- Discern the larger motives behind the Imperial patronage of art and architecture
- Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India

Course Content

Unit 1: Sources

- (a) Persian Histories, Memoirs: Jahangirnama, Ma'asir-i Alamgiri
- (b) Travelogues: Bernier, Manucci
- (c) Vernacular literary cultures: Mangalkavya and Rekhta

Unit 2: Political developments and state formation

- (a) Issues in the wars of succession
- (b) Mughal relations with Rajput States (Mewar and Marwar)

- (c) Maratha state formation under Shivaji and expansion under the Peshwas
- (d) Sikh Community formation in the seventeenth century

Unit 3: Religion, Society and the State

- (a) Orthodoxy and syncretism: Naqshbandi Sufis and Dara Shukoh
- (b) Historiography on Aurangzeb: jizya, temples and music

Unit 4: Political and Visual Culture

- (a) Mughal courtly culture: Umara, Haram, Mirzai
- (b) Shahjahanabad
- (c) Mughal Painting: allegory and symbolism under Jahangir and Shah Jahan

Unit 5: Trade and Crafts

- (a) Indian Oceanic trade: European commercial enterprise-Kerala, Coromandel coast, Western India
- (b) Crafts and technologies

Unit 6: Interpreting the Eighteenth Century

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Introduces students to the writing of history in the seventeenth and the eighteenth centuries. Through reading official and non-official, courtly and vernacular, public and personal accounts students shall be urged to think through histories, genres, and sources and rethink the above categories. The unit thus, contemplates a critical historiography. **(Teaching Time: 3 weeks Approx.)**

- Thackston, W. M. (2006).ed. & tr. *Jahangirnama – Memoirs of Jahangir: Emperor of India*, New York, Oxford University Press (Refer to the preface of the translator on Muhammad Hadi--a copier of *Jahangirnama*)
- Lefèvre, Corinne (2007), “Recovering a Missing Voice from Mughal India: The Imperial discourse of Jahangir (1605-27) in his Memoirs”, in *Journal of Economic and Social History of the Orient*, Vol. 50, No. 4, pp. 452-89.
- Moin, Afzar.(2012).*The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press
- Sarkar, J (1947). Tr. *A History of the Emperor Aurangzeb ‘Alamgir (r. 1658-1707 AD) of Saqi Must‘ad Khan*, Calcutta: Royal Asiatic Society of Bengal
- Alvi, Sajida. (1976). “The Historians of Awrangzeb (sic): A Comparative History of three primary sources” in D.R. Little (ed.),*Essays on Islamic Civilization presented to Niyazi Berkes*, Leiden: E. J. Brill, pp. 57-73.

- Tambiah, S.J. (1988). “What did Bernier actually say? Profiling the Mughal Empire”, *Contribution to Indian Sociology*, vol.31 no.2, pp. 361-86.
- Ray, A. (2005). “Francoise Bernier’s Idea of India” in I. Habib, (Ed.). *India: Studies in the History of an Idea*, New Delhi: Munshiram Manoharlal
- Irvine, William, (1907) tr. *Storia do Mogor-Or Mogul India; 1653-1708 by Niccolo Manucci, Volume I*, London: Royal Asiatic Society
- Subrahmanyam, Sanjay. (2008). “Further thoughts on an Enigma: The tortuous life of Niccolo Manucci 1638-c.1720” in *Journal of the Economic and Social History of the Orient*, Vol. 45. No. 1, pp. 35-76.
- Subrahmanyam, Sanjay (2011). *Three Ways to be Alien: Travails and Encounters in Early Modern World*, New Delhi: Permanent Black, pp.133-212 (Chap-4, Unmasking the Mughals)
- Brown, Katherine B. (2007). “Did Aurangzeb Ban Music? Questions for the Historiography of his Reign” in *Modern Asian Studies*, Vol. 41. No. 1, pp. 77-120.
- Curley, David L.(2008), *Poetry and History. Bengali Mangal-Kabya and Social Change in Pre-Colonial Bengal*, New Delhi: Chronicle Books (Chaps. 1 and 5).
- Chatterjee, Kumkum(2013), “Goddess Encounters: Mughals, Monsters and the Goddess in Bengal” in *Modern Asian Studies*, Vol. 47, Issue-5, pp. 1435-87
- Faruqi, S.R. (2003), “A long History of Urdu Literary Culture: Part 1: Naming, Placing a Literary Culture” Chap 14, and Frances W. Pritchett, “Part 2: Histories, Performances and Masters” , Chap., 15, in Pollock, Sheldon. (Ed.). *Literary Cultures in History: Reconstructions from South Asia*, Berkeley: University of California Press

Unit II: Foregrounds issues in the formation and maintenance of political power in the Mughal and Maratha states. It analyses events of successions, alliances, and contestations to sketch an image of pre-colonial India. **(Teaching Time: 3 weeks Approx.)**

- Ali, Athar. (2006). “Religious Issues in the war of succession”, in Athar Ali, “*Mughal India: studies in Polity, Ideas, Society and Culture*”. Delhi: Oxford University Press.
- Richards, J. F. (2007). *The Mughal Empire: The New Cambridge History of India, Volume 5*, Cambridge: Cambridge University Press
- Hussain, S. M. Azizudin. (2002). *Structure of Politics under Aurangzeb*. Delhi: Kanishka Publishers.
- Faruqi, Munis (2014). “Dara Shukoh Vedanta and Imperial Succession”, in Vasudha Dalmia and Munis Faruqi, (Eds.). “*Religious Interaction in Mughal India*. Delhi: Oxford University Press, pp.30-64.

- Chandra, Satish (1993). *Mughal Religious Policies, Rajputs and the Deccan*, New Delhi: Oxford University Press.
- Bhargava, V S. (1966). *Marwar and the Mughal Emperors*. Delhi: Munshiram Manoharlal
- Ziegler, Norman. P. (1998). “Some notes on Rajput Loyalties during the Mughal Period” in J. F. Richards (Ed.) *Kingship and Authority in South East Asia*. Delhi: Oxford University Press.
- Hallissey, Robert C. (1977). *The Rajput Rebellion against Aurangzeb: A Study of the Mughal Empire in Seventeenth-Century India*, Columbia: University of Missouri Press.
- Taft Frances H. (1994). “Honour and Alliance: Reconsidering Mughal-Rajput Marriages” in Karine Schomer, Joan L. Erdman, Deryck O. Lodrick and Lloyd I. Rudolph, (Eds.). *The Idea of Rajasthan*, Delhi: Manohar, Vol. 1, pp. 217-41.
- Gordon, Stewart. (1998). *The Marathas, 1600-1818*, Cambridge: Cambridge University Press.
- Chandra, Satish. (1982). *Medieval India: Society, the Jagirdari Crisis and the Village*. Delhi: Macmillan
- Wink, Andre (1986), *Land and Sovereignty in India: Agrarian Society and Politics under Eighteenth Century Maratha Swarajya*, Cambridge: Cambridge University Press.
- Syan, Hardip Singh. (2013). *Sikh Militancy in the Seventeenth Century: Religious Violence in Mughal and Early Modern India*. London: I.B. Tauris.

Unit III: Contends with state and doctrinal attitudes towards religious belief and practice and their relation to state policy. To that end, it surveys taxations policy, orthodox observances and state sanctioned desecration in the 17th Century. **(Teaching Time: 2 weeks Approx.)**

- Friedmann, Y. (2001). *Shaykh Ahmad Sirhindi: An Outline of his thought and a study of his Image in the Eyes of Posterity*, Delhi: OUP
- Habib, Irfan. (1960). “Political Role of Shaikh Ahmad Sirhindi and Shah Waliullah” in Proceeding of Indian History Congress.
- Hasrat Bikrama J. (1982). *Dara Shikuh: Life and Works*. Delhi: Munshiram Manoharlal, pp. 1-42, (Introduction: Chap1).
- Kinra Rajeev. (2009). “Infantilizing Baba Dara: The Cultural Memory of Dara”, in *Journal of Persianate Studies*, Vol. 2, pp. 165-93
- Dalmia Vasudha & Munis Faruqui, (ed.) (2014). *Religious Interactions in Mughal India*, Delhi: Oxford University Press, (Chap. 1-2)
- Chandra, Satish. (1993). *Mughal Religious Policies, the Rajputs and the Deccan*. Delhi: Vikas Publishing House.

- Brown Katherine B. (2007). "Did Aurangzeb Ban Music? Questions for the Historiography of his Reign" *Modern Asian Studies*, Vol. 41, No. 1, pp. 77-120.
- Eaton, Richard M. (2003). *Essays in Islam & Indian History 711-1750*, Delhi: OUP. (Introduction and Chapter 4-Temple Desecration and Indo-Muslim State).
- Hussain, Azizuddin. (2002). *Structure of Politics under Aurangzeb: 1658 -1707*, Delhi: Kanishka Publishers.

Unit IV: Acquaints students with core elements and the constitution of a courtly culture. It attends to sites of authority and domesticity, norms of comportment and masculinity, issues of urbanism and imperial identity. **(Teaching Time: 2 weeks Approx.)**

- Richards, J. F. (1998). "Formulation of Imperial Authority under Akbar and Jahangir" in Muzaffar Alam and Sanjay Subrahmanyam ed. *The Mughal State*, Delhi: Oxford University Press
- Richards, J. F. (1984). "Norms of Comportment among Mughal Imperial Officers" in Barbara D Metcalf ed. *Moral conduct and authority: The place of Adab in South Asian Islam*, Berkeley: University of California Press
- Lal, Ruby. (2005). *Domesticity and Power in early Mughal North India*, Cambridge: Cambridge University Press.
- Hanlon, Rosalind. O. (1999). "Manliness and Imperial Service in Mughal North India" *Journal of the Economic and Social History of the Orient*, Vol. 42, No. 1, PP. 47-93.
- Blake, Stephen. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge: Cambridge University Press. (Chapter 3 on "Society" and Chapter 5 on "Courtly and Popular Culture")
- Schimmel, Annemarie. (2004). *The Empire of the Great Mughals: History, Art and Culture*, London: Reaktion Books. (Chapter 5 "Women in court" and chapter 7 "Life of a Mirza")
- Mukhia, Harbans. (2009). *The Mughals of India*, Delhi: Blackwell Publishing.
- Balabanlilar, Lisa. (2012). *Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia*, New York: I B Tauris
- Asher, Catherine (1995). *Architecture of Mughal India, The Cambridge History of India: Vol. 1 Part 4*. Cambridge: Cambridge University Press.
- Koch, Ebba. (2001). *Mughal art and Imperial Ideology: Collected Essays*, Delhi: Oxford University Press.
- Koch, Ebba. (revised 2013). *Mughal Architecture: An outline of its History and Development (1526- 1858)*. Delhi: Primus.
- Blake, Stephen. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge: Cambridge University Press.

- Koch, Ebba. (2001). “The Hierarchical Principles of Shah Jahani Painting” in Ebba Koch, *Mughal Art and Imperial Ideology*. Delhi: Oxford University Press.
- Moin, Afzar. (2012), *The Millennium Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press
- Beach, M.C. (1992), *Mughal and Rajput Painting, New Cambridge History of India Vol.1. Part 3*. Cambridge: Cambridge University Press.
- Talbot, Cynthia and Asher, Catherine B. (2006). *India Before Europe*, Cambridge; Cambridge University Press.

Unit V. Discusses developments in the practices and representation of Oceanic trade and its attendant influence on craft and technology. **(Teaching Time: 2 weeks Approx.)**

- Chaudhuri, K. N.(1982), “European Trade with India” in Tapan Raychaudhuri and Irfan Habib (eds.) *The Cambridge Economic History of India, Vol. 1 (c.1200-c. 1750)*. Delhi: Orient Longman
- Gupta, Ashin Das (1982). “Indian Merchants and the Trade in Indian Ocean” in Tapan Raychaudhuri and Irfan Habib (Eds.) *The Cambridge Economic History of India, Vol. 1(c.1200-c. 1750)*. Delhi: Orient Longman
- Gupta, Ashin Das (1998), “Trade and Politics in 18th Century India” in Alam, Muzaffar and Subrahmanayam, Sanjay. (ed.) *The Mughal State*. Delhi: Oxford University Press
- Raychaudhuri, Tapan. (1962). *Jan Company in Coromandel*, The Hague: Martinus Nijhoff.
- Malekandathil, Pius. (2013), *The Mughals, the Portuguese and Indian Ocean: Changing Imageries of Maritime India*, New Delhi: Ratna Sagar Private Limited,
- Om Prakash, J. (1998). *European Commercial Enterprise in Pre-colonial India*. The Cambridge History of India II.5, Cambridge: Cambridge University Press
- Chaudhuri, Sushil. (2017). *Trade, Politics and Society: The Indian Milieu in the Early Modern Era*, London: Routledge, (Chapter 1)
- Raychaudhuri, Tapan. (1982). “Non-Agricultural Production, Mughal India” in Tapan Raychaudhuri and Irfan Habib, (Eds.). *The Cambridge Economic History of India, Vol. 1 (c.1200-c. 1750)*. Delhi: Orient Longman.
- Habib, Irfan (2016). *Technology in Medieval India c.650-1750*, Tulika Books
- Qaisar, Ahsan Jan. (1998), *The Indian Response to European Technology and Culture (AD 1498-1707)*, Delhi: Oxford University Press

Unit VI: Concerns with the debate centring on the eighteenth century as a dark age or as an era of prosperity and the diverse historiography related to it. **(Teaching Time: 2 weeks Approx.)**

- Alavi, Seema. (ed.) (2002). *The eighteenth century in India*. Delhi: Oxford University Press
- Patnaik, Prabhat. (ed.) (2011). *Excursion in History: Essays on Some Ideas of Irfan Habib*. Delhi: Tulika Books
- Dalal, Urvashi. (2015). “Femininity, State and Cultural Space in Eighteenth Century India” *The Medieval History Journal*, vol.18 no.1, pp. 120-65.
- Malik, Z. U. (1990). “The core and periphery: A contribution to the debate on 18th century”, *Social Scientist*, Vol. 18 No.11/12, pp. 3-35
- Alam Muzaffar and Sanjay Subrahmanyam (1998). *The Mughal state 1526 – 1750*, Delhi: Oxford University Press
- Alam, Muzaffar. (2013), *Crisis of the Empire in Mughal North India*, Delhi: Oxford University Press.
- Bhardwaj, Surajbhan. (2017). “Conflict over Social Surplus: Challenges of Ijara (Revenue Farming) in Eighteenth Century North India: A Case study of Mewat” in Surajbhan Bhardwaj, R.P. Bahuguna and Mayank Kumar. (Eds.). *Revisiting the History of Medieval Rajasthan: Essays for Professor Dilbagh Singh*. Delhi: Primus, pp. 52-83.
- Bhargava, Meena. (2014). *State, Society and Ecology: Gorakhpur in Transition: 1750-1830*, Delhi: Primus.
- Sahai, Nandita Prasad. (2006). *Politics of Patronage and Protest: The State, Society, and Artisans in Early Modern Rajasthan*. New Delhi: Oxford University Press.
- Bayly, Christopher. (1983). *Rulers, Townsmen and Bazaars: North Indian Society in the age of British Expansion, 1770-1870*, Cambridge: Cambridge University Press
- Habib, Irfan. (1995). “Eighteenth Century India” Proceedings of Indian History Congress.

SUGGESTED READINGS:

- Alam, Muzaffar (1991) “Eastern India in the early eighteenth century – Some evidence from Bihar”, *Indian Economic and Social History Review*, Vol. No. 28, Issue-I, pp43-71.
- Bhardwaj, Surajbhan, R. P. Bahuguna & Mayank Kumar. (2017). *Revisiting the History of Medieval Rajasthan: Essays for Professor Dilbagh Singh*, Delhi: Primus
- Bhargava, Meena (Ed.) (2014). *The decline of the Mughal Empire*, Delhi: OUP
- Chenoy, Shama Mitra (1998), *Shahjahanabad*, Delhi: Munshiram Manoharlal
- Dutta, Rajat (2003) “Commercialization, Tribute and the transition from Late Mughal to early Colonial in India” *The Medieval History Journal*, Vol. 6, No 2, pp.259-91.

- Ehlers, Eckart and Krafft, Thomas (2003), *Shahjahanabad / Old Delhi. Tradition and Colonial Change*, Delhi: Manohar
- Faruqi, Munis D. (2012), *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press.
- Faruqi, S.R. (2002). “Urdu Literature” in Zeenat Zaidi (ed.) *The Magnificent Mughals*, Karachi: Oxford University Press.
- Habib, Irfan ed. (2016), *Akbar aur Tatkalin Bharat*, New Delhi: Rajkamal Prakashan
- Jha, Mridula (2017). “Mingling of the Oceans: A Journey through the Works of Dara Shikuh”, in Raziuddin Aquil & David L. Curley, (Ed...) *Literary and Religious Interactions in Medieval and Early Modern India*, New Delhi: Routledge, pp. 62-93.
- Juneja, Monica (Ed.) (2010). *Architecture in Medieval India: Forms, Contexts, Histories*, Delhi: Orient Blackswan.
- Khan, Sumbul Halim. (2015). *Art and Craft Workshops Under the Mughals: A Study of Jaipur Karkhanas*, Delhi: Primus Books
- Mukherjee, Anisha Shekhar (2003). *The Red Fort of Shahjahanabad*, New Delhi: Oxford University Press
- Petievich, Carla. (2010). “Gender Politics and the Urdu Ghazal: Exploratory Observations on Rekhta verses Rekhti” in Meena Bhargava (Ed.) *Exploring Medieval India, Vol. II*, Delhi: Orient Blackswan, pp.186-217.
- Sreenivasan, Ramya. (2014). “Faith and Allegiance in the Mughal Era: Perspectives from Rajasthan” in Vasudha Dalmia and Munis D. Faruqi (Ed.). *Religious Interactions in Mughal India*, Delhi: Oxford University Press, pp. 159-191.
- Tillotson, G.H.R (1990), *Mughal India*, New Delhi: Penguin Books. (chapter on Shahjahanabad and Red Fort)

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise 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 how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments 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 tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Jahangirnama; Ma'asir-i Alamgiri, Manucci, Bernier, Mughal Conquest, the Deccan, War of Succession, Marathas, Shivaji, Peshwas, Sikhism, Dara Shukoh, Courtly Culture, Shahjahanabad, Mughal paintings, Indian Ocean, the 18th Century.

DSE-I

History of the USA: Independence to Civil War

Course Objective

The course attempts to study the beginnings of the 'New World' and its diverse demography. It facilitates the understanding of the invaluable contributions of the marginalized social groups that contributed to the development of USA. It focuses on the evolution of American democracy, capitalism and its limitations along with USA's quest for dominance in world politics.

Learning Outcomes:

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

- Explain the evolving and changing contours of USA and its position in world politics.
- Examine the limits of American democracy in its formative stages.
- Analyse the character of early capitalism in USA and resultant inequities.
- Describe the economics of slavery in USA along with details of slave life and culture.
- Explain the main issues related with the Civil War in USA and its various interpretations

Course Content:

Unit I: A New World

[a] The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves

[b] Revolution: sources, historiography

Unit II: Limits of American democracy

[a] The Federalist Constitution: Structure and its Critique

[b] Jeffersonian Democracy: Its Limitations

[c] Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes

Unit III: Early Capitalism and its inequities

[a] Growth of Market Society: Industrial Labour: gender, race, ethnicity

[b] Immigrant Labour: religious, racial, ethnic bias; case history of Irish immigrants

Unit IV: U.S. quest for dominance

[a] Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812; Monroe Doctrine

Unit V: Slavery

[a] The economics of slavery: South vs. North/Debate

[b] Slave life and culture; nature of female slavery; slave resistance (including female slave resistance)

Unit VI: The Civil War

[a] Issues of the War

[b] Interpretations

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Student will know the growth of colonies in America, its diverse demography, forms of labour and indigenous tribes. Student will also learn about American Revolution. **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd ed.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company .
- Datar, K. *America Ka Itihas*. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press.
- Billias, George A. (2005). *The American Revolution, how revolutionary was it*. (American Problem Studies). New York: Holt, Rinehart & Winston.
- Lemisch, Jesse. 'The American Revolution Seen From the Bottom Up'. In Barton Bernstein. ed. (1970). *Towards A New Past: Dissenting Essays in American History*. New York: Pantheon Books. 1968. Also London: Chatto & Windus.

Unit II. This unit will explain limits of American Democracy in its initial phase. It will also examine the westward expansion and its' implications. Unit will also highlight marginalization and displacement of the indigenous tribes. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd ed.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J. L. Thomas et.al. (2000) *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press.
- Levy, L.W. (1987). *Essays on the Making of the American Constitution*. New York: Oxford University Press.
- Beard, C. (1963). ‘The Constitution as an Economic Document’. Sheehan, D. *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston.
- Diggins, J.P. (1981). ‘Power and Authority in American History: The Case of Charles Beard and His Critics’. *American Historical Review*, Vol. 86, October, pp. 701-30.
- Berkhofer, R. Jr. (1989). ‘The White Advance Upon Native Lands’. Paterson, T.G., *Major Problems in American Foreign Policy: Documents and Essays*. Lexington, Massachusetts: D.C. Heath.
- Edmunds, R.D. (1983). ‘Tecumseh, The Shawnee Prophet and American History’. *Western Historical Quarterly*, Vol. 14, No. 3, pp.261–276.
- Young, M. (1981). ‘The Cherokee Nation: Mirror of the Republic’. *American Quarterly*, Vol. 33, No. 5, Special Issue: American Culture and the American Frontier. pp. 502-24.

Unit III: This unit will examine the growth of early Capitalism through study of growth of market society, industrial labour. It will also explore resultant inequities most visible in terms of race, migrant labour.**(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd ed.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.

- Bruchey, Stuart. (1990). 'The Early American Industrial Revolution'. In Stuart Bruchey. *Enterprise: The Dynamic Economy of the Free People*. Massachusetts: Harvard University Press.
- Gutman, H. (1977). *Work, Culture & Society in Industrializing America*. New York: Random House Inc.
- Foner, Eric. (1981). 'Class, Ethnicity and Radicalism in the Gilded Age: The Land League and Irish America'. In Eric Foner. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press.

Unit IV: This unit proposes to examine U.S. quest for dominance. US Imperialism and Changing Diplomacy which was manifested in Manifest Destiny and War of 1812 and subsequent enactment of Monroe Doctrine. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd ed.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Merk, F. (1995). *Manifest Destiny and Mission in American History*. Massachusetts: Harvard University Press.
- Goodman, W. (1963). 'The Origins of the War of 1812: A Survey of Changing Interpretations'. Sheehan, D. (ed.), *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston.
- Perkins, D. (1963). 'The First Challenge: Monroe Hurls Defiance at Europe'. Sheehan, D. (ed.), *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston.

Unit V: This unit examines the economics of slavery and its diverse often contradictory implications for South and North. It will also examine slave life and culture, and nature of female slavery along with a study of slave resistance (including female slave resistance). **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd ed.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. I. Massachusetts: Houghton Mifflin Company.

- Datar, K. *America Ka Itihas*. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
- Gerald N. Grob & George A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press.
- Genovese, Eugene. (1968). 'Marxian Interpretation of the Slave South'. In Barton Bernstein. ed. *Towards A New Past: Dissenting Essays in American History*. New York: Pantheon Books, pp. 90-125.
- Bracey, John H., August Meier, Elliott Rudwick. (Ed.). (1971). *American Slavery: The Question of Resistance*. California: Wadsworth Publishing Co. Inc.
- White, D.B. (1985). 'The Nature of Female Slavery'. in *Ar'n't I a Woman? Female Slaves in the Plantation South*. New York: W.W. Norton.

Unit VI: This unit deals with the history of Civil War in the United States. Various interpretations to explain the issues involved, causes and impact will be explained. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd ed.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Gerald N. Grob & George A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press.
- Foner, E. (1981). 'The Causes of the American Civil War: Recent Interpretations and New Directions'. In Eric Foner. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press.
- Barrington, M. Jr. (2015). 'The American Civil War: The Last Capitalist Revolution'. In M. Barrington Moore Jr. *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Beale, Howard. (1963). 'What the Historians have said about the Causes of the Civil War'. In Donald Sheehan. ed. *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston.

SUGGESTED READINGS

- Barney, William L. (2000). *The Passage of the Republic: The Inter-Disciplinary History of the Nineteenth Century America*. Massachusetts: D.C. Heath & Company.
- Beard, Charles A. (1998). *An Economic Interpretation of the Constitution of the United States*. New Brunswick: Transaction Publishers.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. New York: Pearson Longman.
- Donald, David H., Jean H. Baker, Michael F. Holt. (2001). ed. *Civil War and Reconstruction*. New York: W.W. Norton & Co.
- Faragher, J.M., M.J. Buhle et al. (1995). *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice Hall.
- Faulkner, Harold U. (1978). *American Economic History*. New York: Harper & Row. (available online).
- Fitz, C.A. (2015). 'The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, its Aftermath and Spanish American Independence'. *The Journal of American History*, Vol. 102, Issue 2, September.
- Foner, E. (1981). *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press.
- Foner, E. (2010). *The Fiery Trial: Abraham Lincoln and American Slavery*.
- Genovese, E.D. (2011). *Roll, Jordan, Roll: The World The Slaves Made*. 9th edition. New York: Knopf Doubleday Publishing Group.
- Genovese, Eugene. (1989). *The Political Economy of Slavery: Studies in the Economy and Society of the Slave South*. Connecticut: Wesleyan University Press.
- Hofstadter, Richard. (1989). *The American Political Tradition and the Men who Made it*. New York: Vintage.
- McDonald, Forrest. (1992). *We The People: The Economic Origins of the Constitution*. New Brunswick: Transaction Publishers.
- Randall, James G. & David H. Donald. (1969). *The Civil War and Reconstruction*. Massachusetts: D.C. Heath & Co.
- Remini, Robert V. (1989). 'Andrew Jackson and Indian Removal'. In T.G. Paterson. ed. *Major Problems in American Foreign Policy: Documents and Essays*. Lexington, Massachusetts: D.C. Heath. pp. 222-239.

- Stamp, K. *The Peculiar Institution: Slavery in the Ante-Bellum South*. New York: Vintage, 1989.
- Stamp, Kenneth. (1980). *The Imperilled Union: Essays on the Background of the Civil War*. New York: Oxford University Press.
- Stephanie M.H. Camp. (2002). *Closer to Freedom: Enslaved women and everyday resistance in the Plantation South*. Review of this is available in *American Historical Review*. Vol. III Issue 1. February 1, 2006.
- Vinovskis, Maris A. (Ed.). (1990). *Towards A Social History of The American Civil War: Explanatory Essays*. Cambridge: Cambridge University Press.
- Wallace, A.F.C. and E. Foner. (1996). *The Long, Bitter Trail: Andrew Jackson and the Indians*. New York: Hill and Wang.
- Zinn, H. (2003). *A People's History of the United States, 1492-Present*. New York: Harper Collins.

Selected Films

- 'Lincoln' Directed and Co-produced by Steven Spielberg, 2012.
- 'The Birth of a Nation' (based on slave Nat Turner, who led a rebellion in Southampton, Virginia in 1831) Directed and Co-produced by D.W. Griffith, 2016.
- 'The Birth of a Nation' (showcases assassination of Lincoln; originally based on 'The Clansman' and 'The Leopard's Spots' by T.F. Dixon Jr.) Directed and Co-produced by D.W. Griffith, 1915.
- 'Glory' (set during the Civil War) Directed by Edward Zwick, Produced by Freddie Fields, 1989.
- '12 Years a Slave' Directed and Co-produced by Steve McQueen, 2013.
- 'Django Unchained' (set in Old West and Ante-Bellum South) Directed by Quentin Tarantino, Produced by Stacey Sher and others, 2012.
- 'Amistad' (based on events in 1839 aboard the slave ship Le Amistad) Directed and Produced by Steven Spielberg, 1997.
- 'Gone with the Wind' (set in the Civil War era) Directed by Victor Fleming and Produced by David Selznick, 1939.
- 'Uncle Tom's Cabin' (set in 1856) Directed by Stan Lathan and Produced by Jeffrey A. Nelson and Others, 1987.
- 'Roots' (based on Alex Haley, 'Roots: The Saga of American Family, 1976) Directed by Bruce Beresford and Produced by Ann Kindberg and others, 2016.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnect- edness of issues within the different rubrics to build a holistic view of the time period and re- gion under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline- specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core his- tory papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Colonies, Revolution, Federalist Constitution, Jeffersonian Democracy, Westward Expansion, Indigenous tribes, Capitalism, Labour, Gender, Race, Manifest Destiny, 1812, Monroe Doc- trine, Slavery, The Civil War

DSE II

History of the USSR: From Revolution to World War II (c. 1917-1945)

Course objective:

The course introduces students to the history of the USSR from the two revolutions of 1917 to the end of the Second World War. Students study the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. Students will also trace the evolution of new institutions and ways of organizing production both in the factory and at the farm. They will also evaluate important foreign policy issues like the setting up of the Comintern, Soviet foreign policy and the Soviet Union's involvement and role in the World War.

Learning Outcomes:

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

- Demonstrate a nuanced understanding of the major issues in the History of the USSR between 1917 to 1945.
- Explain how USSR emerged out of Imperial Russia.
- Summarize the steps in the consolidation of Bolshevik power.
- Explain the new organization of production in the fields and in the factory.
- Identify linkages between ideology, purges and propaganda.
- Examine Soviet policies for the period of the course in relation to nationalities and gender questions and literature and art forms.
- Outline Soviet foreign policy issues.

COURSE CONTENT:

Unit I: Background to the Russian Revolutions of February and October 1917:

- a) Peasants and workers movements
- b) Literature and arts in post emancipation Russia
- c) War and the revolutions of February and October

Unit II: Consolidation of Bolshevik Power, Economic Policies and Debate in the 1920s: an overview

Unit III: Collectivisation and industrialisation

Unit IV: Ideology Party and State: Centralization and its Problems

Unit V: Life under the Soviet System: 1917-1945

- a) The Nationalities question
- b) Gender
- c) Literature and art forms

Unit VI: Foreign Policy Issues: Comintern [anti-colonial struggles-India/Indo-China; the politics of United Front]; World War II.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: In this unit students will learn about the background to the Russian Revolutions of February and October 1917. They will also examine peasant and labour movements along with role of literature and arts in post emancipation Russia. **(Teaching time: 3 weeks Approx.)**

- Acton, Edward, Vladimir Cherniaev and William Rosenberg eds. (1997). *Critical Companion to the Russian Revolution, 1914-1921*. London: Arnold.
- Figes, Orlando. (1996). *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape.
- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press.
- Figes, Orlando. (2002). *Natasha's Dance: A Cultural History of Russia*. New York: Picador.
- Fitzpatrick, Sheila. (2001). *The Russian Revolution 1917-1932*. New York, USA: Oxford University Press.

Unit II: In this unit students will learn about the consolidation of Bolshevik Power, its economic policies and associated debate in the 1920s. **(Teaching time: 3 weeks Approx.)**

- Fitzpatrick, Sheila. (2001). *The Russian Revolution 1917-1932*. New York, USA: Oxford University Press.
- Nove, Alec. (1993). *An Economic History of the USSR, 1917-1991*. London: Penguin Books, (revised edition).

- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press.

Unit III: In this unit students will learn about the issues related to processes of Collectivisation and Industrialisation in Russia. **(Teaching time: 2 weeks Approx.)**

- Lewin, Moshe. (1985). *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon.
- Allen, Richard. (2003). *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: Princeton University Press.
- Nove, Alec. (1993). *An Economic History of the USSR, 1917-1991*. London: Penguin Books, (revised edition).
- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press.
- Davies, R.W., Mark Harrison and S.G. Wheatcroft (Eds.). (1994). *The Economic Transformation of the Soviet Union, 1913-1945*. Cambridge: Cambridge University Press.

Unit IV: In this unit student will understand the interplay between the ideology of the Party and the State. It will also address issues related to centralization and its problems. **(Teaching time: 2 weeks Approx.)**

- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press.
- Getty, J. Arch and Oleg V. Naumov. (1999). *The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939*. New Haven: Yale University Press.
- Service, Robert. (1998). *A History of 20th Century Russia*. London: Penguin Books.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press.

Unit V: In this unit students will learn about women, the minorities and the question of “nationalities” during the period of the Soviet system, 1917-1945. **(Teaching time: 2 weeks Approx.)**

- Engel, Barbara Alpern. (2004). *Women in Russia 1700-2000*. Cambridge: Cambridge University Press.

- Martin, Terry. (2001). *The Affirmative Action- Empire: Nations and Nationalisms in the Soviet Union 1923-1939*. Ithaca: Cornell University Press.
- Erlich, Victor. (1994). *Modernism and Revolution: Russian Literature in Transition*. Cambridge: Harvard University Press.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press.

Unit VI: In this unit students will learn about Soviet foreign policy issues with reference to anti-colonial struggles in India/Indo-China. It also examine role of the USSR during the second World War. **(Teaching time: 2 weeks Approx.)**

- McDermott, Kevin and Jeremy Agnew. (1996). *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan.
- Roberts, Geoffrey. (2006). *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press.
- Suny, Ronald Grigor.(Ed.). (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press.
- Service, Robert. (1998). *A History of 20th Century Russia*. London: Penguin Books.
- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press.

SUGGESTED READINGS

- Carley, M.J. (1999). *1939: The Alliance that Never Was and the Coming of World War II*. Chicago: Ivan R. Dee.
- Carr, E.H. (1950-1964). *A History of Soviet Russia*, 7 volumes. New York: Macmillan.
- Cohen, Stephen. (1973). *Bukharin and the Russian Revolution: A Political Biography, 1888-1938*. New York: Alfred Knopf.
- Davies, R.W. (1980-1996). *The Industrialization of Soviet Russia*. Vol. 1: *The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-1930*. Basingstoke: Macmillan, Vols. 2,3, and 5.
- Dobrenko, Evgeny and Marina Balina ed. (2011). *The Cambridge Companion to Twentieth Century Literature*. Cambridge: Cambridge University Press.
- Dobrenko, Evgeny. (2007). *Political Economy of Socialist Realism*, New Haven: Yale University Press.
- Filtzer, Donald. (1986). *Soviet Workers and Stalinist Industrialization, 1928-1941*. Pluto Press.

- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press.
- Gatrell, Peter. (2014). *Russia's First World War: a social and economic history*. New York: Routledge.
- Goldman, Wendy. (2002). *Women at the Gates: gender and industry in Stalin's Russia*. Cambridge: Cambridge University Press.
- Gregory, Paul. (2004). *The Political Economy of Stalinism: Evidence from the Soviet Secret Archives*. Cambridge: Cambridge University Press.
- Kotkin, Stephen. (1995). *Magnetic Mountain: Stalinism as a Civilization*. Berkeley: University of California Press.
- Lieven, Dominic.(Ed.). (2006). *Cambridge History of Russia, Vol. 2: Imperial Russia, 1689-1917*. Cambridge: Cambridge University Press.
- Moser, Charles.(Ed.). (1992). *Cambridge History of Russian Literature*. Cambridge: Cambridge University Press.
- Viola, Lynne.(Ed.). (2002). *Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s*. Ithaca: Cornell University Press.
- Volkov, Solomon. (2009). *The Magical Chorus: A History of Russian Culture from Tolstoy to Solzhenitsyn*. New York: Vintage Books.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnect- edness of issues within the different rubrics to build a holistic view of the time period and re- gion under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline- specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core his- tory papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Russian Revolutions 1917, Peasants, Literature, Bolsheviks, Economic Policies, Collectivization, Centralization, Soviet System, Nationalities Question, Gender

DSE III

History of Africa, c.1500-1960s

Course Objectives:

This paper offers a historical overview of the African continent. It traces major long-term continuities and changes in Africa's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate post-independence years, and situates the specific positioning of Africa in connected histories of a globalising world.

Learning Outcomes:

On completion of this course the student shall be able to

- Critique stereotypes on the African continent and outline major shifts in African history.
- Explain elements of change and continuity in the African political experience, political regimes and national formations, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Course Content:

Unit I: Africa as 'The Dark Continent': The historiographic gaze and a brief survey of pre-15th century cultures and civilizations in Africa

Unit II: Trade in gold and slaves between Europe and Sub-Saharan Africa: economy, society and state in Africa from the end of the 15th to nineteenth centuries.

Unit III: Africa in the Atlantic world: slaves, slave-ships, piracy and slave rebellions; Africa's contribution to the development of European capitalism.

Unit IV: The abolition of the slave trade 1800 onwards: the end of the slave trade and the shift to ‘Legitimate Commerce’ and ‘Informal Empire’.

Unit V: Imperialism and ‘The Scramble for Africa’

[a] Collaboration, conflict and state formation

[b] The making of colonial economies in Sub-Saharan Africa, towards the end of the 19th century

Unit VI: Decolonization, 1940’s to 1960’s: Worker protests, peasant rebellions and National Liberation Movements century to 1939: cash crops, mining, forced labour; peasant and worker protests, popular culture, gender and ethnicity.

Unit VII: Case studies:

[a] The historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid

[b] The colonial experience of Algeria under the French, and the National Liberation Movement of Algeria

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit deals with portrayal of Africa as ‘The Dark Continent’ with reference to historiography and a brief survey of pre-15th century cultures and civilizations in Africa. **(Teaching time: 2 weeks Approx.)**

- Mazrui, A.A., (Ed.). (1993). *UNESCO General History of Africa: Africa Since 1935 Vol. VIII*. London: Heinemann.
- Fanon, F.(1963). *The Wretched of the Earth*. New York: Grove Press.
- Rediker, M. (2007). *The Slave Ship: A Human History*. New York: Viking.

Unit-2: This unit will deal with the trade in gold and slaves between Europe and Sub-Saharan Africa, from the end of the fifteenth to the nineteenth centuries. It also examines the nature of economy, society and state in Africa. **(Teaching time: 2 weeks Approx.)**

- Rodney, W. (1972). *How Europe Underdeveloped Africa*. London: Bogle-L’Ouvverture Publications.
- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Sparks, A. (1991). *The Mind of South Africa: The Story of the Rise and Fall of Apartheid*. New York: Ballantine Books.

Unit-3: This unit examines the history of Africa in the Atlantic world with specific reference to slaves, slave-ships, piracy and slave rebellions. It also elaborates upon Africa's contribution to the development of European capitalism. **(Teaching time: 2 weeks Approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Austen, R. (1987). *African Economic History*. London: Heinemann.
- Reid, R. J. (2012). *A History of Modern Africa: 1800 to the Present*. Hoboken: Wiley Blackwell.

Unit-4: This unit traces history of the abolition of the slave trade and the shift to 'Legitimate Commerce' and 'Informal Empire', 1800 onwards. **(Teaching time: 2 weeks Approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Freund, B. (1988). *The African Worker*. Cambridge: Cambridge University Press.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.

Unit-5: This unit deals with the history of Imperialism and 'The Scramble for Africa'. It also deals with the making of colonial economies in Sub-Saharan Africa towards the end of the 19th century. **(Teaching time: 2 weeks Approx.)**

- Ahmida, A.A. (Ed.). (2000). *Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics*. London: Palgrave.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Davidson, B. (1978). *Africa in Modern History: The Search for a New Society*. London: Allen Lane.

Unit-6: This unit traces the history of Decolonization from 1940's to 1960's. It also examines Worker protests, peasant rebellions and National Liberation Movements in Africa. **(Teaching time: 2 weeks Approx.)**

- Crummy, D. (Ed.). (1986). *Banditry, Rebellion and Social Protest in Africa*. London: Heinemann.
- Sueur, J.L. (Ed.). *The Decolonization Reader*. Abingdon: Psychology Press, 2003.
- Freund, B. (1988). *The Making of Contemporary Africa*. London: Palgrave Macmillan.

Unit-7: This unit examines two Case studies to highlight the historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid history. And the colonial experience of Algeria under the French, and the National Liberation Movement of Algeria. **(Teaching time: 2 weeks Approx.)**

- Ross, R. (1999). *A Concise History of South Africa*. Cambridge: Cambridge University Press.
- Ruedy, J. *Modern Algeria: The Origins and Development of a Nation*. Bloomington: Indiana University Press, 2005.
- Stora, B. *Algeria, 1830-2000: A Short History*. (2001). Ithaca: Cornell University Press, 2001.
- Thompson, L. *A History of South Africa*. (2000). New Haven and London: Yale University Press.

SUGGESTED READINGS:

- Memmi, A. (1991). *The Colonizer and the Colonized*. Boston: Beacon Press.
- Owen, R., and Bob Sutcliffe. (Eds.). (1972). *Studies in the Theory of Imperialism*. London: Longman Publishing Group, 1972.
- Robinson, D., and Douglas Smith. (Eds.). (1979). *Sources of the African Past: Case Studies of Five Nineteenth-Century African Societies*. London: Heinemann.
- Bennoune, M. (1988). *The Making of Contemporary Algeria: Colonial Upheavals and Post-Independence Development*. Cambridge: Cambridge University Press.
- Callinicos, L. (1995). *A People's History of South Africa: Gold and Workers 1886-1924*, Volume 1. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1987). *A People's History of South Africa: Working Life 1886-1940*, Volume 2. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1993). *A People's History of South Africa: A Place in the City*, Volume 3. Johannesburg: Ravan Press Ltd.
- Du bois, W.E.B. (1979) *The World and Africa: An Inquiry into the part which Africa has played in World History*. New York: International Publishers.
- Rediker, M. (2014). *Outlaws of the Atlantic: Sailors, Pirates and Motley Crews in the Age of Sail*. Boston: Beacon Press.
- Inikori, J.E. (2002). *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnect- edness of issues within the different rubrics to build a holistic view of the time period and re- gion under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline- specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core his- tory papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Gold, Slavery, Europe and Sub Saharan Africa, Atlantic Slave Trade, European Capitalism, Im- perialism and the Scramble for Africa, Nationalist Movements, Decolonization, Apartheid, Al- geria

DSE-IV
Gender in Indian History up to 1500 CE

Course Objectives:

The course teaches how ‘Gender’ is not an innocent term denoting biological differences but a social and culturally constructed unequal relationship that needs careful historical analysis in the context of Indian history. The focus is not merely on studying ‘women’s history’ but to go beyond and explore aspects of masculinities as well as alternative sexualities, spanning temporal frames from prehistory to 1500 CE. There is an added emphasis on learning inter-disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste, and environment that enriches an understanding of historical processes.

Learning Outcomes:

On completion of this course students shall be able to

- Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis
- Examine the role and functioning of power equations within social contexts in Indian history during the ancient period, in the construction of gender identities
- Critically examine representations of gender in literature, focusing on ideas of love, manliness and religiosity
- Examine the role of social and political patronage of art and literature in perpetuating gendered inequalities

Course Content:

Unit I: Theories and concepts

[a] Gender: a tool of historical analysis

[b] Understanding Origins and Structures of patriarchy

Unit II: Aspects of Gender: Politics, Power and Household

[a] Economic and Social Roles: household, patronage and Property

[b] Women and Power: Raziyya and Rudramadevi

[c] Questions of Sexualities

Unit III: Gender, Representation and Literature

[a] Religious Literature in the early period: Vedic, Buddhist and Puranic

[b] Love and Manliness in Hindawi Romances; case studies of Padmavat, Purushpariksha and histories of Mira

[c] Representations of the Divine Feminine: Virasaivism, Warkari Panths, Korravai-Durga in Tamil Traditions

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit -1. The unit should familiarise students with theoretical frames of gender and patriarchy and how these concepts provide tools for historical analysis. **(Teaching time: 3 weeks Approx.)**

- Geetha, V. (2002). *Gender*. Calcutta: Stree.
- Kent, Susan Kingley. (2012). *Gender and History*. New York: Palgrave McMillan. pp. 49-75.
- Scott, J. W. (1986). "Gender a useful Category of Historical Analysis". *The American Historical Review* vol.91/9, pp.1056-1075.
- Lerner, G. (1979). *The Majority Finds its Past: Placing Women in History*. New York: Oxford University Press.
- Walby, S.(1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell. pp.1-24, 109-127.

Unit -2. This section should apprise students to locate fluctuating gender relations within households, court and also explore linkages between gender, power and politics. Additionally discussion on the question of sexualities would open up vistas for a nuanced historical learning of normative and alternative sexualities as well as issues of masculinities. **(Teaching time: 6 weeks Approx.)**

- Bhattacharya, N.N. (1999). "Proprietary Rights of Women in Ancient India", Kumkum, Roy (Ed.). *Women in Early Indian Societies*. Delhi: Manohar, pp.113-122.
- Chakravarti, U. (2006). *Everyday Lives Every Day Histories: Beyond the Kings and Brahmans of 'Ancient' India*. Tulika Books: New Delhi.138-155.
- Jaiswal, Suvira. (2008). "Caste, Gender and Ideology in the making of India". *Social Scientist* vol. 36, no. 1/2. pp. 3-39.
- Shah, S.(2012). *The Making of Womanhood; Gender Relations in the Mahabharata*. Revised Edition, Delhi: Manohar, pp. 32-83.
- Singh, Snigdha.(2018). "Exploring the Question of Gender at an Early Stupa: Inscriptions and Images", Snigdha, Singh et. al. (Ed.). *Beyond the Woman Question: Reconstructing Gendered Identities in Early India*. Delhi: Primus Books, pp. 21-62.

- Tyagi, J. (2004). "Hierarchical Projections of Women in Household: Brahmanical Perceptions Recorded in the Early Grhyasutras c.800-500BC". *Social Scientist* vol. 32, no.5-6, pp.3-20.
- Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziyya, and Gender Ambiguity in Thirteenth Century Northern India". *Journal of Persianate Studies*, vol. 4, 45-63.
- Roy, K. (2010). "Construction of Gender Relations in the Rajatarangini of Kalhana"; "Gender Relations during the First Millenium: An Overview", in Kumkum Roy, *The Power of Gender and the Gender of Power, Explorations in Early Indian History*, New Delhi: Oxford University Press, pp.142-164 and pp.195-222.
- Talbot, Cynthia. (1995). "Rudrama Devi The Female King: Gender and Political authority in medieval India". David Shulman(Ed.), *Syllables of the Sky: Studies in South Indian Civilisation*. OUP: New Delhi, pp.391-428.
- Sahgal, Smita. (2009-10). "Masculinity in Early India: Constructing an Embryonic Frame". *Proceedings of Indian History Congress* vol.70, pp. 151-163.
- Zwilling, L and M. Sweet. (1996). "Like a City Ablaze': The Third Sex and the Creation of Sexuality in Jain Religious Literature." *Journal of History of Sexuality*. vol.6/3, pp. 359-384.

Unit -3. The focus is on studying gender representation in literature that highlights the idea of love as well as manliness on the one hand and religiosity across temporal and regional spread on the other.**(Teaching time: 5 weeks Approx.)**

- Blackstone, R. K. (1998). *Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas*. Britain: Curzon Press.
- Chitgopekar, N. (2002). 'Indian Goddess: Persevering and Antinomian Presences'; and Kumkum, Roy. "Goddess in the Rgveda-An Investigation" Nilima Chitgopekar (Ed.), *Invoking Goddess, Gender Politics in Indian Religion*. Delhi: Shakti Books, pp.11-61.
- Chakrabarti, Kunal. (2001). "Introduction". *The Religious Process: The Puranic and the Making of a Religious Tradition*. Delhi: Oxford University Press, pp.1-43.
- Jha, Pankaj. (2019). 'Political Ethics and the Art of Being a Man'. Pankaj Jha, *A political History of Literature: Vidyapati and the Fifteenth Century*. Delhi: Oxford University Press, pp.133-183.
- Sreenivasan, Ramya.(2003). "Padmini, The Ideal Queen: Sufi and Rajput Codes in Malik Muhammad Jayasi's Padmavat". Vijaya Ramaswamy, (Ed.), *Re-searching Indian Women*. New Delhi: Manohar, pp. 97-118.

- Sangari, Kumkum. (1990) “Mirabai and the Spiritual Economy of Bhakti”. *Economic and Political Weekly*, vol. 25/ 27. July 7, pp. 1461-1475.
- Mahalakshmi, R. (2011). “Inscribing the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region”, R., Mahalakshmi. *The Making of the Goddess: Korravai-Durga in Tamil Traditions*. New Delhi: Penguin Books India, pp. 156-98.
- Ramaswamy, V. (1997). “Rebels- House wives”; and “Women in and Out: Women within the Warkari Panths”. Vijaya, Ramaswamy, *Walking Naked: Women and Spirituality in South India*. Simla: Indian Institute of Advanced Study, pp.145-194; pp.195-230.

SUGGESTED READINGS:

- Ali, A. (2013). “Women in Delhi Sultanate”. *The Oxford Encyclopaedia of Islam and Women*, vol. 1. New York: Oxford University Press, pp.197-200.
- Altekar, A. S. (1956) *The Position of Women in Hindu Society*. Delhi: Motilal Banarsidas.
- Behl, Aditya. (2003). “The Magic Doe, Desire and Narrative in a Hindavi Sufi Romance, circa 1503”, Richard M. Eaton (Ed.), *India’s Islamic Traditions 711-1750*. New Delhi, OUP, pp.180-208. (Also available in Hindi, in Meenakshi Khanna (Ed.), (2007). मध्यकालीनभारतकासांस्कृतिकइतिहास, New Delhi: Social Science Press. pp. 173-202)
- Bhattacharya, S. (2014). “Issues of Power and Identity: Probing the absence of Maharani-A survey of the Vakataka inscription”. *Indian Historical Review* vol.41/1, pp. 19-34.
- Bhattacharya, Shatarupa. (2018). “Gender, Dana and Epigraphs: Access to Resources in Early Medieval Central India”. Singh, Snigdha et al (Ed.), *Beyond Woman Question: Reconstructing Gendered Identities in Early India*. Delhi: Primus, pp.63-100.
- Ernst, Carl W. and Bruce B. Lawrence. (2002). *Sufi Martyrs of Love: The Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan.
- Miller, B.S. (Ed.) (1992), *The Powers of Art and Patronage in Indian Culture*, Delhi: Oxford University Press. pp.1-16.
- Orr, Leslie, (2000). “Women’s Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism in Medieval Tamil Nadu”. Mandakranta Bose (Ed.). *Faces of the Feminine in Ancient Medieval and Modern India*. New Delhi: Oxford University Press, pp. 124-146.
- Rangachari, Devika. (2013). *Exploring Spaces for Women in Early Medieval Kashmir*, NMML Occasional Papers.

- Roy, Kumkum. (2010). *Power of Gender and the Gender of Power*, Delhi: Oxford University Press, 2010, pp 195-219.
- Roy, Kumkum.(1994). *Emergence of Monarchy in North India, Eighth-Fourth Centuries BC: As Reflected in the Brahmanical Tradition*. Delhi: Oxford University Press.
- Sahgal, Smita. (2017). “Defining Sexuality and Locating it in Logic in Early India Text: Advocacy of the practice of Niyoga in Early Sanskrit and non-Sanskrit Texts”. *Niyoga: Alternative Mechanism to Lineage Perpetuation in Early India; A Socio-Historical Enquiry*, Delhi: ICHR and Primus Books, 2017, pp.1-7 and pp.21-81.
- Sahgal, Smita.(2019). “Goddess Worship and Mutating Gender Relations within Hindu Pantheon: From Vedic to Puranic”. Veenus Jain and Puspraj Singh (Ed.), *Women: A Journey Through Ages*, New Delhi: New Delhi Publishers, pp.23-32.
- Scott, J. W. (1998). *Gender and the Politics of History*. New York: Columbia University Press.
- Sharma, Sunil, (2005). “Amir Khusraw, “Poetics of the Sacred and Profane Ghazal”, *The Poet of Sultans and Sufis*, Oxford: Oneworld, 2005, pp. 40-51.
- Sreenivasan, Ramya. (2002) “Alauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives”. *Studies in History* vol. 18/2, pp. 275-294.
- Tyagi, J. (2008). *Engendering the Early Households, Brahmanical Precepts in early Grhyasutras, middle of the First millennium BCE*, Delhi: Orient Longman.
- Wright, R. P. (1991). “Women’s Labour and Pottery Production in Prehistory” Margret Conkey and Joan Gero (Ed.), *Engendering Archaeology*, USA: Basil Blackwell.
- Zwilling, L. (1992). “Homosexuality as Seen in Indian Buddhist Texts” . J. I. Cabezón (Ed.), *Buddhism, Sexuality and Gender*, Delhi: Sri Satguru Publications, pp. 203-214.
- शाह,शालिनी. (2016). नारीत्वकागठन: महाभारत में लैंगिक सम्बंध कसंरचना, Delhi: Granthshilpi.

Teaching Learning Process:

Students who opt for this course have already touched upon some fundamental concepts in their study of Indian history papers. So the classroom teaching can start with an element of recall that would help them to build on the course further. Tutorial classes can assist in both clarifying doubts as well as sharing knowledge and experience. Students can be encouraged not only to do meticulous readings but to make presentations, get feedback, and evolve their arguments. Audio-visual aids such as screening of films followed by discussions can add value to classroom interactions. The thrust should be on conducting micro studies and then connect it with macro historical processes analysed from the perceptive of gender.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Gender, Gender relations, historical analysis, household, power, politics, literary representations.

DSE IX

HISTORY OF MODERN CHINA (c. 1840s-1950s)

Course Objectives:

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.

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 imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- 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

- (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 Yen-an 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 backdrop it will discuss Confucianism and it will also examine the Great Divergence debate. **(Teaching 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 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.

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: 3 weeks 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: 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).
- 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. **(Teaching time: 3 weeks Approx.)**

- 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 Yen-an 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: Stanford 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: Random House, (Chapters 2-4, 7).
- Cohen, P. A. and John E. Schrecker. (1976). *Reform in Nineteenth Century China*, Cambridge: 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 University 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: University 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 Publishers.
- Greenberg, M. (1951). *British Trade and the Opening of China*. Cambridge: Cambridge University 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: Oxford University Press, (Chapter II).
- Lovell, J. (2011). *The Opium War: Drugs, Dreams, and the Making of China*, London: Picador.

- Michael, F.H. (1966-1971). *The Taiping Rebellion: History and Documents*. Seattle: University of Washington Press.
- Schram, S.R. (1963). *The Politics and Thoughts of Mao Tse Tung*. London: Pall Mall.
- Schurmann, F. and O. 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, (Basic 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.
- Twitchett, D. and J.K. Fairbank. (1978). *The Cambridge History of China*. Cambridge: Cambridge University Press.
- Vohra, Ranbir. (1987). *China's Path to Modernization: A Historical Review From 1800 to the Present*. Englewood: New Jersey.: Prentice Hall.
- Waller, D. *Kiangsi Soviets Republic: Mao and the National Congress of 1931 and 1934*. Berkeley: University of California Press.
- Wasserstorm, Jeffrey N. (2003). *Twentieth Century China: New Approaches (Rewriting Histories)*. London: Routledge.
- Wasserstorm, Jeffrey N. (2016). *The Oxford Illustrated History of Modern China*, Oxford: Oxford University Press.
- पन्त,शैला:(year) आधुनिक चीन का उदय.
- मिश्र,कृष्णकान्त. (2005).बीसवीं सदी का चीन: राष्ट्रवाद और साम्यवाद, ग्रन्थशिल्पी.
- सत्यकेतु विद्यालंकार. (1952). एशिया का आधुनिक इतिहास, Masoori: Sarasvati Sadan.
- जैन एस के. आधुनिक एशिया का इतिहास.
- जैनकैलाशचंद्र. एशिया की विकासोन्मुखी एकता.
- सराओ,के. टी.एस. चीन का इतिहास.
- चीन का भूगोल, (1985). विदेशी भाषा प्रकाशन गृह, पेइचिंग
- एप्सटाइन,इजराइल. (1984). अफीम युद्ध से मुक्तितक.
- मोहंती,मनोरंजन. (1980). माओत्सेतुंग का राजनीतिक चिंतन (अनुवाद: आनंद स्वरूप वर्मा), दिल्ली : मैकमिलन.
- पाण्डेय धनपति. (2005). आधुनिक एशिया का इतिहास. Delhi: Motilal Banarsidas.

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 interconnectedness 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 prescribed 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 learning 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.

DSE X

The Making of pre-Colonial Southeast Asia

Course Objectives:

This course offers an overview of pre colonial Southeast Asian history. It seeks to familiarise students with historiographical debates involving the construction of Southeast Asia as a region. It analyses processes of state formations, the impact of maritime activity on society and polity in the mainland and the archipelago. It focuses on the development and localization of religious traditions across a linguistically and culturally diverse region. The paper will require students to engage with recent developments in the historiography especially with recent research on aspects of social and political history, external influences on the region, architecture, urban history and its local histories. Through this the student will develop a clear and comprehensive understanding of different aspects of pre modern Southeast Asian history.

Learning Outcomes:

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

- Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
- Analyse the impact of the European presence on local society
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the historiographical trends to study history of Southeast Asia

Course Content:

Unit-I: Introducing maritime and mainland Southeast Asia: Environments, Language, Cultures and People; the macro region

Unit-II: Sources and historiographical trends: Indianization / Sinicization / Localization

Unit-III: a) State formation: the early kingdoms; later polities (Pagan, Srivijaya, Khmer);

- b) social structures**
- c) Indian Ocean and overland routes**
- d) art & architecture**

Unit-IV: Religion: Popular beliefs; the spread and localization of Buddhism, Hinduism, Islam and Christianity

Unit-V: The Age of European Commerce: Majapahit Empire, regional formations, the Portuguese and Spanish commercial enterprise, Maritime economy, trade routes, commodities, business communities and port cities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. S/he will become familiar with various aspects of the regions micro histories. recent historiographical debates. **(Teaching time: 2 weeks Approx.)**

- Tarling, N., ed. (2000). *The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE)*, Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). *History, Culture and Region in Southeast Asian Perspectives*, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Monica L Smith. (1999). “‘Indianization’ from the Indian Point of View: Trade and Cultural Contacts with Southeast Asia in the Early First Millennium C.E”, *Journal of the Economic and Social History of the Orient*, Vol. 42, No. 1, pp. 1-26
- Suarez, Thomas. (1999). *Early Mapping of Southeast Asia: The Epic Story of Seafarers, Adventurers and Cartographers who first mapped the regions between China and India*, Singapore: Periplus.

Unit- II: In this unit the student will be introduced to important aspects of the recent historiographical debates. S/he will be familiarised with the questions of social formations linked to the influence of India and China over the region. The student will also engage with recent debates that draw attention to local factors in the regions development. **(Teaching time: 2 weeks Approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Tarling, N., ed. (2000). *The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE)*, Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). *History, Culture and Region in Southeast Asian Perspectives*, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press

Unit-III: At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. **(Teaching time 4 weeks Approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Kenneth R. Hall, (2011). *A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500*, London: Rowman & Littlefield Publishers
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Girard-Geslan, M., M. Klokke, A. Le Bonheur, D.M. Stadtner, T. Zephir, (1998). *Art of Southeast Asia*, London: Harry N. Abrams
- Guy, J., et al. (2014). *Lost Kingdoms: Hindu-Buddhist Sculpture of South and Southeast Asia*. New York: Metropolitan Museum of Art and Yale University Press.

Unit-IV: The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time: 2 weeks Approx.)**

- Acri, Andrea, Helen Creese and Arlo Griffiths (Eds.). (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden: Brill

- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Morgan David O. and Anthony Reid. (2010). *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries, Vol. 3*, Cambridge: Cambridge University Press
- Aritonang, Jan Sihar and Karel Steenbrink (Eds.). (2008). *A History of Christianity in Indonesia*, Leiden: Brill
- Tara Albert. (2014). *Conflict and Conversion: Catholicism in Southeast Asia, 1500-1700*, Oxford: Oxford University Press

Unit- V: By the end of this rubric the students will be able to trace the changing character of political formations and the establishment of a European presence in Southeast Asia. The student will learn about various dimensions of the maritime activity involving communities, commodities and port cities. The student will read about the beginnings of the European presence in the region and its impact on the local polities, patterns of trade and social networks. **(Teaching time: 4 weeks Approx.)**

- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Pinto, Paulo Jorge de Sousa. (2012). *The Portuguese and the Straits of Melaka, 1575-1619: Power Trade and Diplomacy*, Singapore: National University of Singapore Press
- Reid, Anthony. (1988). *Southeast Asia in the Age of Commerce, 1450-1680: The Lands Below the Winds*, New Haven: Yale University Press
- Reid, Anthony (Ed.). (1993). *Southeast Asia in the early modern era: Trade, power and belief*, Ithaca, New York: Cornell University Press
- Bulbeck, David, Anthony Reid, Lay Cheng Tan and Yiqi Wu,(1998). *Southeast Asian Exports since the 14th century: Cloves, Pepper, Coffee and Sugar*, Singapore: Institute of Southeast Asian Studies
- Masashi, Haneda. (2009). *Asian Port Cities, 1600-1800: Local and Foreign Cultural Interactions*, Singapore: National University of Singapore Press.

SUGGESTED READINGS:

- Ahmad, Abu Talib and Tan Liok Ee, (2003). *New Terrains in Southeast Asian History*, Singapore: Singapore University Press
- Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden; Brill

- Borschnerg, Peter. (2010). *The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century*, Singapore: National University of Singapore
- Broese, Frank. (1997). *Gateways of Asia: Port Cities of Asia in the 13th - 20th centuries*, London: Routledge.
- Chaudhuri, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, New Delhi: Munshiram Manoharlal.
- Goh, Robbie B.H. (2005). *Christianity in Southeast Asia*, Singapore: Institute of Southeast Asian Studies
- Hall, K. (1985). *Maritime Trade and State Development in Early Southeast Asia*. Honolulu: University of Hawaii Press.
- Hall, K.R. and Whitmore, J.K. (1976). *Explorations in Early Southeast Asian History: the origins of Southeast Asian Statecraft*. Ann Arbor: Centre for Southeast Asian Studies, University of Michigan. Michigan Papers on South and Southeast Asia, 11.
- Henley, David and Henk Schulte Nordholt (eds.). (2015). *Environment, Trade and Society in Southeast Asia*, Leiden: Brill
- Kulke, H, K. Kesavapany, and V. Sakhuja. (2009). *Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- Kulke, H. ([1993] 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*. New Delhi: Manohar.
- Lieberman, Victor. (2009), *Strange Parallels: Southeast Asia in Global Context, c.800-1830, Volume 2, Mainland Mirrors: Europe, Japan, China, South Asia and the Islands*, Cambridge: Cambridge University Press
- Manguin, Pierre-Yves, A. Mani & Geoff Wade (eds.). (2012). *Early Interactions between South and Southeast Asia: Reflections on Cross Cultural Exchange*, Singapore: Institute of Southeast Asian Studies. (A basic text book for the course).
- Morgan, David O. and Anthony Reid. (2010). *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries, Vol. 3*, Cambridge: Cambridge University Press
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime links of Early South Asia* Delhi: Oxford University Press.
- Singh, Upinder and P. Dhar ed., (2014). *Asian Encounters: exploring connected histories*, New Delhi: Oxford
- Smith, R.B. and W. Watson. (1979). *Early South East Asia: Essays in Archaeology, History and Historical Geography*, New York and Kuala Lumpur: Oxford University Press

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

State Formation, Pagan Srivijaya, Indian Ocean, Art & Architecture, Localisation of Religious Traditions, Buddhism, Hinduism, Islam, Portuguese and Spanish Commercial Enterprise

DSE XI

Global Ecological Histories

Course Objectives:

This course will examine the relationship between society and nature from prehistoric times to the present. Drawing on environmental, political ecology, historical geography and gender studies perspectives, the course will introduce students to the concepts, methods and ideas of global ecological histories. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-ecological histories. With a long-term perspective on the overlapping nature of historical and geological time, the course provides critical perspectives on how social differences including class, gender, caste, ethnicity and nationality were articulated ecologically.

Learning Outcomes

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

- Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective
- Discuss environmental issues within a social- political framework
- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematise (or *critique?*) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit-I: Political Ecologies and Societies

Global Ecological interconnectedness and writing histories

Anthropocentrism and critical histories

Unit-II: Energy Regimes in World History

Prime Movers in Pre-Industrial Societies

Industrial Energy Regimes

Unit-III: Ecologies of the Industrial World.

Ecological Imperialism

Colonialism and the re-articulation of inequalities

Colonialism and the re-articulation of inequalities

Unit-IV: Industrial Appropriation of Nature

Industrial Agriculture

Gendered access to natural resources

Cities and Urban Landscapes

Unit-V: Debating Anthropocene/Capitalocene

Climate change and writing ecological histories

Whose Anthropocene?

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduces students to history of conflict over natural resources. It also examines human nature interactions, with specific reference to anthropogenic activities. **(Teaching Time: 4 weeks Approx.)**

- Dickinson, William. (2013). “Changing Times: the Holocene Legacy” in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, pp 3-23.
- McNeil, J. R. and Mauldin, E. S. (2012). *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Crist, Eileen. and Kopriva, Helen. (2014) “Unsettling Anthropocentrism”, *Dialectical Anthropology*, Vol. 38, No 4, pp. 387-396.
- Sayre, Nathan F. (2012). “The Politics of the Anthropogenic”, *Annual Review of Anthropology*, Vol. 41, pp. 57-70.

Unit-2: Introduces students to the emerging field of energy studies. An In-depth reading of energy histories, especially forest, pastoralism, agriculture will enable students to critique the assumption regarding harmonious co-existence between man and nature in pre-modern societies. **(Teaching Time: 3 weeks Approx.)**

- Vaclav Smil, (2017). *Energy and Civilisation*. Cambridge: MIT, pp. 127-224.

- Burke III, Edmund. (2009) “The Big Story: Human History, Energy Regime and the Environment” in Edmund Burke III and Kenneth Pomeranz, eds., *the Environment and World History*. Berkeley: University of California Press, pp. 33-53.
- Mitchell, Timothy. (2011). *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, pp. 231-254.
- Urry, John. (2013) *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 202 -240.

Unit-3: This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an inter-connected but unequal world. **(Teaching Time: 3weeks Approx.)**

- Crosby, Alfred W. (1986). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. New York. Cambridge University Press, pp.294-308
- McNeill, J.R. (2012). “Biological Exchange in Global Environmental History”, in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 433-452
- Gadgil, Madhav and Guha, Ramachandra. (1992). “Conquest and control.” In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An ecological History of India*. Delhi: OUP, pp. 113- 145.
- Prabhakar, R. and Gadgil, Madhav. (1995) ‘Maps as Markers of Ecological Change: A Case study of the Nilgiri Hills of Southern India’ in David Arnold and Ramachandra Guha. eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*. New Delhi: OUP, pp. 152-84.

Unit-4: This unit studies the new energy regimes of the modern world, with a special focus on industrial agriculture. It offers a historical perspective on increasing inequality of access to natural resources for women and the poor (within their own locations and across the world). **(Teaching Time: 3weeks Approx.)**

- McKittrick, Meredith.(2012). “Industrial Agriculture”, in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Agarwal, Bina. (1992). “The Gender and Environment Debate: Lessons from India”, *Feminist Studies*, Vol. 18, No.1. pp. 119-158.

- Unger, N. G. (2014). “Women and Gender”, in A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp 600-643.
- Bauer Jordan and Melosi, Martin V. (2012). “Cities and the Environment” in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 360-376.
- Culver, Lawrence. (2014). “Confluence of Nature and Culture: Cities in Environmental History”, in A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp. 553-572.

Unit-5: Introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet’s history. This provides a long-term historical perspective on contemporary environmental issues including global warming and need for innovation, policy change at the international level and the production of post humanist histories. **(Teaching Time: 1 week Approx.)**

- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). “The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature”, *Ambio*, Vol. 36(No.8), 614-21.
- Morrison, Kathleen D. (2015). “Provincializing the Anthropocene”, *Seminar*, 673 (Sept.), 75-80.
- Lewis, Simon L. and Maslin, Mark A. (2015). “Defining the Anthropocene”, *Nature*, Vol.519(12March), 171-80.

SUGGESTED READINGS:

- Beinart, William and Hughes Lotte. eds. (2007). *Environment and Empire*. Oxford: OUP, pp. 200-214 (Imperial Scientists, Ecology and Conservation)
- Beinart, William and Karen Middleton. (2004), “Plant Transfers in Historical Perspective: A Review Article”. *Environment and History*, vol. 10 no.1, pp. 3-29.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press. pp. 205 -224.
- Chakrabarty, Dipesh “Whose Anthropocene? A Response” in: *Whose Anthropocene? Revisiting Dipesh Chakrabarty’s ‘Four Theses*. Robert Emmett and Thomas Lekan, (eds.), (2016). *RCC Perspectives: Transformations in Environment and Society* No. 2, pp.103–113.
- Cronon, William. (1996). “The Trouble with Wilderness: Or, Getting Back to the Wrong Nature”. *Environmental History*, vol. 1 no.1, pp. 7-28.
- Cronon, William. (1996). *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W. W. Norton & Co. pp. 23-68.

- Crosby, Alfred W. (2006). *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy*. New York: W. W. Norton. pp. 159-166 & pp. 117-158
- D'Souza, Rohan. (2015). Mischievous Rivers and Evil Shoals: "The English East India Company and the Colonial Resource Regime" in V. Damodaran, A. Winterbottom and A. Lester (ed.), *The East India Company and the Natural World*. New York: Palgrave, pp.128-146
- Guha, Ramachandra. (2000). *Environmentalism: A Global History*. New York: Longman.
- Heynen, Nik, Maria Kaika, and Erik Swyngedouw. (2006), 'Urban Political Ecology: Politicizing the production of Urban nature' in Nik Heynen et al. (Eds.). *In the Nature of Cities: Urban Political Ecology and Politics of Urban Metabolism*. London: Routledge, pp. 1-19.
- Kalof, Linda. (2007). *Looking at Animals in Human History*. London: Reaktion Books. pp. 1-71
- Malm, Andreas. (2016). *The Rise of Steam Power and the Roots of Global Warming*. London: Verso. pp.389-394
- McAfee, Kathleen. (2016). "The Politics of Nature in the Anthropocene" in "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), *RCC Perspectives: Transformations in Environment and Society* No. 2, pp.65–72.
- McKenney, Jason. (2002). Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers" in Andrew Kimbrell (Ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press, pp.121-129
- McNeill, William. (2012). *Mosquito Ecology and War in the Greater Caribbean 1620-1914*. New York: CUP pp.137-192
- Moore, Jason W. (ed.) (2016) *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*. Oakland: PM Press. pp. 173-195
- Peretti, Jonah H. (1998). "Nativism and Nature: Rethinking Biological Invasion" *Environmental Values*, Vol. 7(No.2), pp 183-192.
- Sklan, Daniela (2007). *The Rise and Predictable Fall of Industrial Agriculture*. International Forum on Globalisation San Francisco: International Forum on Globalisation, pp.38-56
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp. 96-178.
- Tully, John. (2011). *The Devil's Milk: A Social History of Rubber*. New York: Monthly Review Press. pp. 345-360

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnect- edness of issues within the different rubrics to build a holistic view of the time period and re- gion under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline- specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core his- tory papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords: Energy Regimes, Industrialisation, Gender, Urban Landscapes, Anthropocene, Eco- logical Histories.

**BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY
2nd SEMESTER PAPERS**

SEMESTER 2 PAPERS: BA HISTORY HONOURS

CORE PAPERS

II	History of India – II	5+1
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1

GE PAPERS

Semester II GE		GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times Or	5 +1
		GE Course IV: The World After 1945 Or	
		GE Course V: History and Culture: Representations in Texts, Objects & Performance	

AECC PAPERS

AECC PAPERS			
Semester II AECC II		English / Hindi/ MIL Communication Or Environmental Sciences	4

CORE COURSES SEMESTER 2

Core Course III

History of India- II

Course Objectives:

This course is about early historical and early medieval periods of Indian history. It explores the transition from proto-historical to early medieval phase highlighting major changes that shaped the character of the Indian civilization. Highlighting the features of early historic times, the course tries to trace the emergence of state system from tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society and culture. The purpose of this course is to familiarise the students with the ways in which historians work with the sources of various kinds and reach at conclusions.

Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the *varna*/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

Course Content:

Unit: I. Introducing the early historical: Sources (600 BCE onwards) and historiographical trends

Unit: II. Changing political formations (c. 600 BCE to c. 300 CE)

- [a] The *mahajanapadas*; monarchies and *ganas/sanghas*
- [b] The Mauryan empire: political structure; the nature of *dhamma*
- [c] Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
- [d] Tamilakam

Unit: III. Economy and society (c. 600 BCE to c. 300 CE)

- [a] Expansion of agrarian economy and production relations
- [b] Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across India, Asia and beyond
- [c] Social stratification: class; *varna*; *jati*; untouchability; gender; marriage and property relations

Unit: IV. Towards early medieval India (c. 4th century to 750 CE)

- [a] Introducing the early medieval: changing perspectives
- [b] The nature of polities: the Gupta Empire and its contemporaries; post-Gupta polities -- Pallavas, Chalukyas and Vardhanas
- [c] Agrarian expansion; land grants; changing production relations; graded land rights and peasantry
- [d] Urban patterns; trade and currency
- [e] *Varna*; the proliferation of *jatis*; changing norms of marriage and inheritance

Unit: V. Religion, philosophy and society (c. 600 BCE – 750 CE)

- [a] Shramanic traditions with special reference to Buddhism and Jainism
- [b] Consolidation of the Brahmanical tradition
- [c] Puranic Hinduism

Unit: VI. Cultural developments (c. 600 BCE – 750 CE)

- [a] A brief survey of creative literature; scientific and technical treatises
- [b] Art and architecture; forms of patronage

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. (**Teaching Time: 1week Approx.**)

- Allchin, F. R, *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 2 pp. 10-25 & chapter 5 pp. 54-72.)
- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*, Delhi: Oxford University Press. (Introduction, pp. 1-37.)
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. Delhi: Munshiram Manoharlal. (Second edition. See especially, Chapters 16 and 18.)
- Salomon, 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. Chapters 4(pp. 7-71) and 7(226-251).
- Thapar, Romila. (2002). *Reading History from Inscriptions: Professor D. C. Sircar Memorial Lecture Delivered at the University of North Bengal*. Kolkata: K. P. Baghchi. Pp. 1-17

Unit II. This unit would enable students to trace the history of changing political formations in India from the mahajanapadas to the Mauryan and the post-Mauryan states. **(Teaching Time: 3 weeks Approx.)**

- Alcock, Susan E. (*et. al.*) (2001). *Empires: Perspectives from Archaeology and History*, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178.)
- Allchin, F. R. (*et al.*) (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. Chapter 3 (pp.39-47).
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7 pp.136-165.)
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XV(pp.197-232), XVIII (pp. 275-290), XIX (pp.291-310), XX (pp. 311-320, XXIII (pp.371-402) (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8)(Also available in Hindi)
- Thapar, Romila. (1987). *Mauryas Revisited*. In Romila Thapar, *Cultural Pasts: Essays in Early Indian History*. Delhi: OUP. PP. 462-488.(Available in Hindi also)
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. PP. 119-227.(Also available in Hindi)

Unit III. This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations. **(Teaching Time: 3 weeks Approx.)**

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapters 5,6,7 & 8 PP. 54-151)
- Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram Manoharlal. (Chapters 2,3,4 and 5. pp. 7-149)
- Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to Ad 1300*. Delhi: Oxford University Press. (Chapters 1 and 2. pp. 24-154)
- Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (pp.1-131.) (available in Hindi also)
- Sahu, B. P. (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (pp. 1-31).
- Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan. (pp.89-116.) (available in Hindi also).
- Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 90-254) (Available in Hindi also).
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6 and 8.) (Available in Hindi also).

Unit IV. This unit introduces students to the varied perspectives on the early medieval India with regard to the nature of polities, agrarian expansion as well as social and urban processes. **(Teaching Time: 2weeks Approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. Delhi: Oxford University Press. (Chapters 7 & 8.)
- Roy, Kumkum. (ed.) (2001). *Women in Early Indian Societies*. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 245-326.) (Available in Hindi also)
- Sharma, R.S. (1980). *Indian Feudalism*. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidas. (Chapters XXI, pp.321-348 and XXIII (III), pp. 386-392) (Available in Hindi)

- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 9 and 10.) (Available in Hindi also)

Unit V. This unit traces the religious and philosophical developments in the period of study especially with regard to the emergence of the Shramanic traditions and the consolidation of the Puranic tradition. **(Teaching Time: 3 weeks Approx.)**

- Brockington, J.L. (1997). *The Sacred Thread: A Short History of Hinduism*. Delhi: Oxford University Press. (2nd edition). PP.1-129
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal. (Chapters 3 (pp.32-115), 6 (pp. 167-228) and 7 (pp. 229-235). (available in Hindi also)
- Shrimali, K. M. (2017). *Prachin Bhartiya Dharmon ka Itihas (प्राचीनभारतीयधर्मोंकाइतिहास)*. Delhi: Granth Shilpi. (In Hindi). PP. 1-80.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6,8, 9& 10) (Available in Hindi also)

Unit VI. This unit aims at familiarising students with the salient developments during the period of study in the field of art and literature as well as science and technology. **(Teaching Time: 2 weeks Approx.)**

- Huntington, S. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New Delhi: Weather Hill.(pp. 41-321)
- Basham, A.L. (1954). *The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims*. Calcutta: Rupa. pp. 348-507. (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 7 (pp. 356-366), 8 (pp. 445-471), and 9 (pp. 526- 545) (Available in Hindi also)

SUGGESTED READINGS:

- Chakravarti, R. (2010). *Exploring Early India up to c. AD 1300*. Delhi: Primus. (2016, 3rd edition). [Also available in Hindi]
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.

- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Jaini, Padmanabh S. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar.
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Available in Hindi also)
- Lahiri, Nayanjot. 2015. *Ashoka in Ancient India*. Delhi: Permanent Black.
- Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (Eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas (बौद्धधर्मकेविकासकाइतिहास)*. Lucknow: Uttar Pradesh Hindi Sansthan. (3rd edition)
- Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.
- Roy, Kumkum. (2010). *The Power of Gender & the Gender of Power: Explorations in Early Indian History*. Delhi: Oxford University Press.
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India: c. 200 BC- AD 300*. Delhi: Tulika.
- Sharma, R. S. (1987). *Urban Decay in India c.300- c. 1000*. Delhi: Munshiram Manoharlal. (Available in Hindi also).
- Shrimali, K.M. (2007). *The Age of Iron and the Religious Revolution*. Delhi: Tulika.
- Singh, Upinder. (2016). *The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. Delhi: Sage.
- Thapar, R. (2003). *Early India: From the Origins to AD 1300*. Delhi: Penguin. [Also available in Hindi]
- Thapar, Romila. (1998). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom lecture method, group discussion,, student presentations in class and/or in tutorials, assignments. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. Overall, the Teaching Learning Process shall emphasise 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 how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp through debates and discussions covered in class. Two written assignments 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 them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Early Historical Period, Early-Medieval Period, Second Urbanization, *Mahajanapada*, *Ganasangha*, *Dhamma*, *Tinai*, *Varna*, *Jati*, Untouchability, *Varnasankara*, *Sreni*, Buddhism, Jainism, *Stupa*, *Dravida*, *Nagara*, Gandhara art, Mathura Art, Indian feudalism, Integrative Model, Brahmadeya, Puranic Hinduism, Patronage.

Core Course IV

Social Formations and Cultural Patterns of the Ancient and Medieval World-II

Course Objectives:

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments undertaken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church played an important role in the confirmation of these ties. The European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal society to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand long-term historical processes.

Learning Outcomes:

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

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.

- Understand the role of religion and other cultural practices in community organisation.

Course Content

Unit 1: Ancient Greece and Rome:

- [a] Evolution of the 'polis' and changing political formations in ancient Greece: Athens and Sparta.
- [b] Rome from Republic to Principate (c. 500 BCE- 200 CE)
 - i) Conflict of the Orders: Imperial expansion and social tensions in the Republic
 - ii) The Augustan experiment – the Principate and the crisis in the Empire.
- [c] Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society).
- [d] Culture and religion in Ancient Greece and Rome

Unit 2: Feudal societies in medieval Europe (8th – 14 centuries)

- [a] The emergence of medieval monarchies, aristocracies and nobilities
- [b] Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to serfdom.
- [c] Early feudal state and the Church
- [d] Cultural Patterns in medieval Europe
- [e] Transitions in the feudal economy from 11th – 14th centuries
 - (i) Agriculture: changes in *serfdom* and *seigneurie*
 - (ii) Growth of trade and towns and their impact
 - (iii) Onset of 'feudal crisis' in 13th and 14th centuries

Unit 3: Early Islamic Societies in West Asia: Transition from tribe to state

- [a] Pre-Islamic tribal society in Arabia
- [b] The Prophet and the *Ummah*
- [c] State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE)
- [d] Cultural transformations: *Adab*, literature and the urban tradition

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman

military expansion and its impact on social conflict, institutionalisation of slavery, and shaping of Roman law and religion. **(Teaching Time: 7 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).
- Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
- Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.
- Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson Ltd., Chapters 1-5, pp. 9-172.
- Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
- Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
- Brunt, P.A. (1966). "The Roman Mob," *Past and Present*, No. 35, Dec. 1966, pp. 3-27
- Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.
- Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

Unit 2: This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. **(Teaching Time: 3 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). "The Seigneurie down to the crisis of the fourteenth and fifteenth centuries", Chapter 3 in Marc Bloch, *French Rural History: An Essay on its Basic Characteristics*. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.

- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision”, “Youth in Aristocratic Society”, in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). “Introduction” in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, प्राचीनऔरमध्ययुगीनसमाज, MHI-01 ब्लॉक 6, ‘सामंतवाद’ यूनिट 20, 21, 22, 23. (website: www. egyankosh.ac.in) <http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.
- ब्लॉक, M. (2002). ‘सामंतीसमाज’, भाग-1, नईदिल्ली: ग्रंथशिल्पी

Unit 3: This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia. **(Teaching Time: 4 weeks Approx.)**

- Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
- Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
- Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.

- Duri, A.A. (2000). "The Rise of Islam," in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
- Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
- इंजीनियर, A. A. (2018). इस्लामकाजन्मऔरविकास. दिल्ली:राजकमलप्रकाशन
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

SUGGESTED READINGS:

- Bloch, M. (1961). *Feudal Society* Vol. I, Chicago: University of Chicago Press.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M.M. Postan (Ed.), *The Cambridge Economic History of Europe*, Volume 1. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press.
- Brunt, P.A. (1971). *Social Conflicts in the Roman Republic*. London: Chatto and Windus.
- Dobb, M. (1950) *Studies in the Development of Capitalism*, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). *Muhammad and the Believers at the Origins of Islam*. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). *The Expansion of the Early Islamic State*, London and New York: Routledge.
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). *From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC*, London: Routledge, Chapters 1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). *Ancient Slavery Modern Ideology*. London: Chatto and Windus.
- Finley, M.I. (1983). *Politics in the Ancient World*. Cambridge: Cambridge University Press.
- Hilton, R. (1973). *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*. London: Routledge.
- Hodgson, M.G.S. (1974). *The Venture of Islam, Volume 1: The Classical Age of Islam*, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.

- Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.
- Matthews, J. (2006) "Roman Law and Roman History" in D. S. Potter (Ed.), *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing, pp. 477-491.
- Potter, D. S. (Ed.), (2006). *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing.
- Serjeant, R.B. (1990). "Meccan Trade and the Rise of Islam: Misconceptions and flawed polemics," *Journal of the American Oriental Society*, Vol. 110, No. 3 (Jul-Sep., 1990), pp. 472-486.
- Temin, P. (2004), "The Labor Market of the Early Roman Empire," *Journal of Interdisciplinary History*, Vol.34, No. 4, pp. 513-538.
- Watt, W.M. (1970/2000). "Muhammad" in P.M. Holt, A.K.S. Lambton, B. Lewis (Eds.), *The Cambridge History of Islam*, Volume IA, Cambridge: Cambridge University Press, Part I, Chapter 2, pp. 30-56.
- Wood, E. M. (1988/2015), *Peasant-Citizen and Slave: The Foundations of Athenian Democracy*, London, New York: Verso
- कोरोवकिन, фयोदोर. (2019). प्राचीनविश्वइतिहासकापरिचय, Medha Publishing House.
- गोयल, S. R. (2011). विश्वकीप्राचीनसभ्यताएँ, बनारस: विश्वविद्यालयप्रकाशन.
- राय, U.N. (2017). विश्वसभ्यताकाइतिहास. दिल्ली: राजकमलप्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments 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 tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Polis, Hellenic society, Roman Empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seigneurial authority, Crisis of feudalism, Rise of Islam, Caliphate, *Ummah*, Ummayyads, Abbasids

GE COURSES SEMESTER II

GE Course III:

Delhi through the Ages: From Colonial to Contemporary Times

Course Objectives:

This course examines the physical and social transformation of Delhi from the colonial to the contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

Learning Outcomes:

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

- Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
- Analyse the political developments and their legacy for the shaping of the city.
- Discern importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

Course Contents:

Unit I: Delhi before 1857: Company Raj, Mughal Court and Literary Culture

Unit II: 1857 in Delhi: Rebel violence and British re-conquest

Unit III: Making of New Delhi: Imperial ideology and Urban Morphology

Unit IV: Delhi in 1947: Partition and its Aftermath

Unit V: Making of Contemporary Delhi: Displacement and Resettlement

Unit VI: Capital Culture: Public Spaces and Socialities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1.This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. **(Teaching time: 3 weeks Approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Delhi: Primus Books, pp.106-133, (chap. 6: “The Palace and the City”)
- C. M. Naim.(2004). ‘
- “Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,” in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250-279.
- Gail Minault.(2003). “Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary,” *Annual of Urdu Studies*, vol. 18, pp. 95-104

Unit-2.The unit examines political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution. **(Teaching time: 3 weeks Approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). “Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,’ *World Archaeology*, vol. 35, no.1, pp. 35-60
- Dalrymple, William, (2006). *The Last Mughal: The Fall of A Dynasty*, Delhi: Penguin/Viking, pp. 193-229, 346-392.(Chap 6 “The Day of Ruin and Riot” and Chap. 10 “To Shoot Every Soul”.

Unit-3.This unit enquires into the historical antecedents of some of the capital’s contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regards to Delhi. **(Teaching time: 2 weeks Approx.)**

- Metcalf, Thomas. (1989). *Imperial Visions*. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 ‘New Delhi: The Beginning of the End’).
- Johnson, David A. (2015). *New Delhi: The Last Imperial City*. Basingstoke: Palgrave 2015. (Chap. 8, “Land Acquisition, Landlessness and the Building of New Delhi”).
- Mann, Michael. (2007). “Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century,” *Studies in History*, Vol. 23:1, pp. 1-30

Unit-4.This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

(Teaching time: 2 weeks Approx.)

- Pandey, Gyan. (2001). *Remembering Partition*, Cambridge: Cambridge University Press.(Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
- Datta, V N.(1986). “Punjabi Refugees and the Urban Development of Greater Delhi,’ in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, pp 442-462
- Tan, Tai Yong and Gyanesh Kudaisya. (2000).*The Aftermath of Partition in South Asia*. New York: Routledge, pp 193-200,(Chap. 7, “Capitol Landscapes”)

Unit-5:The unit examines and locate ‘local’ social, ecological and cultural processes that shape and reshape the city. **(Teaching time: 2 weeks Approx.)**

- Emma. Tarlo. (2000). “Welcome to History: A Resettlement Colony in the Making,’ in Veronique Dupont *et al* (Ed.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). “Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims”, in Veronique Dupont et al (Ed.). *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985). ‘The Ghosts of Mrs Gandhi,’ *The New Yorker*, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)

Unit-6.The aim of this unit is to explore the historical antecedents of some of the capital’s contemporary dilemmas.**(Teaching time: 2 weeks Approx.)**

- Beg, Mirza Farhatullah. (2012). *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna.(1986). “The Foundations and Early History of Delhi University,” in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). ‘From Kingsway to Rajpath – the Democratization of Lutyens’ New Delhi,’ in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia’s Visual Past*. Delhi: Oxford University Press
- Sharma, Ravikant. (2016).“Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi,” *City, Culture and Society*, vol.7, pp. 275-28

SUGGESTED READINGS:

- Farooqui, Mahmood. (2013). *Besieged: Voices from Delhi, 1857*. Delhi: Penguin. (Dateline pp. xix-xxvii; *In the Name of the Sarkar*, pp 407-432.)
- Mann, Michael and Samiksha Sehrawat. (2009). “A City with a View: The Afforestation of the Delhi Ridge, 1883-1913”, *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). ‘Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,’ *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). ‘The Megacity of Delhi: Colonies, Hybridisation and Old-New Paradigms,’ in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). “Ghalib: A Self Portrait”, in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: Oxford University Press. Also available at: http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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 assignments 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:

Imperial, British, Morphology ,Contemporary History, Displacement,Resettlement,
Capital

OR

GE Course IV
The World After 1945

Course objectives

This course seeks to familiarise students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarise the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitutes important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Learning Outcomes:

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

- Analyse the evolving polities, societies and cultures of an increasingly global world.
- Analyse diverse social movements and cultural trends.
- Analyse processes of Decolonisation and politics during Cold War era.
- Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.

Course Content:

Unit I: A New World Order

- a. De-colonisation and after (Focus on Algeria and Indonesia)
- b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
- c. United Kingdom: The Challenge of the Welfare State
- d. South Africa: From Apartheid to Reconciliation

Unit II: Social Movements

- a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
- b. Student Movements: Paris 1968; Beijing 1989
- c. Civil Rights Movement: Martin Luther King and Malcom X
- d. Movements for Democracy: The Arab Spring

- e. Women's Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

Unit III: A Global Culture:

- a. Spectator Sports
- b. Cinema and Digital Media
- c. Music: Cross Cultural Influences
- d. Food and Globalisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with the history of decolonisation and subsequent era when Super Power rivalries manifested in multiple ways. It will also examine the challenges of the welfare state with reference to United Kingdom. Unit also touches upon the important issue of Apartheid and history of reconciliation. **(Teaching time: 5 weeks Approx.)**

- Le Sueur, J.D. (2003). *The Decolonization Reader*. London and New York: Routledge.
- Betts, R.F. (1998). *Decolonization*. London and New York: Routledge.
- Kahin, George McTuman. (2003). *Nationalism and Revolution in Indonesia*, Cornell: Cornell University Press.
- Horne, Alistair. (1977/2006). *A Savage War of Peace: Algeria, 1954-1962*, New York: Books.
- Beresford, M. (1989). *National Unification and Economic Development in Vietnam*. New York: St. Martin's.
- Garland, David. (2016). *The Welfare state: A very Short Introduction*, Oxford: Oxford University Press.
- Guelke, Adrian. (2005). *Rethinking the rise and fall of Apartheid: South Africa and World Politics*. Basingstoke and New York: Palgrave Macmillan.

Unit-II: This unit examine history of social movements with reference to questions of livelihood, students' perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women's movements. **(Teaching time: 5 weeks Approx.)**

- Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in *A Companion to Global Environmental History*, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.

- Nagraj, Vijay K. & Nithya V Raman (2006). “Are we Prepared for Another Bhopal.” in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
- Rodrigues, Gomercindo. (2007). *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*. Austin: University of Texas Press.
- Dierenfield, Bruce J., (2008). *The Civil Rights Movement*, Revised ed., London: Routledge (Available as eBook: http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/download/The_Civil_Rights_Mov_by_Bruce_J._D_www_pdfbook_co_ke_pdf?id=446471)
- Bayar, Safe, (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford: Stanford University Press.
- Gillis, S., G. Howie and R. Munford (Eds.). (2004/07) *Third Wave Feminism: Critical Exploration*. Hampshire: Palgrave.
- Kemp, S. and J. Squires(1997). *Feminisms*. Oxford: Oxford University Press.
- Breines, Winifred. (2007). "Struggling to Connect: White and Black Feminism in the Movement Years." *Contexts* 6 (1), pp. 18-24.(Available online: <https://journals.sagepub.com/doi/pdf/10.1525/ctx.2007.6.1.18>)
- Springer, Kimberly. (2005). *Living for the Revolution: Black Feminist Organizations, 1968–1980*. USA: Duke University Press (Ch.1 and Ch.4)
- Badran, Margot. (2009). *Feminism in Islam: Secular and Religious Convergences*. London: Oneworld Publications (Ch.5 and Ch.7).

Unit-III: This unit deals with history of culture in world after 1945 with specific reference to spectator sports, Cinema and digital Media. It also deals with cross cultural influences in Music and relations between food and Globalisation.(**Teaching time: 4 weeks Approx.**)

- Mangan. J. A. (Ed.). (2001). *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers.
- Shove, Elizabeth, F. Trentmann and R. Wilk. (2009). *Time, Consumption and Everyday Life: Practice, Materiality and Culture*. London: Bloomsbury.
- Chapman, James. (2003). *Cinemas of the World: Film and Society from 1895 to the Present*. London: Reaktion Books.
- Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food*. New York: Berg Publishers.
- Hoffman, Frank W, (2015). *History of Popular Music; From Edison to the 21st Century*, Create Space Independent Publishing Platform.

SUGGESTED READING:

- Hobsbawm, Eric. (1996). *Age of Extremes*. Delhi: Rupa. (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013)
- Lowe, Norman. (2013). *Mastering World History*. London: Palgrave Macmillan.
- Winders, James A. (2001). , *European Culture since 1848: From modern to postmodern and Beyond*, New York: Palgrave
- Heywood, Andrew. (2011). *Global Politics*. New York: Palgrave Macmillan.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan. (available in Hindi)
- Fage, J.D. (1993). *A History of Africa*. London: Unwin and Hyman.
- Hobsbawm, Eric. (2013). *Fractured Times: Social and Cultural History of the Twentieth Century*. New York: New Press.
- Lancaster, R.N. and M.D. Leonardo. (1997). *The Gender/ Sexuality Reader: Culture, History, Political Economy*. London: Routledge.
- Appadurai Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Gorbachev, Mikhail. (1996). *Memoirs*. New York: Doubleday.
- Guha, Ramchandra. (2000). *Environmentalism: A Global History*. Delhi: Oxford University Press.
- Oulette, L., (ed.) (2013). *The Media Studies Reader* New York: Routledge, 2013.
- Stiglitz. Joseph (2003). *Globalisation and its Discontents*. Delhi: Penguin India.
- Parker, R. and P. Aggleton (Ed.). (2007). *Culture, Society and Sexuality: A Reader*. London: Routledge.
- Safranski, Rudiger. (2003). *How Much Globalization can we bear?* Cambridge and Malden: Polity. (pp. 1-25 & 42-69.)
- Mathews, Jessica T. (2000). "The Information Revolution", *Foreign Policy*, Vol.119. pp. 63-65.
- Choudhary, Kameshwar. (2014). "Globalization and Culture" in *Indian Sociology: Identity, Communication and Culture*. (Ed.).Yogender Singh. Delhi: Oxford University Press, pp.223-230, 238-242, 251-52 & 255-57, 283-90. Music: 294-97)
- Ross, Robert. (1997). *Concise History of South Africa*. Cambridge: Cambridge University Press.
- Smith, Sharon. (2013-14). "Black Feminism and Intersectionality." *International Socialist Review* 91 (Available online: <https://isreview.org/issue/91/black-feminism-and-intersectionality>)

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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:

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

OR

GE V

History and Culture: Representations in Texts, Objects & Performance

Course Objective:

The objective of the course is to teach culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of 'other' religious communities and gender; performing ritual devotions by recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. This course requires students to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic *raja* (king) of the pre-modern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? The pedagogy of an interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio-visual material have been knitted into themes to encourage active participation and discussion in the classroom.

Learning Outcomes:

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

- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.
- Discuss the nature of identities and interactions between different groups of people in the past and the present.
- Examine the complex nature of religious communities in the past and their fluid participation in ritual and culture.
- Illustrate how culture is communicated through narrative strategies and performative acts.
- Distinguish that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: Kings, *bhanda*s and politicians

Unit II: Perceiving cultures and negotiating identities

Unit III: Performing Devotion: rituals, songs & processions

Unit IV: Storytelling with objects: Masks, puppets & scrolls

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Kingship is identified as a key component of India’s civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of ‘royal’ rituals which continued to be celebrated in different ways and court jesters lingered on as buffoons. **(Teaching Time: 4 weeks Approx.)**

- Shulman, David Dean. (1985). *The King and the Clown in South Indian Myth & Poetry*, Princeton: Princeton University Press. (Excerpt from Chapter 4, “The Kingdom of Clowns: Brahmins, Jesters & Magicians”, pp. 152-213, available in Meenakshi Khanna (ed.), (2007). *The Cultural History of Medieval India*. New Delhi: Social Science Press, pp. 3-24
शुलमन, डेविडडीन (2007). "मसखरों का राज्य: ब्राह्मण, मसखरे और जादूगर", *मध्यकालीन भारत का सांस्कृतिक इतिहास*, मीनाक्षी खन्ना, (संपादित) (अनुवादउमाशंकरशर्मा 'ऋषि'), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ. 3-25.
- Emigh, John and Ulrike Emigh, (1986). “Hajari Bhand of Rajasthan: A Joker in the Deck”, *The Drama Review: TDR*, vol. 30, No. 1, pp. 101-130.
- Berti, Daniela. (2006). “Kingship, divine bureaucracy and electoral politics in Kullu”, *European Bulletin of Himalayan Research*, vol. 29-30, pp. 39-61

Unit II: This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8th to 19th centuries. The historians have problematised issues relating to cultural perceptions and identities of religion and gender and presented a complex understanding of identities that were not monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present. **(Teaching Time: 4 weeks Approx.)**

- Chattopadhyaya, Brajadulal. (1998). “Images of Raiders and Rulers” in B. D. Chattopadhyaya, (ed.), *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteen Century*, New Delhi: Manohar, pp. 101-125

- चट्टोपाध्याय, बृजदुलाल. (2007). “आक्रामकों और शासकों की छवियां”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 107-133
- Behl, Aditya. (2003). “The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503” in Richard M. Eaton (ed.), *India’s Islamic Traditions: 711-1750*, Oxford: Oxford University Press, pp. 180-208
- बहल, आदित्य (2007) “मायावीमृगः एक हिंदी सूफी प्रेमाख्यान में कामना और आख्यान (1503 ईसवी)”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 185-216
- Eaton, R. M. (2002). “Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut”, R. M. Eaton (ed.), *Essays on Islam and Indian History*, New Delhi: OUP, pp. 76-93.
 - Petievich, Carla. (2001). “Gender politics and the Urdu ghazal: Exploratory observations on *Rekhta* versus *Rekhti*”, *The Indian Economic & Social History Review*, vol. 38, no.3, 223–248.
- पेटिच, कार्ला. (2007). “लिंग की राजनीति तथा उर्दू गज़ल: रखता बनाम रखती का खोज परक अवलोकन”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 154-184
- Jenny, Nilsson. (2004). “The Sense of a Lady’: An Exploration of Transvestite Roles in Kathakali and their Relation to Kerala Gender Constructions”, *The Cambridge Journal of Anthropology*, vol. 24, no. 3, pp. 1-40

Unit III: The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present. **(Teaching Time: 3 weeks Approx.)**

- Champakalakshmi, R. (1994). “Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India”, *Studies in History*, vol.10, no.2, pp. 199–215.
- चंपकलक्ष्मी, राधा. (2007). “पाटीकम्पटुआरः आधुनिक मध्यकालीन दक्षिण भारत में संवाद-माध्यम के रूप में धार्मिक गायन”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 50-75

- Orr, Leslie. (2004). "Processions in the Medieval South Indian Temple: Sociology, Sovereignty and Soteriology", in *South Indian Horizons: Felicitation Volume for François Gros on the Occasion of his 70th Birthday*, ed. Jean-Luc Chevillard and Eva Wilden, Pondichéry: Institut français de Pondichéry/ Ecole française d'Extrême-Orient, pp. 437-470.
- Qureshi, Regula Burckhardt. (1981). "Islamic Music in an Indian Environment: The Shi'a Majlis" in *Ethnomusicology*, vol. 25, No. 1, pp. 41-71
- Cole, J.R.I. (1988). *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh, 1722-1859*. Berkley: University of California Press. (Chapter 4, "Popular Shi'ism", pp. 92-119.)
कोल, जे.आर.आई. (2007). "लोक प्रचलित शियाधर्म", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 76-104.

Unit IV: In the three narrative traditions discussed in this rubric the human agency (*Purusha*) exists in a specific kind of relation with inanimate objects used in different types of dramatic performances. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of 'self'/'selves' are constructed and reconstructed. **(Teaching Time: 3 weeks Approx.)**

- Vishalakshi, Nigam Chandra and Veronica Chishi. (2010). "Tradition of Story Telling in India through Masks" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India.*, New Delhi: IGNCA, pp. 28-33
- Emigh, John. (2013). "Crisis and Contestation in the Prahlada Nataka of Ganjam", in Hermann Kulke, (ed.), *Imaging Orissa*, Bhubaneshwar: Prafulla Publication, 2013.
- Sarma, Dhurjjati and Ahanthem Homen Singh. (2010). "Storytelling and Puppet Traditions of India" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*. New Delhi: IGNCA, 2010, pp. 34-41
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh". *Journal of South Asian Literature*, vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 1-19
* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>
- Jyotindra, Jain. (2010). "Indian Picture Showmen: Tradition and Transformation" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, pp. 14-27.
- Wickett, Elizabeth. (2010). "The epic of Pabujiki par in performance", *World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3*, Cambridge: University of Cambridge, pp. 1-27.

Short documentary https://www.youtube.com/watch?v=f4EiAdeKi_E

SUGGESTED READINGS:

- Clark, Bradford. (2005). "Putul Yatra: A Celebration of Indian Puppetry", in *Asian Theatre Journal*, vol. 22, no. 2, pp. 334-347.
- Eaton, Richard. M. (2007). "The Articulation of Islamic Space in the Medieval Deccan", reprinted in *Cultural History of Medieval India*, (ed.), Meenakshi Khanna. New Delhi: Social Science Press, pp. 126-141.
ईटन, रिचर्ड. (2007) "मध्यकालीन दक्कन में इस्लामिक स्थान की अभिव्यक्ति", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 134-151.
- Fischer-Lichte, Erika. (2009). "Culture as Performance" *Modern Austrian Literature*. vol. 42, no. 3, Special Issue: Performance, pp. 1-10.
- Foley, Kathy and Dadi Pudumjee "India" in *World Encyclopaedia of Puppetry Arts called "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima)
Available in English <https://wepa.unima.org/en/india/>
Available in Hindi at <https://wepa.unima.org/en/india/>
- Katz, Marc. (2004). *Banaras Muharram and the Coals of Karbala*. Written, produced, and narrated by Marc J. Katz. DVD, colour, 70 minutes; 2004.
- Khanna, Meenakshi. (2007). "Introduction", in *Cultural History of Medieval India*. (ed.). Delhi: New Delhi: Social Science Press, pp. ix-xxxiv.
खन्ना, मीनाक्षी. (2007). "भूमिका", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, ix-xxxiv.
- Lochtefeld, James G. (2004). "The Construction of the Kumbha Mela", *South Asian Popular Culture*. vol. 2 No. 2, pp. 103-126.
- Sarkar, Pabitra. (1975). "Jatra: The Popular Traditional Theatre of Bengal", in *Journal of South Asian Literature*, Vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 87-107.
- Schomer, Karine. (1990). "The "Ālhā" Epic in Contemporary Performance", *The World of Music* Vol. 32, No. 2, pp. 58-80.
- Singh, Karan. (2016). "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", *Dialogue: A Journal Devoted to Literary Appreciation*, vol. XII, no. 1, pp. 35-45.
- Sivasankaran, Sreekala. (2010). "Akhyān: Masks, Puppets and Picture Showmen Traditions of India - An Introduction" in *Akhyān Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 8-11.

- Smith, John D. *The Epic of Pābūjī. A study, transcription and translation*, second revised edition available electronically at:
<http://bombay.indology.info/pabuji/statement.html>

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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 assignments 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:

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu Bommalu Kattu, Scrolls, Picture Showmen, Patikam Patuvar, Muharram, Kathakali

B.A. History Programme

Semester 2	Core Paper II: History of India c. 300 to 1200	English / Hindi/ MIL Communication Or Environmental Science
	Second Discipline	
	English/ Hindi/MIL-I (In Lieu of MIL (Also offered to students of B.Com programme) Communicating Culture: Tellings, Representations and Leisure	

Core Course II

History of India, c. 300 to 1200

Course Objectives:

This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.

Learning Outcomes: On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; *puranic* religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

Course Content:

Unit-I: Survey of the sources

Unit-II: The Guptas and Vakatakas: State and administration, economy, society, religion, literature, art

Unit-III: Changes in the post-Gupta period, characterizing early medieval India

Unit-IV: Vardhanas, Pallavas and Chalukyas: political and cultural developments

Unit-V: Rashtrakutas, Palas and Pratiharas: The tripartite struggle

Unit-VI: Emergence of Rajput states in Northern India: Socio-economic foundations

Unit-VII: The Cholas: State and administration, economy and culture

Unit-VIII: The Arabs, the Ghaznavids in the northwest, trans-regional exchange

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India from c. 300 CE onwards. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Sharma, R.S. (1995). "An analysis of land grants and their value for economic history" in *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- आर. एस. शर्मा. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय (भूमि अनुदान से सम्बंधित अध्याय)
- Chopra, P. N. (Ed.). (1973). "Source Material of Indian History" (relevant section). in *The Gazetteer of India, Vol. Two: History and Culture*. New Delhi: Publications Division.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- उपिन्द्र सिंह. (2016). प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास: पाषाणकालसे 12 वी शताब्दी तक. नई दिल्ली: पियरसन

Unit II. This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two important and vast empires that emerged in the mid-third century CE. **(Teaching Time: 2 weeks approx.)**

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारती यइतिहास: आदि काल .नई दिल्ली: ओरिएंट ब्लैकस्वान.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए. नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

Unit III. This Unit shall introduce students to the evolving state formation and socio-economic transformations that debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). "Introduction." *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Sharma, R. S. (2001). *Early Medieval Indian Society: A Study in Feudalization*. Delhi: Orient Longman.
- शर्मा, आर. एस. (2009). पूर्व मध्यकालीन भारत का सामंती समाज और संस्कृति. नई दिल्ली: राजकमल प्रकाशन.
- Champakalakshmi, R. and B. D. Chattopadhyaya. (1995). Chapters on state and economy In Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

Unit IV. This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. **(Teaching Time: 2 weeks approx.)**

- Devahuti, D. (1999). *Harsha: A Political Study*. New Delhi: Oxford University Press, third edition.
- Harle, J.C. (1994). *The Art & Architecture of the Indian Subcontinent*. PLACE: Yale University Press.
- Sharma, R.S. (2005). *India's Ancient Past*. New Delhi: Oxford University Press.
- Karashima, Noborou (ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.

Unit V. This Unit shall introduce students to the evolving state formation of post-Gupta polities. **(Teaching Time: 2 weeks approx.)**

- Mazumdar, R. C. (1952). 'Chapter 5' *Ancient India*. Delhi: Motilal Banarsidas, Book III.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारतीय इतिहास: आदिकाल. नई दिल्ली: ओरिएंट ब्लैकस्वान.

Unit VI. This Unit shall introduce students to another important case study of state formation in the medieval period. The nature of evolving Rajput polity, social structure and economic developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. New Delhi: Oxford University Press (Chapter on origins of the Rajput).
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीन भारत का इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, पुनर्मुद्रन.
- Singh, Vipul. (2009). *Interpreting Medieval India, Vol. I*. New Delhi: Macmillan.

Unit VII. This Unit shall introduce the students to another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.

- सिंह, उपिन्द्र. (2016). प्राचीन एवम पूर्वमध्यकालीन भारत का इतिहास: पाषाण काल से 12 वी शताब्दी तक. नई दिल्ली: पियरसन
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय

Unit VIII. This Unit shall provide students a detailed overview of transregional exchange that unfolded with the growing presence of the Arabs and Ghaznavids in the northwest region. **(Teaching Time: 2 weeks approx.)**

- Avari, Burjor. (2013). *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. London: Routledge (Ch.2).
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J. Brill.
- Flood, Barry Finbarr. (2009). *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter*. Delhi: Permanent Black (Ch.1, "The Mercantile Cosmopolis" and Ch.2, "Cultural Cross-Dressing")
- Anooshahr, Ali. (2018). "The Elephant and Sovereign: India circa 1000 CE". *Journal of Royal Asiatic Society*. Series 3, pp. 615-44.

Suggested Readings:

- Basham, A. L. (1991). *The Origins and Development of Classical Hinduism*. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). *Trade and Traders in Early India*. New Delhi: Manohar.
- Champakalakshmi, R. (2010). *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300*. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). *Harsha and Buddhism*. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in *The State in India 1000-1700*. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). *History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj*. Bombay: Bhartiya Vidya Bhawan, second edition.

- Stein, Burton. (1980). *Peasant, State and Society in Medieval South India*. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." *Studies in History* vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). *The Political Structure of South India*. Delhi: Orient Longman. (second revised edition),

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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:

Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange

In lieu of MIL (Semester I/II)
Also offered to students of B.Com. programme

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:

After the successful completion of the course, the student will be able to:

- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: Tellings: Myths, tales and folklore

Unit II: Performance as communication: Theatre, puppetry and music

Unit III: Processions as display: *Yatra, barat&julus*

Unit IV: Sporting: Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). "A Santhal Myth, Five Elements" in Baidyanath Saraswati, (ed.). *Prakriti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). "Peasant Perception of Bhutas, Uttara Kannada." in Baidyanath Saraswati, (ed.). *Prakriti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166
- Ramanujan, A. K. (1997). "'A Flowering Tree': A Woman's Tale." *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). "The Folk Hero and Class Interests in Tamil Heroic Ballads." *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). "From Oral Tradition to "Folk Art": Reevaluating Bengali Scroll Paintings." *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). "The unforgettable magic of the Ramnagar Ramlila." *Indian Horizons* vol. 61 no.2, pp. 12-27.
* *The Ramnagar Ramlila* <https://www.youtube.com/watch?v=AiAgXRHZRDw>
- Jain, Jyotindra. (1998). "The Painted Scrolls of the Garoda Picture Showmen of Gujarat." *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh." *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19
* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
* A clipping <https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videoshow/65095341.cms>
- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds: National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India* <https://www.sahapedia.org/tag/dashavatara>
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Arts* called "WEPA" or "EMAM" for *Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

<https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918>)

Available in English <https://wepa.unima.org/en/india/>

Available in Hindi at <https://wepa.unima.org/en/india/>

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1, Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). "Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. 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:

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY

1ST SEMESTER PAPERS

B.A. HISTORY HONOURS
DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I

History of India- I

Course Objectives:

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.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Course Content:

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India. (**Teaching Time: 2weeks Approx.**)

- 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.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking. (Chapters 3, 4 & 5.)
- Chattopadhyaya, U. C. (1996). “Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*, vol. 27(3), pp. 461-476
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 2, pp. 58-93.) (Available in Hindi)
- Neumayer, Erwin. (2014). “Rock Paintings of the Mesolithic Period” in Shonaleeka Kaul (Ed.). *Cultural History of Early South Asia: A Reader*. Delhi: Orient Blackswan. Pp. 55-88.

Unit III. This unit seeks to understand the beginnings of organized food production in the pre-historic times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 5.)
- Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press. PP. 41-116.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 3, pp. 94- 131.) (Available in Hindi)

Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222)
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261)
- 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.
- Singh, Upinder. (2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman.(Chapter 4, pp. 132- 181.) (Available in Hindi)
- Thaplyal, K. K. and Sankata Prasad Shukla.(2003). *Sindhu Sabhyata (सिंधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363

Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period. **(Teaching Time: 3 weeks Approx.)**

- Allchin, Bridget and Raymond.(1982).*The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346.
- 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)

- Singh, Upinder.(2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter V, pp. 182-255.) (Also available in Hindi)
- Thapar, Romila.(1984).*From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press. (PP. xi – xliii.)

Suggested Readings:

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D.K. (2006).*The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)
- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Moorti, U.S. (1994).*Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Neumayer, E. (1993).*Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.
- Pathak, V. S.(1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2015).*Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.

- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.

Teaching Learning Process:

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 power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise 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 historicised.

Assessment Methods:

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.

Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to a more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history – social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but interlinked history of humanity is therefore the prime objective of this Course.

Learning Outcomes:

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

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Course Content:

Unit-I: Evolution of humankind and Palaeolithic cultures

- a. Comprehending prehistory and history: issues and interpretative frameworks
- b. Environmental context of human evolution
- c. Biological evolution of hominins
- d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic

- a. Mesolithic as a transitional stage in prehistory
- b. Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic

- a. Debating the origins of food production – climate change; population pressure; ecological choices; cognitive reorientations
- b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
- c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age

Note: Rubrics b, c and d are to be based on any one case study:

Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).

- a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution' and 'State'
- b. Ecological context of early civilizations
- c. Aspects of social complexity: class, gender and economic specialization
- d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium

Unit-VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I:This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Hominines.(Teaching Time: 3 weeks Approx.)

- Bogucki, P. (1999).*The Origins of Human Society*. Wiley-Blackwell 1999, Chapter 2, pp. 29-77.
- Carr, E.H. (1961/1991). “The Historian and his facts”, in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- Childe, V.G. (1942/1971). “Archaeology and History”, Chapter 1, in V.G. Childe, *What Happened in History?* Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). *The People of the Earth: An Introduction to World Pre-history*. (15thedn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- कार, E.H.(1976).‘इतिहासकर और उसके तथ्य’, E.H. कार, इतिहास क्या है? में अध्याय 1, मेकमिलन पब्लिकेशन (हिन्दी अनुवाद, 1976).
- चाइल्ड, V.गॉर्डन, इतिहास का इतिहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V.गॉर्डन. (2019) औजारों का इतिहास (अनुवाद सुशील कुमार), दिल्ली: गार्गी प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
- मजूमदार, D.N तथा गोपाल शरण, प्रागितिहास, दिल्ली विश्वविद्यालय, हिन्दी माध्यम कार्यान्वयन निर्देशलय.

Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals.(Teaching Time: 3 weeks Approx.)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127-159.
- Price, T.D. (1991). “The Mesolithic of Northern Europe”, *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222

- Zvelebil, M. (1989). “Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe.” in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press 1989, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life. **(Teaching Time: 3 weeks Approx.)**

- Cohen M. (2009). ‘Introduction. Rethinking the Origins of Agriculture’. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Pre-history*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Hodder, I. (2007). “Catalhoyuk in the context of Middle Eastern Neolithic”, *Annual Review of Anthropology*, Vol. 36, 2007, pp. 105-120.
- Price, T.D. and O. Bar-Yosef. (2011). “The Origins of Agriculture: New Data, New Ideas”, An Introduction to Supplement 4. *Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind’s First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit IV. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. **(Teaching Time: 3 weeks Approx.)**

- Childe, G. (1950). “The Urban Revolution, “*The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Mesopotamia

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

- Chang, K.C. (1987). *Shang Civilization.* New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999).“The Shang. China’s First Historical Dynasty” in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006).*China in the Early Bronze Age. Shang Civilization.* Pennsylvania: University of Pennsylvania Press.

OR

Egypt

- Hawkes, J. (1973). “Egypt: the beginnings and the Old Kingdom” in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House, pp. 285-299.
- Trigger, B.G., B.J. Kemp, D. O’Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History.* Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Wilkinson, T. (2010). *The Rise and Fall of Ancient Egypt: The History of a Civilisation from 30,000 BC to Cleopatra.* London: Bloomsbury Publishing, pp. 13-114.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt.* New York: Oxford University Press (Ed.) pp. 10 - 27.

Unit V. This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millennium BCE. **(Teaching Time: 1 week Approx.)**

- Sherratt, A. “Sedentary Agriculture and nomadic pastoral populations.” in *History of Humanity: from the third millennium to the seventh century BCE, vol. II*, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Lees, S. And D.G. Bates. (April 1974), “The Emergence of Specialised Nomadic Pastoralism: A Systemic model,” *American Antiquity*, Vol. 39, No. 2, pp. 187-193.

Unit VI: This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. **(Teaching Time: 1 week Approx.)**

- Villard, P. (1996). “The beginning of the Iron Age and its Consequences”, in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Seventh Century B.C.* Paris, London: Routledge: UNESCO.
- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). “How the Iron Age Began”, *Scientific American*, Vol. 237, No, 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). “The Coming of Iron”, in A.Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.

SUGGESTED READINGS:

- Bar-Yosef, O, and F. Valla. (1990). “The Natufian culture and the origins of the Neolithic in the Levant”, *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). ‘Post-Pleistocene adaptations’ in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). “Origins of Food Production”, *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). “The State, the Chicken, and the Egg; or, What Came First” in R. Cohen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.

- James, T.G.H. (1979, 2005). *The British Museum's Concise Introduction to Ancient Egypt* British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9 – 183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.
- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams. D. (2002). *The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man*, New Series, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*. London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions*: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", MDIA, Issue Title: Subsistence and Sustenance, Vol.15, no. 1, 2005Ann Arbor, Publishing, University of Michigan Library
[url:http://hdl.handle.net/2027/spo.0522508.0015.103](http://hdl.handle.net/2027/spo.0522508.0015.103).
- Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990*, Vol.33, No. 1, Feb., 1992, pp. 109-139.

- Yoffee, Norman. (2004). *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकिन, фयोदोर. (2019). प्राचीन विश्व इतिहास का परिचय, Delhi: Medha Publishing House.
- राय, U.N. (2017). विश्व सभ्यता का इतिहास, दिल्ली: राजकमल प्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is a history of a region/s relatively unfamiliar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions 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 tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Human Evolution, Pleistocene, Hominines, Hunter-gatherers, bands, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Domestication, Neolithic Revolution, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'State', Kingship, Bronze Age.

GE I

Delhi through the Ages: The Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

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

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi's Early Pasts: Indraprastha, Lalkot

Unit II: From settlements to cityscape – Understanding the Many cities of Delhi

Unit III: Delhi's 13th and 14th Century settlements

Case study of **any two**: 1) Dehli-ikuhna's *masjid-ijami* (old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad

Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.

Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of 'decline'.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. **(Teaching Time: 2 weeks Approx.)**

- Richard J. Cohen, “An Early Attestation of the Toponym *Dhillī*”, *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press

Unit 2: This unit will study the proverbial ‘seven cities of Delhi’, focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. **(Teaching Time: 3 weeks Approx.)**

- Ali, Athar. (1985). “Capital of the Sultans: Delhi through the 13th and 14th Centuries”, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Habib, Irfan. (1978). ‘Economic History of the Delhi Sultanate -- an Essay in Interpretation’, *Indian Historical Review* vol. 4, pp. 287-303.
- Kumar, Sunil. (2011). “Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE” in Albrecht Fuess and Jan Peter Hartung.(eds.).*Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2019) ”The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi”, in Kumkum Roy and NainaDayal.(Ed.).*Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.

Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. **(Teaching Time: 3 weeks Approx.)**

- Flood, Finbarr B. (2008). “Introduction” in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii

- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- Pinto, Desiderios.j.. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112-124.
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' *IESHR*, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre.**(Teaching Time: 3 weeks Approx.)**

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i' Amm and ChihilSutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "'The Mighty Defensive Fort': Red Fort At Delhi Under Shahjahan -- Its Plan And Structures As Described By Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence, perhaps, in the city, but it

also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. (**Teaching Time: 4 weeks Approx.**)

- Alam, Muzaffar. (2013) “Introduction to the second edition: Revisiting the Mughal Eighteenth Century” in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp.xiii-lxiv
- Atallah. (2006-2007). “Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city” *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: MunshiramManoharlal Publishers.
- RaziuddinAquil, (2017) “Violating Norms of Conduct” in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

SUGGESTED READINGS:

- Anthony Welch, ‘A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi’, *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, ‘The Shrine of the Holy Footprint in Delhi’, *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). “Delhi Walled: Changing Boundaries” in James D. Tracy, *City Walls: the Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). “Delhi and Other Cities of North India during the ‘Twilight’”, in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen Blake. (1985). “Cityscape of an Imperial City: Shahjahanabad in 1739”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, S. Nurul. (1991). “The Morphology of a Medieval Indian City: A Case study of Shahjahanabad”, in Indus Banga, (Ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.

- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Matsuo, Ara. (1982). “The Lodi Rulers and the Construction of Tomb-Buildings in Delhi”. *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) “Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History.” *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *An Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). “A True Beginning in the North” and “A Phenomenon called ‘Vali’” in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation

GE II

Science, Technologies and Humans: Contested Histories

Course Objective

This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures that shaped the nature of Scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of ‘dual use’ technologies.
- Define various initiatives taken by government for promotion of science and technology.

Course Content

Unit 1: Science, technology and Society

- a. Revisiting ‘Scientific Revolution’
- b. Colonialism and Science

Unit 2: Contested ‘Scientific’ heritage

- a. Decimal and Zero
- b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges

- a. Mitigating uncertainties: Popular saying and predictions

- b. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics

- a. Generic Medicines
- b. Industrial Disasters

Unit 5: Science and the nation making

- a. Atomic Power
- b. Policies and Institutions
- c. Homi Jehangir Bhaba, Meghnad Shaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of ‘Science’ and ‘Technology’ will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. **(Teaching Time: 3 weeks Approx.)**

- Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison, eds., *Health, Medicine and Empire: Perspectives on Colonial India*. New Delhi: Orient Longman. pp. 1-24/36.
- मुले, गुणाकर. (२००५). भारतीय इतिहास में विज्ञान. दिल्ली: यात्री प्रकाशन. (अध्याय: विज्ञान और समाज; पृष्ठ ११-२९, ज्योतिषका आरम्भ और विकास; पृष्ठ ४१-४९, वैदिक गणित की समीक्षा; पृष्ठ ५०-६६).
- Bernal, J. D. (1969). *Science in History Vol, I: The Emergence of Science*. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). ‘Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge’. *Journal of Early Modern History*, Vol. 21, No.5., pp. 445-458
- Habib, S Irfan and Raina, Dhruv. (2007). “Introduction” in S Irfan Habib & Dhruv Raina. (Eds.). *Social History of Science in Colonial India*. Delhi: Oxford University Press. pp. XII-XL. (Revised version published as S Irfan Habib & Dhruv Raina, ‘Introduction’ in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII-XL.)

Unit-2: Student will understand the politics associated with appropriation of ‘Scientific’ heritage through the case study of the decimal and Zero. It will also suggest that ‘superior’ technology may not always be economically viable and thus socially marginalised. **(Teaching Time: 3 weeks Approx.)**

- Nanda, Meera. (2016). Nothing that is: Zero's Fleeting Footsteps, in idem, *Science in Saffron: Skeptical Essays on History of Science*. Delhi: Three Essays Collective. pp. 49-92.
- Kumar, Ravindra. (2012). Composite Culture: Portrayal in Architecture, in B L Bhadani, ed., *Medieval India 3: Researches in the History of India*. Delhi: Manohar. pp. 47-75. (Also available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

Unit-3: This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. **(Teaching Time: 3 weeks Approx.)**

- Kumar, Mayank. (2013). Traditional Notions of Monsoon, in Mayank Kumar, *Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. Delhi: Manohar. pp. 105-118.
- कुमार, मयंक. (२०१५). मानसून से सामंजस्यबनाता समाज: सन्दर्भ राजस्थान. *प्रतिमान*, अंक-३(संख्या-३), पृष्ठ, ६०२-१६.
- Grove, Richard. (1996). Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature. *Modern Asian Studies*, Vol. 30 (No.1), pp. 121-143.

Unit-4: This unit will make an attempt to convey that science and technology need to be carefully historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. **(Teaching Time: 3 weeks Approx.)**

- Mazumdar, Pradip. (2017). The Generic manoeuvre. *Economic and Political Weekly*, Vol. LII(No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). "Are we prepared for another Bhopal?" in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.530-43. (Also available in Hindi)

Unit-5: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and associated institutions and their contribution in nation making. **(Teaching Time: 2 weeks Approx.)**

- Kosambi, D. D. (2016). Atomic Energy for India, in Ram Ramaswamy, ed., *D.D.Kosambi: Adventures into the unknown*. Gurgaon: Three Essays Collective. pp. 59-70.

- Marshal, Eliot. (2007). Is the Friendly Atom Poised for a Comeback? in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.544-49. *Available in Hindi also*
- Banerjee, Somaditya. (2016). MeghnadShaha: Physicist and Nationalists. *Physics Today*, Vol. 69(No.8), pp. 39-44.
- Wadia, Spenta R. (2009). Homi Jehangir Bhaba and the Tata Institute of Fundamental Research. *Current Science*, Vol.96(No.5), pp. 725-33.
- Krishna, V.V. (2013). Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment. *Economic and Political Weekly*, Vol. 48, No.16, pp. 15-19.

SUGGESTED READINGS:

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII(No.9), pp. 45-47
- Chatterjee, Santimay. (1994). MeghnadShaha: The Scientist and the Institution maker. *Indian Journal of History of Science*, Vol.29(No.1), pp. 99-110.
- Habib, Irfan. (2008). *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika(Also available in Hindi).
- Qaisar, A J. (1982). *Indian Response to European Technology and Culture AD 1498-1707*. Bombay: Oxford University Press.
- Rahman, A. (1979). Science and Culture in India: A socio-Historical Perspective, in B D Nag Chaudhuri, ed., *New Technological Civilisation and Indian Society*. New Delhi: Indian Institute of Advanced Study and Indus Publishing Company. pp.27-41.
- Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi also : (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>).
- Zimmerman, F. (1987). Monsoon in Traditional Culture, in Jay S. Fein and Pamela L. Stephens, eds., *Monsoon*. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:

The Fugitive A movie featuring Harrison Ford.

The Effects of the Atomic Bomb on Hiroshima and Nagasaki(<https://www.youtube.com/watch?v=3wxWNAM8Cso>

and

<https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5>

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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:

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

B.A. PROGRAMME IN HISTORY
DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I
History of India from the earliest times up to c. 300 CE

Course Objectives:

This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

Learning Outcomes:

On successful completion of this course, students will be able to:

- Delineate changing perceptions on 'Ancient/early' India.
- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.
- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.
- Outline the key features of the first ever empire under the Mauryas.
- Locate the shift of historical focus from Gangetic belt to newer areas.
- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

Course Content:

- I. Interpreting Ancient India; survey of sources**
- II. Prehistoric Cultures:** Palaeolithic, Mesolithic, Neolithic; rock art
- III. Harappan Civilization:** Origin and extent, town planning, economy, society and religion, decline and continuity. Chalcolithic cultures
- IV. Vedic Culture:** polity, economy, society and religion. Beginnings of the iron age; Megalithic cultures
- V. Post-Vedic Period:** material and social changes, Mahajanapadas and the rise of Magadha, Buddhism and Jainism: doctrines; spread
- VI. The Mauryan Empire:** state and administration, society, economy, Ashoka's Dharma, decline, art and architecture
- VII. The Far South:** Tamilakam; polity, economy and society
- VIII. Post-Mauryan age with special reference to Satavahanas and Kushanas:** polity, economy, society, culture

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास.दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

Unit II. This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies. **(Teaching Time: 2 weeks approx.)**

- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.

Unit III. This Unit shall introduce students to one of the earliest urban civilizations in Asia of the Indian subcontinent. The unit shall also provide an overview of other material cultures. **(Teaching Time: 2 weeks approx.)**

- Ratnagar, Shereen.(2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika.

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- थपलियाल, के. के. औरसंकटाप्रसादशुक्ल. (2003). सिन्धुसभ्यता. लखनऊ: उत्तरप्रदेशहिंदीसंस्थान, संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld (ताम्रपाषाणसेसम्बंधितअध्याय)

Unit IV. This Unit shall provide the students a detailed overview of the evolving cultural traditions, socio-economic structures and political formations in the northern Indian subcontinent. The Unit shall also discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. **(Teaching Time: 2 weeks approx.)**

- a. Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- b. शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणवीर. (2012). भारतीयइतिहास: आदिकाल, नईदिल्ली: ओरिएंटब्लैकस्वान.
- f. Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- g. जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.

Unit V. This unit shall familiarize the students with major social transformations that unfolded from roughly c. 600 BCE to c. 200 BCE. **(Teaching Time: 2 weeks approx.)**

- a. R. S. Sharma. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- c. Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

- झा, डी. एन. एवमके. एम. श्रीमाली. (2000) प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.

Unit VI. This Unit shall introduce students to the evolving administrative framework, social structure, economy and cultural life of one of the earliest empires of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- a. Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press.
- b. थापर, रोमिला. (2005). अशोकऔरमौर्यसाम्राज्यकापतन, दिल्ली: ग्रंथशिल्पी.
- c. Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Unit VII. This Unit shall familiarize the students with important social transformations and cultural traditions that developed within communities settled the southern reaches of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- a. Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.

Unit VIII. This Unit shall discuss the key features of polities and material life that emerged in the period c. 100 BCE to c. 300 CE, using the case studies of the Satavahanas and Kushanas. **(Teaching Time: 2 weeks approx.)**

- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए, नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Suggested Readings:

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.

- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Ray, Niharranjan. (1975). *Maurya and Post-Maurya Art: A Study in Social and Formal Contrasts*. New Delhi: Indian Council of Historical Research.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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: Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*

In lieu of MIL (Semester I/II)
Also offered to students of B.Com. programme

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:

After the successful completion of the course, the student will be able to:

- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: Tellings: Myths, tales and folklore

Unit II: Performance as communication: Theatre, puppetry and music

Unit III: Processions as display: *Yatra, barat&julus*

Unit IV: Sporting: Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). "A Santhal Myth, Five Elements" in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). "Peasant Perception of Bhutas, Uttara Kannada." in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166
- Ramanujan, A. K. (1997). "'A Flowering Tree': A Woman's Tale." *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). "The Folk Hero and Class Interests in Tamil Heroic Ballads." *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). "From Oral Tradition to "Folk Art": Reevaluating Bengali Scroll Paintings." *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). "The unforgettable magic of the Ramnagar Ramlila." *Indian Horizons* vol. 61 no.2, pp. 12-27.
* *The Ramnagar Ramlila* <https://www.youtube.com/watch?v=AiAgXRHZRDw>
- Jain, Jyotindra. (1998). "The Painted Scrolls of the Garoda Picture Showmen of Gujarat." *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh." *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19
* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
* A clipping <https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videshow/65095341.cms>
- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds: National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India* <https://www.sahapedia.org/tag/dashavatara>
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Arts* called "WEPA" or "EMAM" for *Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

<https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918>)

Available in English <https://wepa.unima.org/en/india/>

Available in Hindi at <https://wepa.unima.org/en/india/>

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1, Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). "Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. 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:

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports,
Chess, Kalarippayattu, Cricket

**BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY
2nd SEMESTER PAPERS**

SEMESTER 2 PAPERS: BA HISTORY HONOURS

CORE PAPERS

II	History of India – II	5+1
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1

GE PAPERS

Semester II GE		GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times Or	5 +1
		GE Course IV: The World After 1945 Or	
		GE Course V: History and Culture: Representations in Texts, Objects & Performance	

AECC PAPERS

AECC PAPERS			
Semester II AECC II		English / Hindi/ MIL Communication Or Environmental Sciences	4

CORE COURSES SEMESTER 2

Core Course III

History of India- II

Course Objectives:

This course is about early historical and early medieval periods of Indian history. It explores the transition from proto-historical to early medieval phase highlighting major changes that shaped the character of the Indian civilization. Highlighting the features of early historic times, the course tries to trace the emergence of state system from tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society and culture. The purpose of this course is to familiarise the students with the ways in which historians work with the sources of various kinds and reach at conclusions.

Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the *varna*/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

Course Content:

Unit: I. Introducing the early historical: Sources (600 BCE onwards) and historiographical trends

Unit: II. Changing political formations (c. 600 BCE to c. 300 CE)

- [a] The *mahajanapadas*; monarchies and *ganas/sanghas*
- [b] The Mauryan empire: political structure; the nature of *dhamma*
- [c] Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
- [d] Tamilakam

Unit: III. Economy and society (c. 600 BCE to c. 300 CE)

- [a] Expansion of agrarian economy and production relations
- [b] Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across India, Asia and beyond
- [c] Social stratification: class; *varna*; *jati*; untouchability; gender; marriage and property relations

Unit: IV. Towards early medieval India (c. 4th century to 750 CE)

- [a] Introducing the early medieval: changing perspectives
- [b] The nature of polities: the Gupta Empire and its contemporaries; post-Gupta polities -- Pallavas, Chalukyas and Vardhanas
- [c] Agrarian expansion; land grants; changing production relations; graded land rights and peasantry
- [d] Urban patterns; trade and currency
- [e] *Varna*; the proliferation of *jatis*; changing norms of marriage and inheritance

Unit: V. Religion, philosophy and society (c. 600 BCE – 750 CE)

- [a] Shramanic traditions with special reference to Buddhism and Jainism
- [b] Consolidation of the Brahmanical tradition
- [c] Puranic Hinduism

Unit: VI. Cultural developments (c. 600 BCE – 750 CE)

- [a] A brief survey of creative literature; scientific and technical treatises
- [b] Art and architecture; forms of patronage

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. (**Teaching Time: 1week Approx.**)

- Allchin, F. R, *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 2 pp. 10-25 & chapter 5 pp. 54-72.)
- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*, Delhi: Oxford University Press. (Introduction, pp. 1-37.)
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. Delhi: Munshiram Manoharlal. (Second edition. See especially, Chapters 16 and 18.)
- Salomon, 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. Chapters 4(pp. 7-71) and 7(226-251).
- Thapar, Romila. (2002). *Reading History from Inscriptions: Professor D. C. Sircar Memorial Lecture Delivered at the University of North Bengal*. Kolkata: K. P. Baghchi. Pp. 1-17

Unit II. This unit would enable students to trace the history of changing political formations in India from the mahajanapadas to the Mauryan and the post-Mauryan states. **(Teaching Time: 3 weeks Approx.)**

- Alcock, Susan E. (*et. al.*) (2001). *Empires: Perspectives from Archaeology and History*, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178.)
- Allchin, F. R. (*et al.*) (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. Chapter 3 (pp.39-47).
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7 pp.136-165.)
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XV(pp.197-232), XVIII (pp. 275-290), XIX (pp.291-310), XX (pp. 311-320, XXIII (pp.371-402) (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8)(Also available in Hindi)
- Thapar, Romila. (1987). *Mauryas Revisited*. In Romila Thapar, *Cultural Pasts: Essays in Early Indian History*. Delhi: OUP. PP. 462-488.(Available in Hindi also)
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. PP. 119-227.(Also available in Hindi)

Unit III. This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations. **(Teaching Time: 3 weeks Approx.)**

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapters 5,6,7 & 8 PP. 54-151)
- Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram Manoharlal. (Chapters 2,3,4 and 5. pp. 7-149)
- Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to Ad 1300*. Delhi: Oxford University Press. (Chapters 1 and 2. pp. 24-154)
- Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (pp.1-131.) (available in Hindi also)
- Sahu, B. P. (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (pp. 1-31).
- Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan. (pp.89-116.) (available in Hindi also).
- Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 90-254) (Available in Hindi also).
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6 and 8.) (Available in Hindi also).

Unit IV. This unit introduces students to the varied perspectives on the early medieval India with regard to the nature of polities, agrarian expansion as well as social and urban processes. **(Teaching Time: 2weeks Approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. Delhi: Oxford University Press. (Chapters 7 & 8.)
- Roy, Kumkum. (ed.) (2001). *Women in Early Indian Societies*. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 245-326.) (Available in Hindi also)
- Sharma, R.S. (1980). *Indian Feudalism*. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidas. (Chapters XXI, pp.321-348 and XXIII (III), pp. 386-392) (Available in Hindi)

- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 9 and 10.) (Available in Hindi also)

Unit V. This unit traces the religious and philosophical developments in the period of study especially with regard to the emergence of the Shramanic traditions and the consolidation of the Puranic tradition. **(Teaching Time: 3 weeks Approx.)**

- Brockington, J.L. (1997). *The Sacred Thread: A Short History of Hinduism*. Delhi: Oxford University Press. (2nd edition). PP.1-129
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal. (Chapters 3 (pp.32-115), 6 (pp. 167-228) and 7 (pp. 229-235). (available in Hindi also)
- Shrimali, K. M. (2017). *Prachin Bhartiya Dharmon ka Itihas (प्राचीनभारतीयधर्मोकाइतिहास)*. Delhi: Granth Shilpi. (In Hindi). PP. 1-80.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6,8, 9& 10) (Available in Hindi also)

Unit VI. This unit aims at familiarising students with the salient developments during the period of study in the field of art and literature as well as science and technology. **(Teaching Time: 2 weeks Approx.)**

- Huntington, S. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New Delhi: Weather Hill.(pp. 41-321)
- Basham, A.L. (1954). *The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims*. Calcutta: Rupa. pp. 348-507. (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 7 (pp. 356-366), 8 (pp. 445-471), and 9 (pp. 526- 545) (Available in Hindi also)

SUGGESTED READINGS:

- Chakravarti, R. (2010). *Exploring Early India up to c. AD 1300*. Delhi: Primus. (2016, 3rd edition). [Also available in Hindi]
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.

- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Jaini, Padmanabh S. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar.
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Available in Hindi also)
- Lahiri, Nayanjot. 2015. *Ashoka in Ancient India*. Delhi: Permanent Black.
- Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (Eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas (बौद्धधर्मकेविकासकाइतिहास)*. Lucknow: Uttar Pradesh Hindi Sansthan. (3rd edition)
- Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.
- Roy, Kumkum. (2010). *The Power of Gender & the Gender of Power: Explorations in Early Indian History*. Delhi: Oxford University Press.
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India: c. 200 BC- AD 300*. Delhi: Tulika.
- Sharma, R. S. (1987). *Urban Decay in India c.300- c. 1000*. Delhi: Munshiram Manoharlal. (Available in Hindi also).
- Shrimali, K.M. (2007). *The Age of Iron and the Religious Revolution*. Delhi: Tulika.
- Singh, Upinder. (2016). *The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. Delhi: Sage.
- Thapar, R. (2003). *Early India: From the Origins to AD 1300*. Delhi: Penguin. [Also available in Hindi]
- Thapar, Romila. (1998). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

Teaching Learning Process:

Classroom lecture method, group discussion,, student presentations in class and/or in tutorials, assignments. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. Overall, the Teaching Learning Process shall emphasise 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 how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp through debates and discussions covered in class. Two written assignments 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 them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Early Historical Period, Early-Medieval Period, Second Urbanization, *Mahajanapada*, *Ganasangha*, *Dhamma*, *Tinai*, *Varna*, *Jati*, Untouchability, *Varnasankara*, *Sreni*, Buddhism, Jainism, *Stupa*, *Dravida*, *Nagara*, Gandhara art, Mathura Art, Indian feudalism, Integrative Model, Brahmadeya, Puranic Hinduism, Patronage.

Core Course IV

Social Formations and Cultural Patterns of the Ancient and Medieval World-II

Course Objectives:

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments undertaken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church played an important role in the confirmation of these ties. The European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal society to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand long-term historical processes.

Learning Outcomes:

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

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.

- Understand the role of religion and other cultural practices in community organisation.

Course Content

Unit 1: Ancient Greece and Rome:

- [a] Evolution of the 'polis' and changing political formations in ancient Greece: Athens and Sparta.
- [b] Rome from Republic to Principate (c. 500 BCE- 200 CE)
 - i) Conflict of the Orders: Imperial expansion and social tensions in the Republic
 - ii) The Augustan experiment – the Principate and the crisis in the Empire.
- [c] Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society).
- [d] Culture and religion in Ancient Greece and Rome

Unit 2: Feudal societies in medieval Europe (8th – 14 centuries)

- [a] The emergence of medieval monarchies, aristocracies and nobilities
- [b] Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to serfdom.
- [c] Early feudal state and the Church
- [d] Cultural Patterns in medieval Europe
- [e] Transitions in the feudal economy from 11th – 14th centuries
 - (i) Agriculture: changes in *serfdom* and *seigneurie*
 - (ii) Growth of trade and towns and their impact
 - (iii) Onset of 'feudal crisis' in 13th and 14th centuries

Unit 3: Early Islamic Societies in West Asia: Transition from tribe to state

- [a] Pre-Islamic tribal society in Arabia
- [b] The Prophet and the *Ummah*
- [c] State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE)
- [d] Cultural transformations: *Adab*, literature and the urban tradition

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman

military expansion and its impact on social conflict, institutionalisation of slavery, and shaping of Roman law and religion. **(Teaching Time: 7 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).
- Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
- Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.
- Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson Ltd., Chapters 1-5, pp. 9-172.
- Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
- Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
- Brunt, P.A. (1966). "The Roman Mob," *Past and Present*, No. 35, Dec. 1966, pp. 3-27
- Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.
- Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

Unit 2: This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. **(Teaching Time: 3 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). "The Seigneurie down to the crisis of the fourteenth and fifteenth centuries", Chapter 3 in Marc Bloch, *French Rural History: An Essay on its Basic Characteristics*. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.

- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision”, “Youth in Aristocratic Society”, in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). “Introduction” in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, प्राचीनऔरमध्ययुगीनसमाज, MHI-01 ब्लॉक 6, ‘सामंतवाद’ यूनिट 20, 21, 22, 23. (website: www. egyankosh.ac.in) <http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.
- ब्लॉक, M. (2002). ‘सामंतीसमाज’, भाग-1, नईदिल्ली: ग्रंथशिल्पी

Unit 3: This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia. **(Teaching Time: 4 weeks Approx.)**

- Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
- Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
- Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.

- Duri, A.A. (2000). "The Rise of Islam," in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
- Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
- इंजीनियर, A. A. (2018). इस्लामकाजन्मऔरविकास. दिल्ली:राजकमलप्रकाशन
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

SUGGESTED READINGS:

- Bloch, M. (1961). *Feudal Society* Vol. I, Chicago: University of Chicago Press.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M.M. Postan (Ed.), *The Cambridge Economic History of Europe*, Volume 1. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press.
- Brunt, P.A. (1971). *Social Conflicts in the Roman Republic*. London: Chatto and Windus.
- Dobb, M. (1950) *Studies in the Development of Capitalism*, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). *Muhammad and the Believers at the Origins of Islam*. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). *The Expansion of the Early Islamic State*, London and New York: Routledge.
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). *From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC*, London: Routledge, Chapters 1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). *Ancient Slavery Modern Ideology*. London: Chatto and Windus.
- Finley, M.I. (1983). *Politics in the Ancient World*. Cambridge: Cambridge University Press.
- Hilton, R. (1973). *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*. London: Routledge.
- Hodgson, M.G.S. (1974). *The Venture of Islam, Volume 1: The Classical Age of Islam*, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.

- Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.
- Matthews, J. (2006) “Roman Law and Roman History” in D. S. Potter (Ed.), *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing, pp. 477-491.
- Potter, D. S. (Ed.), (2006). *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing.
- Serjeant, R.B. (1990). “Meccan Trade and the Rise of Islam: Misconceptions and flawed polemics,” *Journal of the American Oriental Society*, Vol. 110, No. 3 (Jul-Sep., 1990), pp. 472-486.
- Temin, P. (2004), “The Labor Market of the Early Roman Empire,” *Journal of Interdisciplinary History*, Vol.34, No. 4, pp. 513-538.
- Watt, W.M. (1970/2000). “Muhammad” in P.M. Holt, A.K.S. Lambton, B. Lewis (Eds.), *The Cambridge History of Islam*, Volume IA, Cambridge: Cambridge University Press, Part I, Chapter 2, pp. 30-56.
- Wood, E. M. (1988/2015), *Peasant-Citizen and Slave: The Foundations of Athenian Democracy*, London, New York: Verso
- कोरोवकिन, фयोदोर. (2019). प्राचीनविश्वइतिहासकापरिचय, Medha Publishing House.
- गोयल, S. R. (2011). विश्वकीप्राचीनसभ्यताएँ, बनारस: विश्वविद्यालयप्रकाशन.
- राय, U.N. (2017). विश्वसभ्यताकाइतिहास. दिल्ली: राजकमलप्रकाशन

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments 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 tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Polis, Hellenic society, Roman Empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seigneurial authority, Crisis of feudalism, Rise of Islam, Caliphate, *Ummah*, Ummayyads, Abbasids

GE COURSES SEMESTER II

GE Course III:

Delhi through the Ages: From Colonial to Contemporary Times

Course Objectives:

This course examines the physical and social transformation of Delhi from the colonial to the contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

Learning Outcomes:

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

- Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
- Analyse the political developments and their legacy for the shaping of the city.
- Discern importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

Course Contents:

Unit I: Delhi before 1857: Company Raj, Mughal Court and Literary Culture

Unit II: 1857 in Delhi: Rebel violence and British re-conquest

Unit III: Making of New Delhi: Imperial ideology and Urban Morphology

Unit IV: Delhi in 1947: Partition and its Aftermath

Unit V: Making of Contemporary Delhi: Displacement and Resettlement

Unit VI: Capital Culture: Public Spaces and Socialities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1.This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city.(**Teaching time: 3 weeks Approx.**)

- Gupta, Narayani. (1999).*Delhi between the Empires: 1803-1931*. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Delhi: Primus Books, pp.106-133, (chap. 6: “The Palace and the City”)
- C. M. Naim.(2004). ‘
- “Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,” in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250-279.
- Gail Minault.(2003). “Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary,” *Annual of Urdu Studies*, vol. 18, pp. 95-104

Unit-2.The unit examines political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution. (**Teaching time: 3 weeks Approx.**)

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). “Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,’ *World Archaeology*, vol. 35, no.1, pp. 35-60
- Dalrymple, William, (2006). *The Last Mughal: The Fall of A Dynasty*, Delhi: Penguin/Viking, pp. 193-229, 346-392.(Chap 6 “The Day of Ruin and Riot” and Chap. 10 “To Shoot Every Soul”.

Unit-3.This unit enquires into the historical antecedents of some of the capital’s contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regards to Delhi. (**Teaching time: 2 weeks Approx.**)

- Metcalf, Thomas. (1989). *Imperial Visions*. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 ‘New Delhi: The Beginning of the End’).
- Johnson, David A. (2015). *New Delhi: The Last Imperial City*. Basingstoke: Palgrave 2015. (Chap. 8, “Land Acquisition, Landlessness and the Building of New Delhi”).
- Mann, Michael. (2007). “Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century,” *Studies in History*, Vol. 23:1, pp. 1-30

Unit-4.This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

(Teaching time: 2 weeks Approx.)

- Pandey, Gyan. (2001). *Remembering Partition*, Cambridge: Cambridge University Press.(Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
- Datta, V N.(1986). “Punjabi Refugees and the Urban Development of Greater Delhi,’ in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, pp 442-462
- Tan, Tai Yong and Gyanesh Kudaisya. (2000).*The Aftermath of Partition in South Asia*. New York: Routledge, pp 193-200,(Chap. 7, “Capitol Landscapes”)

Unit-5:The unit examines and locate ‘local’ social, ecological and cultural processes that shape and reshape the city. **(Teaching time: 2 weeks Approx.)**

- Emma. Tarlo. (2000). “Welcome to History: A Resettlement Colony in the Making,’ in Veronique Dupont *et al* (Ed.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). “Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims”, in Veronique Dupont et al (Ed.). *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985). ‘The Ghosts of Mrs Gandhi,’ *The New Yorker*, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)

Unit-6.The aim of this unit is to explore the historical antecedents of some of the capital’s contemporary dilemmas.**(Teaching time: 2 weeks Approx.)**

- Beg, Mirza Farhatullah. (2012). *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna.(1986). “The Foundations and Early History of Delhi University,” in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). ‘From Kingsway to Rajpath – the Democratization of Lutyens’ New Delhi,’ in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia’s Visual Past*. Delhi: Oxford University Press
- Sharma, Ravikant. (2016).“Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi,” *City, Culture and Society*, vol.7, pp. 275-28

SUGGESTED READINGS:

- Farooqui, Mahmood. (2013). *Besieged: Voices from Delhi, 1857*. Delhi: Penguin. (Dateline pp. xix-xxvii; *In the Name of the Sarkar*, pp 407-432.)
- Mann, Michael and Samiksha Sehrawat. (2009). “A City with a View: The Afforestation of the Delhi Ridge, 1883-1913”, *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). ‘Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,’ *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). ‘The Megacity of Delhi: Colonies, Hybridisation and Old-New Paradigms,’ in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). “Ghalib: A Self Portrait”, in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: Oxford University Press. Also available at: http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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 assignments 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:

Imperial, British, Morphology ,Contemporary History, Displacement,Resettlement,
Capital

OR

GE Course IV
The World After 1945

Course objectives

This course seeks to familiarise students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarise the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitutes important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Learning Outcomes:

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

- Analyse the evolving polities, societies and cultures of an increasingly global world.
- Analyse diverse social movements and cultural trends.
- Analyse processes of Decolonisation and politics during Cold War era.
- Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.

Course Content:

Unit I: A New World Order

- a. De-colonisation and after (Focus on Algeria and Indonesia)
- b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
- c. United Kingdom: The Challenge of the Welfare State
- d. South Africa: From Apartheid to Reconciliation

Unit II: Social Movements

- a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
- b. Student Movements: Paris 1968; Beijing 1989
- c. Civil Rights Movement: Martin Luther King and Malcom X
- d. Movements for Democracy: The Arab Spring

- e. Women's Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

Unit III: A Global Culture:

- a. Spectator Sports
- b. Cinema and Digital Media
- c. Music: Cross Cultural Influences
- d. Food and Globalisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with the history of decolonisation and subsequent era when Super Power rivalries manifested in multiple ways. It will also examine the challenges of the welfare state with reference to United Kingdom. Unit also touches upon the important issue of Apartheid and history of reconciliation. **(Teaching time: 5 weeks Approx.)**

- Le Sueur, J.D. (2003). *The Decolonization Reader*. London and New York: Routledge.
- Betts, R.F. (1998). *Decolonization*. London and New York: Routledge.
- Kahin, George McTuman. (2003). *Nationalism and Revolution in Indonesia*, Cornell: Cornell University Press.
- Horne, Alistair. (1977/2006). *A Savage War of Peace: Algeria, 1954-1962*, New York: Books.
- Beresford, M. (1989). *National Unification and Economic Development in Vietnam*. New York: St. Martin's.
- Garland, David. (2016). *The Welfare state: A very Short Introduction*, Oxford: Oxford University Press.
- Guelke, Adrian. (2005). *Rethinking the rise and fall of Apartheid: South Africa and World Politics*. Basingstoke and New York: Palgrave Macmillan.

Unit-II: This unit examine history of social movements with reference to questions of livelihood, students' perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women's movements. **(Teaching time: 5 weeks Approx.)**

- Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in *A Companion to Global Environmental History*, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.

- Nagraj, Vijay K. & Nithya V Raman (2006). “Are we Prepared for Another Bhopal.” in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
- Rodrigues, Gomercindo. (2007). *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*. Austin: University of Texas Press.
- Dierenfield, Bruce J., (2008). *The Civil Rights Movement*, Revised ed., London: Routledge (Available as eBook: http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/download/The_Civil_Rights_Mov_by_Bruce_J._D_www_pdfbook_co_ke_.pdf?id=446471)
- Bayar, Safe, (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford: Stanford University Press.
- Gillis, S., G. Howie and R. Munford (Eds.). (2004/07) *Third Wave Feminism: Critical Exploration*. Hampshire: Palgrave.
- Kemp, S. and J. Squires(1997). *Feminisms*. Oxford: Oxford University Press.
- Breines, Winifred. (2007). "Struggling to Connect: White and Black Feminism in the Movement Years." *Contexts* 6 (1), pp. 18-24.(Available online: <https://journals.sagepub.com/doi/pdf/10.1525/ctx.2007.6.1.18>)
- Springer, Kimberly. (2005). *Living for the Revolution: Black Feminist Organizations, 1968–1980*. USA: Duke University Press (Ch.1 and Ch.4)
- Badran, Margot. (2009). *Feminism in Islam: Secular and Religious Convergences*. London: Oneworld Publications (Ch.5 and Ch.7).

Unit-III: This unit deals with history of culture in world after 1945 with specific reference to spectator sports, Cinema and digital Media. It also deals with cross cultural influences in Music and relations between food and Globalisation.(**Teaching time: 4 weeks Approx.**)

- Mangan. J. A. (Ed.). (2001). *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers.
- Shove, Elizabeth, F. Trentmann and R. Wilk. (2009). *Time, Consumption and Everyday Life: Practice, Materiality and Culture*. London: Bloomsbury.
- Chapman, James. (2003). *Cinemas of the World: Film and Society from 1895 to the Present*. London: Reaktion Books.
- Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food*. New York: Berg Publishers.
- Hoffman, Frank W, (2015). *History of Popular Music; From Edison to the 21st Century*, Create Space Independent Publishing Platform.

SUGGESTED READING:

- Hobsbawm, Eric. (1996). *Age of Extremes*. Delhi: Rupa. (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013)
- Lowe, Norman. (2013). *Mastering World History*. London: Palgrave Macmillan.
- Winders, James A. (2001). , *European Culture since 1848: From modern to postmodern and Beyond*, New York: Palgrave
- Heywood, Andrew. (2011). *Global Politics*. New York: Palgrave Macmillan.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan. (available in Hindi)
- Fage, J.D. (1993). *A History of Africa*. London: Unwin and Hyman.
- Hobsbawm, Eric. (2013). *Fractured Times: Social and Cultural History of the Twentieth Century*. New York: New Press.
- Lancaster, R.N. and M.D. Leonardo. (1997). *The Gender/ Sexuality Reader: Culture, History, Political Economy*. London: Routledge.
- Appadurai Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Gorbachev, Mikhael. (1996). *Memoirs*. New York: Doubleday.
- Guha, Ramchandra. (2000). *Environmentalism: A Global History*. Delhi: Oxford University Press.
- Oulette, L., (ed.) (2013). *The Media Studies Reader* New York: Routledge, 2013.
- Stiglitz. Joseph (2003). *Globalisation and its Discontents*. Delhi: Penguin India.
- Parker, R. and P. Aggleton (Ed.). (2007). *Culture, Society and Sexuality: A Reader*. London: Routledge.
- Safranski, Rudiger. (2003). *How Much Globalization can we bear?* Cambridge and Malden: Polity. (pp. 1-25 & 42-69.)
- Mathews, Jessica T. (2000). "The Information Revolution", *Foreign Policy*, Vol.119. pp. 63-65.
- Choudhary, Kameshwar. (2014). "Globalization and Culture" in *Indian Sociology: Identity, Communication and Culture*. (Ed.).Yogender Singh. Delhi: Oxford University Press, pp.223-230, 238-242, 251-52 & 255-57, 283-90. Music: 294-97)
- Ross, Robert. (1997). *Concise History of South Africa*. Cambridge: Cambridge University Press.
- Smith, Sharon. (2013-14). "Black Feminism and Intersectionality." *International Socialist Review* 91 (Available online: <https://isreview.org/issue/91/black-feminism-and-intersectionality>)

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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:

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

OR

GE V

History and Culture: Representations in Texts, Objects & Performance

Course Objective:

The objective of the course is to teach culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of 'other' religious communities and gender; performing ritual devotions by recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. This course requires students to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic *raja* (king) of the pre-modern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? The pedagogy of an interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio-visual material have been knitted into themes to encourage active participation and discussion in the classroom.

Learning Outcomes:

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

- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.
- Discuss the nature of identities and interactions between different groups of people in the past and the present.
- Examine the complex nature of religious communities in the past and their fluid participation in ritual and culture.
- Illustrate how culture is communicated through narrative strategies and performative acts.
- Distinguish that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: Kings, *bhanda*s and politicians

Unit II: Perceiving cultures and negotiating identities

Unit III: Performing Devotion: rituals, songs & processions

Unit IV: Storytelling with objects: Masks, puppets & scrolls

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: Kingship is identified as a key component of India’s civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of ‘royal’ rituals which continued to be celebrated in different ways and court jesters lingered on as buffoons. **(Teaching Time: 4 weeks Approx.)**

- Shulman, David Dean. (1985). *The King and the Clown in South Indian Myth & Poetry*, Princeton: Princeton University Press. (Excerpt from Chapter 4, “The Kingdom of Clowns: Brahmins, Jesters & Magicians”, pp. 152-213, available in Meenakshi Khanna (ed.), (2007). *The Cultural History of Medieval India*. New Delhi: Social Science Press, pp. 3-24
शुलमन, डेविडदीन (2007). "मसखरों का राज्य: ब्राह्मण, मसखरे और जादूगर", *मध्यकालीन भारत का सांस्कृतिक इतिहास*, मीनाक्षी खन्ना, (संपादित) (अनुवादउमाशंकरशर्मा 'ऋषि'), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ. 3-25.
- Emigh, John and Ulrike Emigh, (1986). “Hajari Bhand of Rajasthan: A Joker in the Deck”, *The Drama Review: TDR*, vol. 30, No. 1, pp. 101-130.
- Berti, Daniela. (2006). “Kingship, divine bureaucracy and electoral politics in Kullu”, *European Bulletin of Himalayan Research*, vol. 29-30, pp. 39-61

Unit II: This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8th to 19th centuries. The historians have problematised issues relating to cultural perceptions and identities of religion and gender and presented a complex understanding of identities that were not monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present. **(Teaching Time: 4 weeks Approx.)**

- Chattopadhyaya, Brajadulal. (1998). “Images of Raiders and Rulers” in B. D. Chattopadhyaya, (ed.), *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteen Century*, New Delhi: Manohar, pp. 101-125

- चट्टोपाध्याय, बृजदुलाल. (2007). “आक्रामकों और शासकों की छवियां”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 107-133
- Behl, Aditya. (2003). “The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503” in Richard M. Eaton (ed.), *India’s Islamic Traditions: 711-1750*, Oxford: Oxford University Press, pp. 180-208
 - बहल, आदित्य (2007) “मायावीमृगः एक हिंदी सूफी प्रेमाख्यान में कामना और आख्यान (1503 ईसवी)”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 185-216
 - Eaton, R. M. (2002). “Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut”, R. M. Eaton (ed.), *Essays on Islam and Indian History*, New Delhi: OUP, pp. 76-93.
 - Petievich, Carla. (2001). “Gender politics and the Urdu ghazal: Exploratory observations on *Rekhta* versus *Rekhti*”, *The Indian Economic & Social History Review*, vol. 38, no.3, 223–248.
 - पेटिच, कार्ला. (2007). “लिंग की राजनीति तथा उर्दू गज़ल: रखता बनाम रखती का खोज परक अवलोकन”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 154-184
 - Jenny, Nilsson. (2004). “The Sense of a Lady’: An Exploration of Transvestite Roles in Kathakali and their Relation to Kerala Gender Constructions”, *The Cambridge Journal of Anthropology*, vol. 24, no. 3, pp. 1-40

Unit III: The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present. **(Teaching Time: 3 weeks Approx.)**

- Champakalakshmi, R. (1994). “Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India”, *Studies in History*, vol.10, no.2, pp. 199–215.
- चंपकलक्ष्मी, राधा. (2007). “पाटीकम्पटुआरः आधुनिक मध्यकालीन दक्षिण भारत में संवाद-माध्यम के रूप में धार्मिक गायन”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 50-75

- Orr, Leslie. (2004). "Processions in the Medieval South Indian Temple: Sociology, Sovereignty and Soteriology", in *South Indian Horizons: Felicitation Volume for François Gros on the Occasion of his 70th Birthday*, ed. Jean-Luc Chevillard and Eva Wilden, Pondichéry: Institut français de Pondichéry/ Ecole française d'Extrême-Orient, pp. 437-470.
- Qureshi, Regula Burckhardt. (1981). "Islamic Music in an Indian Environment: The Shi'a Majlis" in *Ethnomusicology*, vol. 25, No. 1, pp. 41-71
- Cole, J.R.I. (1988). *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh, 1722-1859*. Berkley: University of California Press. (Chapter 4, "Popular Shi'ism", pp. 92-119.)
कोल, जे.आर.आई. (2007). "लोक प्रचलित शियाधर्म", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 76-104.

Unit IV: In the three narrative traditions discussed in this rubric the human agency (*Purusha*) exists in a specific kind of relation with inanimate objects used in different types of dramatic performances. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of 'self'/'selves' are constructed and reconstructed. **(Teaching Time: 3 weeks Approx.)**

- Vishalakshi, Nigam Chandra and Veronica Chishi. (2010). "Tradition of Story Telling in India through Masks" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India.*, New Delhi: IGNCA, pp. 28-33
- Emigh, John. (2013). "Crisis and Contestation in the Prahlada Nataka of Ganjam", in Hermann Kulke, (ed.), *Imaging Orissa*, Bhubaneshwar: Prafulla Publication, 2013.
- Sarma, Dhurjjati and Ahanthem Homen Singh. (2010). "Storytelling and Puppet Traditions of India" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*. New Delhi: IGNCA, 2010, pp. 34-41
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh". *Journal of South Asian Literature*, vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 1-19
* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>
- Jyotindra, Jain. (2010). "Indian Picture Showmen: Tradition and Transformation" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, pp. 14-27.
- Wickett, Elizabeth. (2010). "The epic of Pabujiki par in performance", *World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3*, Cambridge: University of Cambridge, pp. 1-27.

Short documentary https://www.youtube.com/watch?v=f4EiAdeKi_E

SUGGESTED READINGS:

- Clark, Bradford. (2005). "Putul Yatra: A Celebration of Indian Puppetry", in *Asian Theatre Journal*, vol. 22, no. 2, pp. 334-347.
- Eaton, Richard. M. (2007). "The Articulation of Islamic Space in the Medieval Deccan", reprinted in *Cultural History of Medieval India*, (ed.), Meenakshi Khanna. New Delhi: Social Science Press, pp. 126-141.
ईटन, रिचर्ड. (2007) "मध्यकालीन दक्कन में इस्लामिक स्थान की अभिव्यक्ति", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 134-151.
- Fischer-Lichte, Erika. (2009). "Culture as Performance" *Modern Austrian Literature*. vol. 42, no. 3, Special Issue: Performance, pp. 1-10.
- Foley, Kathy and Dadi Pudumjee "India" in *World Encyclopaedia of Puppetry Arts called "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima)
Available in English <https://wepa.unima.org/en/india/>
Available in Hindi at <https://wepa.unima.org/en/india/>
- Katz, Marc. (2004). *Banaras Muharram and the Coals of Karbala*. Written, produced, and narrated by Marc J. Katz. DVD, colour, 70 minutes; 2004.
- Khanna, Meenakshi. (2007). "Introduction", in *Cultural History of Medieval India*. (ed.). Delhi: New Delhi: Social Science Press, pp. ix-xxxiv.
खन्ना, मीनाक्षी. (2007). "भूमिका", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, ix-xxxiv.
- Lochtefeld, James G. (2004). "The Construction of the Kumbha Mela", *South Asian Popular Culture*. vol. 2 No. 2, pp. 103-126.
- Sarkar, Pabitra. (1975). "Jatra: The Popular Traditional Theatre of Bengal", in *Journal of South Asian Literature*, Vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 87-107.
- Schomer, Karine. (1990). "The "Ālhā" Epic in Contemporary Performance", *The World of Music* Vol. 32, No. 2, pp. 58-80.
- Singh, Karan. (2016). "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", *Dialogue: A Journal Devoted to Literary Appreciation*, vol. XII, no. 1, pp. 35-45.
- Sivasankaran, Sreekala. (2010). "Akhyān: Masks, Puppets and Picture Showmen Traditions of India - An Introduction" in *Akhyān Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 8-11.

- Smith, John D. *The Epic of Pābūjī. A study, transcription and translation*, second revised edition available electronically at:
<http://bombay.indology.info/pabuji/statement.html>

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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 assignments 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:

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu Bommalu Kattu, Scrolls, Picture Showmen, Patikam Patuvar, Muharram, Kathakali

B.A. History Programme

Semester 2	Core Paper II: History of India c. 300 to 1200	English / Hindi/ MIL Communication Or Environmental Science
	Second Discipline	
	English/ Hindi/MIL-I (In Lieu of MIL (Also offered to students of B.Com programme) Communicating Culture: Tellings, Representations and Leisure	

Core Course II

History of India, c. 300 to 1200

Course Objectives:

This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.

Learning Outcomes: On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; *puranic* religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

Course Content:

Unit-I: Survey of the sources

Unit-II: The Guptas and Vakatakas: State and administration, economy, society, religion, literature, art

Unit-III: Changes in the post-Gupta period, characterizing early medieval India

Unit-IV: Vardhanas, Pallavas and Chalukyas: political and cultural developments

Unit-V: Rashtrakutas, Palas and Pratiharas: The tripartite struggle

Unit-VI: Emergence of Rajput states in Northern India: Socio-economic foundations

Unit-VII: The Cholas: State and administration, economy and culture

Unit-VIII: The Arabs, the Ghaznavids in the northwest, trans-regional exchange

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India from c. 300 CE onwards. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Sharma, R.S. (1995). "An analysis of land grants and their value for economic history" in *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- आर. एस. शर्मा. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय (भूमि अनुदान से सम्बंधित अध्याय)
- Chopra, P. N. (Ed.). (1973). "Source Material of Indian History" (relevant section). in *The Gazetteer of India, Vol. Two: History and Culture*. New Delhi: Publications Division.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- उपिन्दर सिंह. (2016). प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास: पाषाणकालसे 12 वी शताब्दी तक. नई दिल्ली: पियरसन

Unit II. This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two important and vast empires that emerged in the mid-third century CE. **(Teaching Time: 2 weeks approx.)**

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारती यइतिहास: आदि काल .नई दिल्ली: ओरिएंट ब्लैकस्वान.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए. नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

Unit III. This Unit shall introduce students to the evolving state formation and socio-economic transformations that debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). "Introduction." *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Sharma, R. S. (2001). *Early Medieval Indian Society: A Study in Feudalization*. Delhi: Orient Longman.
- शर्मा, आर. एस. (2009). पूर्व मध्यकालीन भारत का सामंती समाज और संस्कृति. नई दिल्ली: राजकमल प्रकाशन.
- Champakalakshmi, R. and B. D. Chattopadhyaya. (1995). Chapters on state and economy In Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

Unit IV. This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. **(Teaching Time: 2 weeks approx.)**

- Devahuti, D. (1999). *Harsha: A Political Study*. New Delhi: Oxford University Press, third edition.
- Harle, J.C. (1994). *The Art & Architecture of the Indian Subcontinent*. PLACE: Yale University Press.
- Sharma, R.S. (2005). *India's Ancient Past*. New Delhi: Oxford University Press.
- Karashima, Noborou (ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.

Unit V. This Unit shall introduce students to the evolving state formation of post-Gupta polities. **(Teaching Time: 2 weeks approx.)**

- Mazumdar, R. C. (1952). 'Chapter 5' *Ancient India*. Delhi: Motilal Banarsidas, Book III.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारतीय इतिहास: आदिकाल. नई दिल्ली: ओरिएंट ब्लैकस्वान.

Unit VI. This Unit shall introduce students to another important case study of state formation in the medieval period. The nature of evolving Rajput polity, social structure and economic developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. New Delhi: Oxford University Press (Chapter on origins of the Rajput).
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीन भारत का इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, पुनर्मुद्रन.
- Singh, Vipul. (2009). *Interpreting Medieval India, Vol. I*. New Delhi: Macmillan.

Unit VII. This Unit shall introduce the students to another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.

- सिंह, उपिन्द्र. (2016). प्राचीन एवम पूर्वमध्यकालीन भारत का इतिहास: पाषाण काल से 12 वी शताब्दी तक. नई दिल्ली: पियरसन
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय

Unit VIII. This Unit shall provide students a detailed overview of transregional exchange that unfolded with the growing presence of the Arabs and Ghaznavids in the northwest region. **(Teaching Time: 2 weeks approx.)**

- Avari, Burjor. (2013). *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. London: Routledge (Ch.2).
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J. Brill.
- Flood, Barry Finbarr. (2009). *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter*. Delhi: Permanent Black (Ch.1, "The Mercantile Cosmopolis" and Ch.2, "Cultural Cross-Dressing")
- Anooosahr, Ali. (2018). "The Elephant and Sovereign: India circa 1000 CE". *Journal of Royal Asiatic Society*. Series 3, pp. 615-44.

Suggested Readings:

- Basham, A. L. (1991). *The Origins and Development of Classical Hinduism*. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). *Trade and Traders in Early India*. New Delhi: Manohar.
- Champakalakshmi, R. (2010). *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300*. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). *Harsha and Buddhism*. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in *The State in India 1000-1700*. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). *History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj*. Bombay: Bhartiya Vidya Bhawan, second edition.

- Stein, Burton. (1980). *Peasant, State and Society in Medieval South India*. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." *Studies in History* vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). *The Political Structure of South India*. Delhi: Orient Longman. (second revised edition),

Teaching Learning Process:

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. 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:

Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange

In lieu of MIL (Semester I/II)
Also offered to students of B.Com. programme

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

Learning Outcome:

After the successful completion of the course, the student will be able to:

- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: Tellings: Myths, tales and folklore

Unit II: Performance as communication: Theatre, puppetry and music

Unit III: Processions as display: *Yatra, barat&julus*

Unit IV: Sporting: Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). “A Santhal Myth, Five Elements” in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). “Peasant Perception of Bhutas, Uttara Kannada.” in Baidyanath Saraswati, (ed.). *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166
- Ramanujan, A. K. (1997). “‘A Flowering Tree’: A Woman’s Tale.” *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). “The Folk Hero and Class Interests in Tamil Heroic Ballads.” *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). “From Oral Tradition to “Folk Art”: Reevaluating Bengali Scroll Paintings.” *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). “The unforgettable magic of the Ramnagar Ramlila.” *Indian Horizons* vol. 61 no.2, pp. 12-27.
* *The Ramnagar Ramlila* <https://www.youtube.com/watch?v=AiAgXRHZRDw>
- Jain, Jyotindra. (1998). “The Painted Scrolls of the Garoda Picture Showmen of Gujarat.” *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). “Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh.” *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19
* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26
* A clipping <https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videoshow/65095341.cms>
- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds: National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

Unit IV: Sporting: Mind, body & nation: Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

Suggested Readings:

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India* <https://www.sahapedia.org/tag/dashavatara>
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Arts* called "WEPA" or "EMAM" for *Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

<https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918>)

Available in English <https://wepa.unima.org/en/india/>

Available in Hindi at <https://wepa.unima.org/en/india/>

- Korom, Frank J. (2017). “Introduction: locating the study of folklore in modern South Asian studies.” *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). “Myths, Tales and Folklore: Exploring the Substratum of Cinema.” *India International Centre Quarterly* vol. 8 no.1, Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). “Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930.” *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). “Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics”, *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments and phenomena. 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:

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket

4th Semester

दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**


Head / Head
Department of History
University of Delhi
Delhi-110007
110007 / Delhi-110007



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Core Course IV

History of India, c. 1700-1950

Course Objectives:

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

Learning Outcomes:

After the successful completion of this Course, the students will be able to:

- Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.
- Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation.
- Delineate and explain the ideological, institutional, and political formations of the anti-colonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

Course content:

- Unit I. India in the 18th century-** Background and Debates
- Unit II. Expansion and consolidation of British power:** Special reference to Bengal, Mysore, Maratha and Punjab
- Unit III. Making of the British Colonial Economy:**
- [a] Land revenue settlements;
 - [b] Commercialisation of agriculture;
 - [c] Deindustrialisation;
 - [d] Drain of wealth
- Unit IV. The Revolt of 1857:** Causes, nature and consequences
- Unit V Social and Religious Reform Movements in Colonial India:**
- [a] Overview of reformist and revivalist movements in the 19th century;



A handwritten signature in blue ink, likely belonging to the Head of the Department of History.

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

Unit VI. Growth of the National Movement, 1858-1947:

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

Unit VII. Development of Communalism and the Partition of India:

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition

Unit VIII. Independent India: Making of the Constitution: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 1-138.
- Bayly, C.A. (1990). *An Illustrated History of Modern India 1600-1947*. London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP, pp. 38-69.
- Lakshmi Subramanian. (2010). *History of India, 1707-1857*. Hyderabad: Orient Blackswan, pp. 1-98.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 2-79.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर०एल. (Ed). (1987). आधुनिकभारतकाइतिहास, Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 1-44.

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004) *From Plassey to Partition*. Delhi: Orient Longman, pp. 1-65.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge, pp. 20-53.



- Chaudhary, Latika et al. (Eds.). (2016). *A New Economic History of Colonial India*. London: Routledge, pp. 33-51.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman, pp. 39-125.
- ग़ोवर, बी. एल. (1995). आधुनिकभारतकाइतिहास. New Delhi: S. Chand & Co.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 82-138.
- Dutt, R.P. (1986). *India Today*. Calcutta: Manisha, pp. 21-96.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge, pp. 264-314.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 53-69.
- Chaudhary, Latika (et. al. eds.). (2016). *A New Economic History of Colonial India*. London: Routledge, pp. 52-66.
- Sarkar, Sumit. 2014. *Modern Times: India 1880s-1950s: Environment, Economy and Culture*. Ranikhet: Permanent Black, pp. 106-216.
- भट्टाचार्य, सब्यसाची (2008). आधुनिकभारतकाआर्थिकइतिहास. दिल्ली: राजकमल.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर०एल, (ed.). (1987). आधुनिकभारतकाइतिहास Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 92-95 and 104-178.

Unit IV. This unit elaborates the various aspects of the Revolt of 1857 and understand its impact on colonial rule and the Indian society. **(Teaching Time: 1 week approx.)**

- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 169-183.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives*. London: Routledge, pp. 264-314, 55-62.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities*. London: Routledge, pp. 1-15; 111-128.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 70-77.



- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 93-126.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर.एल, (Ed). (1987) आधुनिकभारतकाइतिहास. Delhi: हिन्दीमाध्यमकार्यान्वयनिदेशालय, pp. 238-280.

Unit V. This unit discusses the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 139-168; 342-47; 353-356.
- Joshi, V.C. (1975). *Rammohun Roy and the process of modernization in India*. Delhi: Vikas. relevant chapters.
- O'Hanlon, Rosalind. (2012). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India*. Cambridge: Cambridge University Press, pp. 3-14; 105-134.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 346-360.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.
- शुक्ल, आर.एल. (Ed.). (1987). आधुनिकभारतकाइतिहास (हिन्दीमाध्यमकार्यान्वयनिदेशालय. Delhi: Delhi University, pp. 190-212.

Unit VI. This unit explores the long-term development of institutions, ideologies and different groups and individuals that shaped the political fields of the anti-colonial nationalist movement in the nineteenth and twentieth centuries. **(Teaching Time: 2 weeks approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 37-298.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 279-404.
- Chandra, Bipan. (1989). *India's Struggle for Independence*. Delhi: Penguin, pp. 170-310.
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. New Delhi: Anthem Press (Second edition). ("Introduction" and Ch.4).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 86-101.
- Amin, Shahid. (1984). "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22." in Ranajit Guha, (Ed.). *Subaltern Studies III*. Delhi: OUP, pp. 1-61.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 260-302.



- सरकार, सुमित (2009). आधुनिकभारत. Delhi: राजकमल, relevant chapters.
- बंद्योपाध्याय, सेखर (2012). प्लासीसेविभाजनतक : आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.

Unit VII. This unit critically situates the political and social contexts that led to communal mobilization and its impact on the sub-continent's social and political fabric. **(Teaching Time: 2 weeks approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*, Delhi: Macmillan, pp. 355-390 (relevant sections)
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press, pp. 1-22.
- Chandra, Bipan.(2008). *Communalism in Modern India*. New Delhi: Har Anand, pp. 50-96; 238-324 (all other chapters and relevant as suggested reading).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP, pp. 135-156.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman, pp. 257-302.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 223-258.
- सरकार, सुमित (2009) आधुनिकभारत. Delhi: राजकमल, relevant chapters.

Unit VIII. This unit situates the process of making the constitution as an attempt to decolonize Indian society and its political practices. **(Teaching Time: 2 weeks approx.)**

- Chandra, Bipan. (2000). *India Since Independence*. Delhi: Penguin Books, pp. 38-85.
- Guha, Ramachandra. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Delhi: Macmillan, pp. xi-126
- Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press, pp. 1-144.
- Hasan, Mushirul. (2012). "India's Partition: Unresolved Issues." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 313-339.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 436-465.

SUGGESTED READINGS:

- Bahl, Vinay. (1988). "Attitudes of the Indian National Congress towards the working class struggle in India." in K. Kumar, (Ed.). *Congress and Classes: Nationalism, Workers, and Peasants*. New Delhi: Manohar, pp.1-33.
- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader*. New Delhi: Oxford University Press.



- Bhargava, Rajeev. (Ed.). (2009). *Politics and Ethics of the Indian Constitution*. New Delhi: OUP.
- Brown, Judith. (1972). *Gandhi's Rise to Power*, Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). *Nationalism and Colonialism in Modern India*, Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers.
- Desai, A.R. (1981). *Social Background of Indian Nationalism*. Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*, Mumbai: Popular Prakashan, pp. 62-90.
- Habib, Irfan. (2013). *Indian Economy 1757-1857*, New Delhi: Tulika Books.
- Habib, Irfan. (2006). *Indian Economy 1858-1914*, New Delhi: Tulika Books.
- Hasan, Mushirul, (1993). *India's Partition: Process, Strategy and Mobilisation*. New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). *Congress and Classes: Nationalism, Workers and Peasants*, Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). *A Concise History of India*, Cambridge: University Press.
- Metcalf, Thomas. (2001). *Ideology of the Raj*, Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). *Dalits and Democratic Revolution*, Delhi: Sage.
- Pandey, Gyanendra. (2001). *Remembering Partition*, Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). *The 1857 Rebellion*, Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*, New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). *Caste in Modern India: A Reader, Vols. I & II*, Delhi: Permanent Black.
- Sarkar, Sumit. (2014). *Modern Times: India 1880s-1950s: Environment, Economy and Culture*. Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). *Popular movements and Middleclass leadership in late colonial India*. Delhi: Aakar.
- Stein, Burton. (1998). *A History of India*. New Delhi: Oxford University Press, pp. 239-366.
- चन्द्र, बिपन. (2009). *आधुनिकभारतकाइतिहास*. Delhi: Oriental BlackSwan.

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, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level



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developments/phenomena. 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:

Colonialism, Land Revenue Settlement, deindustrialisation, Drain of wealth, commercialisation, nationalism, Gandhi, anti-colonial movement, caste question, Phule, Ambedkar, Partition, Constitution.



SEC III

History and Archaeology

Course Objectives

This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Describe various stages of development of archaeology as a discipline.
- Discuss the methods of excavations.
- Explain various dating methods employed by the archaeologists.
- Identify and contextualize the past objects found during explorations and excavations of sites.
- Interpret aspects of past societies.
- Analyse the role of institutions and individuals in the development of Indian archaeology.
- Undertake projects related to the search of places related to the epics, Sangama texts and the Buddhist tradition.

Course Content:

Unit 1: Defining Archaeology: Aims and methods; Understanding its origins and Development; Variety of archaeological evidence; Survey and excavation of sites and features; Stratigraphy.

Unit 2: Origin and development of archaeology in India; Role of archaeologists and institutions.

Unit 3: Exploring human experience through archaeology in India: Environment, Technology and Subsistence patterns; Society, Trade and Art.

Unit 4: Problems of Correlating Textual Materials and Archaeological Evidence: the epics, Sangama texts and the Buddhist tradition.

Unit 5: Visit to a museum, an archaeological site, report preparation and presentations are part of this course.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:



Unit 1: This unit defines archaeology, its aims and methods. Unit also traces its origins in India. Student will be taught variety of archaeological evidence and Stratigraphy. **(Teaching Time: 4 Weeks Approx.)**

- Bahn, Paul.(1996). *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Renfrew, Colin and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.
- Wheeler, Sir Mortimer. (1954). *Archaeology from the Earth*. London: Oxford University Press.
- ओझा, रामप्रकाश (1978). पुरातत्वविज्ञान. लखनऊ: प्रकाशनकेंद्र.
- पाण्डेय, जयनारायण. (2015). पुरातत्वविमर्श. इलाहाबाद: प्राच्यविद्यासंस्थान.
- हवीलर, सरमोर्टीमर. (1954). पृथ्वीसेपुरातत्व. पटना: बिहारहिंदीग्रन्थअकादमी.

Unit II: This unit deals with the origin and development of archaeology in India. It also examines the role of archaeologists and institutions in India. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarti, Dilip K. (2003). *Archaeology in the Third World: A History of Indian Archaeology Since 1947*. Delhi: D. K. Printworld Ltd.
- Lahiri, Nayanjot. (2012). *Marshalling the Past: Ancient India and its Modern Histories*. Delhi: Permanent Black (Chs.10-12).
- Ray, H. P. (2007). *Colonial Archaeology in South Asia: The Legacy of Sir Mortimer Wheeler*. Delhi: OUP ("Introduction", Ch.2, and Ch.6).
- Singh, Upinder. (2005). *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chs.1-2, Ch.4, Chs.9-10).

Unit III: This unit teaches students how to explore human experience through archaeology in India. It also teaches role of environment, technology in understanding the subsistence patterns and art through archaeological investigation. **(Teaching Time: 4 Weeks Approx.)**

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking (Relevant matters can be found in all chapters).
- Chakrabarti, D. K. (1999). *India: An archaeological History, Palaeolithic beginnings to Early Historic Foundations*. Delhi: OUP (Relevant matters can be found in all chapters).
- Renfrew, Colin, and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.

Unit IV: This unit examines the problems of correlating textual materials and archaeological Evidence with specific reference to the epics, Sangama texts and the Buddhist tradition. **(Teaching Time: 4 Weeks Approx.)**



- Champakalakshmi, R. (1975-76). "Archaeology and Tamil Literary Tradition." *Puratattva* vol. 8, pp. 110-112.
- Chattopadhyaya, B. D. (1975-76). "Indian Archaeology and the Epic Traditions." *Puratattva* vol. 8, pp. 67-72.
- Maloney, Clarence. (1975). "Archaeology in South India: Accomplishments and Prospects." in Burton Stein, (ed.). *Essays on South India*. Delhi: Munshiram Manoharlal, pp. 1-40.
- Singh, Upinder. (1996). "Sanchi: The History of the Patronage of an Ancient Buddhist Establishment." *Indian Economic and Social History Review* vol. 33 no.1, pp. 1-35.
- Thapar, Romila. (2010). "Puranic Lineages and Archaeological Cultures." *Ancient Indian Social History: Some Interpretations*. Second edition. Delhi: Orient BlackSwan, pp. 214-37.

Suggested Readings

- Archaeological survey of India Publications on Archaeological Sites.
- Chakrabarti, D. K. (2006). *The Oxford Companion to Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. Delhi: Oxford University Press.
- Deo, Sushma G. (2000-2002). "Computer Applications in Archaeology at the Deccan College." *Bulletin of the Deccan College Research Institute* vol. 60/61, pp. 137-42.
- Guha, Sudeshna. (2015). *Artefacts of History: Archaeology, Historiography and Indian Pasts*. Delhi: Sage India.
- Hall, Martin and Stephen W. Silliman (Eds.). (2006). *Historical Archaeology*. Malden: Blackwell Publishing.
- Ray, H. P. and Carla M. Sinopoli (Eds.). (2005). *Archaeology as History in Early South Asia*. Delhi: Aryan Books International.
- एल्टिंग, एम., एफ़. फोल्सम. (2008). पुरातत्वविज्ञानकीकहानी. दिल्ली: भारतज्ञानविज्ञानसमिति.
- **Websites:**
<https://www.harappa.com/>
<https://www.sahapedia.org/>

Teaching Learning Process:

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, around an archaeological site, an institution or an eminent archaeologist. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the



methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the discipline.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Archaeological evidence, Antiquarianism, Artefact, Ecofact, Survey, Excavation, Stratigraphy, Tool-technology, Alexander Cunningham, Prehistoric art, John Marshall, Mortimer Wheeler, Archaeological Survey of India.



SEC IV

Archives and Museum

Course Objective:

The aim of this course is to make the students familiar with the structure and functioning of both, archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

Learning Outcomes:

Upon successful completion of course students will be able to:

- Examine these two repositories of history from close quarters.
- Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.
- Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course.

Course Content:

Unit I: Definition of Archives and Museum: types - digital, virtual, crafts, media; difference between archives, museum and library

Unit II: History of development of archives and museums in India with one case study each

Unit III: Collection, documentation, preservation

Unit IV: Museum presentation and exhibition

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I: This unit defines Archives and Museum. It also elaborates on the types of archives and museums which includes; digital, virtual, crafts, media. It also tells the difference between archives, museum and library. **(Teaching Time: 4 Weeks Approx.)**

- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen (Ed.). *India: A National Culture*. New Delhi:Sage.

Unit-II: This unit examines the history of development of archives and museums in India with one case study each. **(Teaching Time: 4 Weeks Approx.)**



- Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: Oxford University Press.
- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen, (ed.). *India: A National Culture*. New Delhi:Sage.

Unit-III: This unit elaborates upon distinct characteristics of collection. It also examines the concerns which govern its documentation and preservation. **(Teaching Time: 4 Weeks Approx.)**

- Agrawal, O. P. (2007). *Essentials of Conservation and Museology*. Delhi: Sundeep.
- Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material*. Paris: UNESCO.

Unit- IV: This unit familiarizes students with the way in which museums are organised and managed. It also examines the considerations which govern the way exhibitions in museums are managed. **(Teaching Time: 4 Weeks Approx.)**

- Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886". *Cultural Anthropology* vol. 15 no.4, pp. 492-524.
- Breckenridge, Carol. (1989). "Aesthetics and Politics of Colonial Collecting: India at World Fairs." *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216
- जैन, संजय. (2009). म्यूजियमएवंम्युज़िओलोजी: एकपरिचय. बड़ौदा: कनिकाप्रकाशन.

Suggested Readings:

- Ambrose, Timothy & Crispin Paine. (1993). *Museum Basics*. London: Routledge.
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
- Mathur, Saloni. *India by Design: Colonial History and Cultural Display*. Berkeley: University of California.
- Nair, S. N. (2011). *Bio-Deterioration of Museum Materials*. Calcutta: Agam Prakashan.
- Sengupta, S. (2004). *Experiencing History through Archives*. Delhi: Munshiram Manoharlal.

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 providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Digital, Archives, Library, Museums, Collections, Preservation, Exhibition

