

Category II
BA (Prog.) with History as Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1858 – 1947	4	3	1	0	Class XII	Should have History of India I – VI

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

1. Revivalist / Reformist Movements of the 19th century
2. Phule, Ambedkar and the Caste question
3. Women
4. Peasants, Tribal and the Caste movements
5. Arya Samaj

Unit II: Economy under the colonial state:

1. Drain of Wealth
2. Modern Industries and Industrialization
3. Indian capitalist class

Unit III: Nationalist Politics:

1. Rise and Growth of Nationalism
2. Foundation of Indian National Congress
3. 'Moderates' and 'Extremists' Nationalists
4. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

1. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
2. Subhas Chandra Bose and INA
3. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
4. Nationalist politics in southern India

Unit V: Towards Freedom:

1. Overview of the growth of communal politics
2. Freedom and Partition

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.

- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.
- शुक्ल, आर.एल. (Ed). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, .
- भट्टाचार्ा, सब्यसाची (2008). आधुतनक भारत का आतथाक इततहास, (1850-1947) तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).

- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय रािनीतत में गरमपंथ की चुनौती, नई दिल्ली, ग्रंथ तशल्पी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीय नविगरण और पुनरुत्थानवािी चेतना, नई दिल्ली, ग्रंथ तशल्पी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकराँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय रा्टर वाि की सामातिक पृष्ठभूतम, सेि प्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ा
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.

- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', *Social Scientist*, Vol. 39, No.7/8, July-August 2011.
- Blackburn, Stuart. (2001) *Print, Folklore and Nationalism in Colonial South India*. Delhi, Permanent Black.
- सरकार, सुतमत (2009). *आधुनिक भारत, तिल्ली, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभािन तक: आधुनिक भारत का इततहास*. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed). (1987). *आधुनिक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली*

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: OUP.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). *आधुनिक भारत, तिल्ली, रािकमल प्रकाशन*
- बंधोपाध्याय, शेखर. (2012). *प्लासी से तवभािन तक: आधुनिक भारत का इततहास*. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader*. New Delhi: Oxford University Press.
- 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.
- चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of Europe: 1870 – 1945

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Europe: 1870 – 1945	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of the consolidation of capitalist industrialization in the late nineteenth century, and its impact in terms of facilitating the age of 'new imperialism'. Among the key case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It details the formation of defensive alliances and power blocs, as well as contentious international issues that led up to First World War. The paper proceeds to discuss the crucial aspects of the post-War Peace Settlement, and the emergence of ultra-nationalist regimes prior to the Second World War. The course of the Second World War and important developments stemming from it are also highlighted in the paper.

Learning outcomes

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

- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Distinguish the varied impacts of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe between the World Wars.
- Delineate the reasons for the outbreak of the Second World War, and the course of the War.
- Analyse the key, immediate repercussions of the Second World War

SYLLABUS OF DSC-2

Unit-I: The European economy in the late 19th century

1. Second Industrial Revolution, new business practices, new consumption patterns
2. The economic down turn of 1873; growth of finance capital

Unit II: European politics, 1870-1918

1. Political developments in the Russian Empire (1905 revolution; February and October revolutions of 1917)
2. The 'Eastern question' and Balkan nationalism; scramble for African colonies; imperialist rivalries; power blocks and alliances
3. The First World War 1914-1918

Unit III: Europe between the World Wars

1. The Post-War Peace Settlement (treaties, League of Nations and International Labour Organization); Comintern on national liberation struggles and fascism; economic crisis-the Great Depression of 1929
2. Growth of Fascism (Italy) and Nazism (Germany)
3. Spanish Civil War

Unit IV: Catastrophe of WWII

1. World War II: Causes, civilian resistance to allied victory
2. Repercussions of WWII: UNO; origins of the Cold War

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: In this Unit, the students will discuss the industrial, technological, and commercial innovations that characterized the latter half of the nineteenth century, and which backed the ambitions of the emerging nation-states in Europe. An overview will be provided of the growth the capitalism in its imperialist phase. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-18: pp.701-706]
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers.[Chapter-4].
- Perry, Marvin et al (ed.). (2008). Western Civilizations: Ideas, Politics and Society. Ninth edition. Boston and New York: Houghton Mifflin Harcourt Publishing Company. [Chapter- 21].
- Stearns, Peter. (2013). Industrial Revolution in World History. Fourth edition. Philadelphia: Westview Press & Perseus Books Group. [Chapter-9].
- लालबहादुरिुरवमा।रूरोपकाइततहासः फ्ांसीसीक्रांततसेतितीर्तवशवर्ुद्धतक।
- पाथासारथीगुप्ता (संपािक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- तिवेशतविर, मीनाभारिि, वंिनाचौधरी(संपािक)।आधुतनकरूरोपकाइततहासः आर्ामऔरतिशाएं।Hindi Madhyam Karyanvayan Nideshalaya, DU

Unit-2: At the end of this rubric the student will be to trace the nature of imperialist rivalries and identify the intense competition that informed repeated conflagrations on certain international affairs / regions. Students will be familiarized with historical analyses of the First World War, as well as the revolutionary possibilities which emerged in the Russian empire during the First World War. **(Teaching time: 12 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston. [relevant chapter on the 'Eastern Question' and Balkan nationalism].
- Joll, James. (1973). Europe Since 1870. An International History. New York and London: Harper and Row Publishers. [Chapter-4].
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 13, 15 & 16, 18 & 19].
- Waller, Bruce (ed.). Themes in Modern European history 1830–90. London and NY: Routledge. 1990. [Chapters 2,3 & 4]
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861–1917. Lancaster Pamphlet. Third Edition.
- लालबहादुर शास्त्री। यूरोप का इतिहास: फ्रांसीसी क्रांतिसे तिसरी तश्वरुद्ध तक। पाठासारथीगुप्ता
- (संपादित)। यूरोप का इतिहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- डेम्सोल। यूरोप 1870 से। अनुवादित: स्नेहमहालिन। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-3: In this Unit, the students will examine the emergence of key international institutions within the context of the Peace Settlement and post-War order First World War. Within the backdrop of fast changing European society and economic downturn of 1929, the students will be familiarized with the emergence of ultra-nationalist movements in Europe, in particular the growth of fascism in Italy and Germany. The Unit will also proceed to provide an overview of the Spanish Civil War which represented a showdown between the fascist and the Left forces before the outbreak of the Second World War. **(Teaching time: 15 hours approx.)**

- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Lee, Stephen J. (1998, 2000). Hitler and Nazi Germany. Questions and Analysis in History. London and New York: Routledge.
- Lee, Stephen J. Aspects of European History 1789–1980. London: Routledge. 1982 [Chapters 20 to 23, 26 & 27].
- Forrest, Andrew. The Spanish Civil War. Questions and Analysis in History. London and New York: Routledge.
- Maul, David. The International Labour Organization: 100 Years of Global Policy. De Gruyter and ILO. 2019 ["Antecedents" & Chapter-1: The Washington

Conference, An International Organization in the Making, The Invention of Tripartism, Standard-setting in the 1920s]

- लालबहादुरिुरवमा।रूरोपकाइततहासः फ्रांसीसीक्रांततसेतितीर्तवश्वरुद्धतक।
- पाथासारथी गुप्ता(संपादिक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- रिेम्सिल।रूरोप 1870 से।अनुवाकिकः स्नेहमहादिन। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Unit-4: In this Unit, the students will examine the factors that facilitated the outbreak of the Second World War. It will also explore the War's overall trajectory in terms of the role of civilian resistance to military occupation and fascism. The students will be able to delineate the important developments in terms of the formation of the United Nations and the start of the Cold War. **(Teaching time: 9 hours approx.)**

- Hunt, Lynn et al. The Making of the West: Peoples and Cultures: A Concise History. Vol. II. Third edition. [Chapter-21, Chapter-22: 870-880].
- Craig, Gordon A. (1966). Europe since 1815. Second edition. New York, Chicago, Toronto, London: Holt, Rinehart and Winston.
- Henig, Ruth. Origins of the First World War. London and NY: Routledge. 2003.
- Redfern, Neil. (2017). "The Comintern and Imperialism: A Balance Sheet," Journal of Labour and Society, 20(1): 42-60
- लालबहादुरिुरवमा।रूरोपका इततहासः फ्रांसीसी क्रांतत से तितीर्तवश्वरुद्धतक।
- पाथासारथीगुप्ता (संपादिक)।रूरोप का इततहास। Hindi Madhyam Karyanvayan Nideshalaya, DU.
- रिेम्सिल।रूरोप 1870 से।अनुवाकिकः स्नेहमहादिन। Hindi Madhyam Karyanvayan Nideshalaya, DU.

Suggestive readings

- Hayes, Paul (ed.). Themes in Modern European History 1890–1945. London and NY: Routledge and Taylor & Francis. 1992. [Chapters 5 & 6].
- Hobsbawm, E.J. Nation and Nationalism Cambridge: CUP. 1970
- Merriman, John. History of Modern Europe. Vol. II. Third edition. New York and London:
- W.W. Norton & Company. [Chapter-19]
- Porter, Andrew. European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. 1994.
- Thompson, David. (1957, 1966). Europe since Napoleon. Penguin.
- तिवेशतविरु, मीना भारिदि, वंदिना चौधरी (संपादिक)।आधुतनकरूरोप का इततहासः आराम और तिशाएं। Hindi Madhyam Karyanvayan Nideshalaya, DU
- स्नेहमहादिन।रूरोप का इततहासः1870-1914।प्रगततप्रकाशन।

- ए.के. तमत्तल।आधुतनक रूरोप का इततहासः 1789 से 1945 तक।सातहत्यभवनप्रकाशन

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

BA (Prog.) with History as Non-Major

Credit distribution, Eligibility and Pre-requisites of the Course

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India 1858 – 1947

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1858 – 1947	4	3	1	0	Class XII	History of India V

Learning Objectives

The paper aims to engage students in a critical discussion of socio-economic and political trends in colonial India since the latter half of the 19th century. The paper focuses on the rise of national consciousness which manifested itself into a powerful anti-colonial nationalist movement that developed along several trajectories. It makes an attempt to critically examine various currents of the national movement which often intersected with one another each other. The paper would also look at the development of communal politics as well as Partition and Independence.

Learning outcomes

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

- Examine various reform movements as well as issues such as gender and caste.
- Understand how the socio-political and economic experiences of the people of India under colonial rule provided a context for the emergence of a powerful anti-colonial nationalist movement in India.
- Analyse the complexities of communal politics that resulted in Partition and Independence.

SYLLABUS OF DSC-1

Unit I: Social issues and Reform Movements:

6. Revivalist / Reformist Movements of the 19th century
7. Phule, Ambedkar and the Caste question
8. Women
9. Peasants, Tribal and the Caste movements
10. Arya Samaj

Unit II: Economy under the colonial state:

4. Drain of Wealth
5. Modern Industries and Industrialization
6. Indian capitalist class

Unit III: Nationalist Politics:

5. Rise and Growth of Nationalism
6. Foundation of Indian National Congress
7. 'Moderates' and 'Extremists' Nationalists
8. Mahatma Gandhi and Mass Nationalism: Gandhian thought, techniques and movements

Unit IV: Other currents in Nationalism:

5. Hindustan Socialist Republican Association (HSRA) and Bhagat Singh
6. Subhas Chandra Bose and INA
7. Left: peasants, workers movements, Jayaprakash and Narayans socialist party
8. Nationalist politics in southern India

Unit V: Towards Freedom:

3. Overview of the growth of communal politics
4. Freedom and Partition

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit seeks to study various reform movements as well as issues such as gender and caste. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit and Tanika Sarkar. (Ed.). Caste in Modern India, Vol. 1&2. Delhi: Permanent Black.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press
- Jones, Kenneth. (1994). Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press
- O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black
- O'Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,' Modern Asian Studies 51, 2
- Kumar, Radha. (1993). History of Doing. New Delhi: Kali for Women,
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
- Joshi, V.C. (1975). Rammohun Roy and the process of modernization in India. Delhi: Vikas.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांजिन तक: आधुनिक भारत का इतहास. Hyderabad: Orient Longman.

- शुक्ल, आर.एल. (Ed). (1987). आधुनिक भारत का इतिहास, तृतीय माध्यम कार्यान्वयन तनिशालर, दिल्ली तवश्वतवद्यालर, दिल्ली

Unit II: This unit examines aspects of the colonial economy and its critique, as well as the emergence of the capitalist class. **(Teaching time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905, New Delhi: People’s Publishing House.
- Mukherjee, Aditya. (2002). Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947. New Delhi: Sage,
- Bagchi, Amiya Kumar. (2002). ‘The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies’, Economic and Political Weekly, XXXVII (23)
- Bagchi, Amiya Kumar. (1972). Private Investment in India, 1900-1939. Cambridge: Cambridge University Press
- Ray, Rajat Kanta. (Ed.). (1994). Entrepreneurship and Industry in India, 1800 - 1947. New Delhi: Oxford University Press
- Bahl, Vinay. (2009). 'Attitude of the Indian National Congress Towards the Working Class Struggle in India, 1918-1947', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India: A Reader, New Delhi: Oxford University Press, .
- भट्टाचार्या, सब्यसाची (2008). आधुनिक भारत का आतथाक इतिहास, (1850-1947) दिल्ली, रािकमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभािन तक: आधुनिक भारत का इतिहास. Hyderabad: Orient Longman.

Unit III: After the successful completion of this unit, students will be able to grasp many facets of anti-colonial resistance and how Gandhi's politics constituted a new paradigm of rallying vastly divergent social groups in the national movement. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Chandra, Bipan. (1989). India’s Struggle for Independence. Delhi: Penguin, (Also in Hindi)
- Pandey, Gyanendra. (2002). The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization. New Delhi: Anthem Press (Second edition).
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press.
- Dube, Ishita Banerjee. (2015). A History of Modern India. Delhi: Cambridge University Press.

- Seth, Sanjay. (2009). 'Rewriting Histories of Nationalism: The Politics of Moderate Nationalism in India, 1870-1905', in Sekhar Bandyopadhyay (Ed.), Nationalist Movement in India : A Reader, New Delhi: Oxford University Press.
- Bandyopadhyay, Sekhar. (Ed), (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press.
- तत्रपाठी, अमलेश. भारतीय राष्नीतत में गरमपंथ की चुनौती, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- हालिर, मोतहत कु मार ,भारतीय नवागरण और पुनरुत्थानवािी चेतना, नई तिल्ली, ग्रंथ तशलपी प्रकाशन ,
- तसंह, हीरालाल , (1971). असहर्ोग आंिलन की झाँतकर्ाँ, तिल्ली, प्रकाशन तवभाग
- िेसाई, ए. आर. , (2018), भारतीय राष्तर वािकी सामातिक पृष्ठभूतम, सेिप्रकाशन, नई तिल्ली
- तमतल, सतीश चंद्र, (2012), भारत का स्वाधीनता संघषा (1858-1947), नई तिल्ली, ग्राफी वर्ल्ला
- पाण्डेर्, प्रीप कु मार (1990), गांधी का आतथाक और सामातिक तचंतन, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली
- गोपाल, राम, (1986), भारतीय स्वतंत्रता संग्राम, लखनऊ, सुलभ प्रकाशन

Unit IV: This unit looks at the history of caste, class, and community mobilisation, as well as revolutionary movements and the I.N.A. **(Teaching time: 12 hours Approx.)**

- Moffat, Chris. (2019). India's Revolutionary Inheritance; Politics and the Promise of Bhagat Singh. Cambridge: Cambridge University Press, pp. 21-114.
- Habib, S. Irfan. (2007). To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades, New Delhi: Three Essays, 2007.
- Bandyopadhyay, Sekhar. (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition. (Also, in Hindi)
- Marston, Daniel. (2014), The Indian Army and the end of the Raj, CUP
- Stephen P Cohen. (1963). 'Subhas Chandra Bose and the Indian National Army', Pacific Affairs, 411-429,
- Sarkar, Sumit. (1983). Modern India: 1885—1947, Delhi, Macmillan. (Also in Hindi)
- Barnett, M. Ross (2015). The Politics of Cultural Nationalism in South India, Princeton University Press.
- Basu, Raj Sekhar. 'The Making of Adi-Dravid Politics in early Twentieth century Tamil Nadu', Social Scientist, Vol. 39, No.7/8, July-August2011.
- Blackburn, Stuart. (2001) Print, Folklore and Nationalism in Colonial South India. Delhi, Permanent Black.
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकमल प्रकाशन

- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman
- शुक्ल, आर.एल. (Ed.). (1987). आधुतनक भारत का इततहास, तहंिी माध्यम कार्ान्वर्न तनिशालर्, तिल्ली तवश्वतवद्यालर्, तिल्ली

Unit V: This unit critically contextualise the political and social conditions that led to communal mobilisation as well as its impact on the social and political fabric of the Indian subcontinent. **(Teaching time: 9 hours Approx.)**

- Sarkar, Sumit. (1983). Modern India 1885-1947, Delhi: Macmillan.
- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman.
- Pandey, Gyanendra. (1990). The Construction of Communalism in Colonial North India. Delhi: Oxford University Press.
- Chandra, Bipan. (2008). Communalism in Modern India. New Delhi: Har Anand.
- Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: OUP.
- Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), Perspectives of Modern Indian History. Mumbai: Popular Prakashan.
- Jaffrelot, Christophe. (1996). The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s. London: C. Hurst & Company Publishers
- सरकार, सुतमत (2009). आधुतनक भारत, तिल्ली, रािकिमल प्रकाशन
- बंधोपाध्याय, शेखर. (2012). प्लासी से तवभांिन तक: आधुतनक भारत का इततहास. Hyderabad: Orient Longman.

Suggestive readings

- Bandyopadhyay, Sekhar. (Ed.). (2009). National Movement in India: A Reader. New Delhi: Oxford University Press.
- 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.
 - चंद्र, तबतपन, (2009), आधुनिक भारत का इतिहास, Delhi: Oriental BlackSwan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Pool of DSE for Multidisciplinary Studies

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Art, Society and Culture in India c. 300 BCE to 1000 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Art, Society and Culture in India c. 300 BCE to 1000 CE	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper deals with the three most important and interconnected broad facets of history i.e art, society and culture from early historical to early medieval periods. Their trajectory of development, dynamic and ever evolving nature is highlighted clearly through this study. A regional representational approach has been adopted in order to provide a comprehensive approach to the paper.

Learning outcomes

At the end of the course students should be able to:

- Grasp various dimensions of visual medium of art, architecture, sculpture and paintings, as a primary source of history, which will enable them to develop a deep understanding of the theme.
- Comprehend the different perspectives that explain the emergence and crystallization of various social structures – varna, jati, untouchability and also gender relations.
- Understand that the society displayed flexibility in terms of assimilation, mobility, providing corresponding spaces to new entrants.
- Grasp the essentials of the major religious traditions of the given time period.
- Develop an understanding about the cultural florescence as reflected in rich literature produced in Sanskrit and vernacular languages.

SYLLABUS OF DSE-1

UNIT I:

1. Mauryan period: architecture, sculpture, terracotta; sources of inspiration

2. Post Mauryan period: features of Stupa architecture and relief sculptures: case study of Sanchi or Amravati – narrative art; patronage of art, terracottas; Mathura, Gandhara and Amravati schools of art
3. Rock architecture of western ghats
4. Gupta period: temples, rock cut caves and sculpture, Paintings
5. Post – Gupta period: Pratiharas, Pallava and Chalukya architecture

UNIT II:

1. Social stratification and changes within: class; varna; jati; varnasamkara, untouchability; gender relations; marriage and property relations

Unit III:

2. Religious doctrines and practices: renunciatory tradition with special reference to Buddhism, Jainism
3. Theistic trends: Puranic Hinduism – Visnuism, Sivaism and Saktism; Murugan cult of south India; the Mahayana schools; the emergence of Tantra
4. Literary and technical works in Sanskrit, Prakrit and Tamil

Practical component (if any) - NIL

Essential/recommended readings

UNIT I: This unit will introduce the students to the significant features of art in the period of their study. **(Teaching Time: 15 hours approx.)**

- Agarwal, V.S. (1965) Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan. (Chapters 4-8)
- अग्रवाल.वी. एस. (2015) भारतीय कला: प्रारं तभकर्ुग से तीसरी शती ईस्वी तक. वाराणसी: पृथ्वी प्रकाशन.(अध्यार्7-14)
- Brown, Percy. Indian Architecture. Buddhist and Hindu Periods. Bombay: D.B. Taraporevala Sons & Co. Private Ltd. (Chapters 2-16)
- Harle, J.C. (1986). The Art and Architecture of Indian Subcontinent, Penguin Books (Chapters 1-9, 20)
- Huntington, Susan. (1985) Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, New York, Tokyo. (Chapters 4-15)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइतहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन.(अध्यार्7-10)

UNIT II: This unit will provide an overview of the social structures, relations and changes taking place within them. **(Teaching Time: 15 hours approx.)**

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapters 4-7)

- चक्रवती. रणबीर. (2012) भारतीयतहास. आतिकाल. नईतिल्ली. ओररएँ टलब्लैकस्वेन. (अध्यार्4-7)
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction)
- Sharma, R.S. (2007) Material Culture and Social Formations in Ancient India, Delhi: Macmillan. (Chapters 6,7)
- शमा. आर . एस. (2008) प्राचीन भारत में भौतक संस्कृ तत एवं सामातिक संरचनाएँ .रािकमलप्रकाशन. (अध्यार्6और7)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन. (अध्यार्6-10)

Unit III: This unit imparts to the student an understanding to the teachings, beliefs and practices of various ancient Indian religions as well as the rich literature produced in their period of study. **(Teaching Time: 15 hours approx.)**

- 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. (Chapters 7, 9)
- बाशम. ए.एल.(2020) अि भुतभारत। तशवलाल अगरवाल एं ड कं पनी (अध्यार्7-9)
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6-10)
- तसंह,उतपंरि. (2016). प्राचीनएवंपूवामध्यकालीनभारतकाइततहासः पाषाणकालसे12वीशताब्दीतक. नईतिल्ली. तपरसन. (अध्यार्6-10)
- Zvebil, Kamil V. (1991). Tamil Traditions on Subrahmanya-Murugan. Madras (Chennai): Institute of Asian Studies.

Suggested Readings:

- Bhattacharji, Sukumari. (1970). The Indian Theogony: A Comparative study of Indian Mythology From the Vedas to the Puranas. Cambridge University Press.
- Partha,Mitter. (2001) Oxford History of Art, Indian Art, Oxford University Press.
- Ray, Niharranjan. (1975) Maurya and Post-Maurya Art: a study in social and formal contrasts. New Delhi: ICHR, New Delhi.
- Sastri, K.A. Nilakanta. (1963). Development of Religion in South India. Bombay: Orient Longmans.
- Shrimali, K.M. (2015) Essays in Indian Art, Religion and Society. Delhi: Indian History Conference.
- श्रीमली, के.एम. (2017). प्राचीनभारतीर्धमौका इततहास. तिल्ली: ग्रंथ तशलपी.
- Zvebil, Kamil V. (1973).The Smile of Murugan, Leiden.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-2): Basics of Historical Research Methodology

NOTE: 'Fundamentals of Historical Methodology' is offered as one of the DSE courses in VI and VII Semesters. Students of the History Honors Program can opt for it either in the VI semester or VII semester.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Historical Methodology DSE – No.#	4	3	1	-	12 th Pass	NIL

Learning Objectives

This course aims to prepare the students with elementary techniques of conducting historical research within the larger social science framework. It does so by familiarising them with the theoretical frameworks and procedures/techniques of research that historians deploy in order to construct a meaningful narrative about the past. The course proceeds to equip students with the preliminary research steps like identifying research questions, theoretical context, survey of the literature; locating reliable sources; framing a research paper, etc.; as well acquainting them with research ethics.

Learning Outcomes

Having finished the course, the students would have learnt:

- The distinctiveness of historical research
- The issues and problems in writing history
- How to carefully choose interpretative techniques when reading sources
- How to choose a historical "field" and within that field a specific research question
- The skills and protocols related to academic writing and research in history
- The essentials of research ethics.

SYLLABUS OF DSE

Unit I: Distinctiveness of historical inquiry

3. The nature of history

4. The scope of historical research

Unit II: Issues and problems in historical research

5. Facts and inference
6. Explanation and historical research
7. Objectivity and history writing
8. History writing and relations of power

Unit III: Sources and interpretation

4. Types of historical sources: their use and limitations
5. Analytical frames in historical research
6. Varieties of approaches to sources and methods

Unit IV: Conducting historical research

3. Selecting a topic and preliminary work
4. Protocols of academic writing and avoiding plagiarism

Practical component (if any) - NIL

Essential/recommended readings:

Unit I: This introductory Unit seeks to enable students to i) distinguish the historical from the past, memory and myth; ii) comprehend the relationship of history with social science theories and concepts; iii) distinguish aspects of history (social, political, economic, religious, cultural, ecological). (Teaching Time: 9 hours)

- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- Bloch, Marc. (1992). The Historian's Craft, Manchester University Press. Reprint ("Introduction," pp. 1-19).
- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Stephens, Lester D. (1977), Probing the Past: A Guide to the Study and Teaching of History, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.1, "The Nature of History," and Ch.6, "History and Related Studies").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies. (Ch.1: pp. 14-20).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

Unit-II: This unit will deal with some important issues such as identifying historical facts, context, causal explanations, generalizations, objectivity; and configurations of power and history writing. (Teaching Time: 12 hours)

- Carr, E.H. (1991). *What is History*. Penguin. Reprint. (Ch.1, "The Historian and His Facts", Ch.3, "History, Science and Morality", and Ch.4, "Causation in History").
- Marwick, Arthur (1989). *The Nature of History*. Third edition, Hampshire and London: MacMillan. (Ch.6, "The Historian at Work: The Writing of History," pp. 242-254).
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.7, "Causation in History").
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.3, "The Critical Philosophy of History-Part I" and Ch.4, "The Critical Philosophy of History-Part II").
- Stephens, Lester D. (1977), *Probing the Past: A Guide to the Study and Teaching of History*, Boston, London & Sydney: Allyn and Bacon Inc. (Ch.3, "The Historian and His Work," and Ch.4, "Explanation and History").
- Michel-Rolph Trouillot (1995), *Silencing the Past: Power and the Production of History*. Boston: Beacon Press. (Ch.1, Ch.3 and Ch.5).
- Hobsbawm, Eric J. (1998). *On History*, UK: Abacus (Ch.10, "Partisanship").

Unit-III: This unit looks at (i) Different sources and analytical frameworks; (ii) types of history and their connection to sources (global, national, regional, micro, oral, visual, archival, textual-official and private). (Teaching Time: 12 hours)

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc. (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Brundage. Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*, Sixth edition, Wiley Blackwell. (Ch. 2, "The Nature and Variety of Historical Sources", Ch.5, "Beyond Textual Sources", and Ch.7, "Engaging with Primary Sources").
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.4, "The Raw Materials" and Ch.5, "Using the Sources").
- Black, J., MacRaild, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.4, "Approaches to History: Sources, Methods and Historians").
- Howell, Martha and Walter Prevenier (2001). *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press. (Ch.2, "Technical Analysis of Sources," Ch.3, "Historical Interpretation: The Traditional Basics," and Ch.4, "New Interpretative Approaches").

Unit IV: This unit will familiarize students with i) framing a research question and building an argument, (ii) literature review and scope of research, (iii) research ethics, dangers of plagiarism and styles of referencing/citation. (Teaching Time: 12 hours)

- Booth, Wayne C. and Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth. *The Craft of Research : From Planning to Reporting*. University of Chicago Press.
- Brundage, Anthony (2018). *Going to the Sources: A Guide to Historical Research and Writing*. Sixth edition, Wiley Blackwell. (Ch.3, "Finding Your Sources", Ch.4, "Getting the Most out of History Books", Ch.6, "Exploring Changing Interpretations" and Ch.7, "Engaging with Primary Sources").
- Sorenson, Sharron (1995), *How to Write a Research Paper*, MacMillan
- Nayak, Dhanwanti (2011), 'Karaoked Plagiarism in the Classroom', *Economic and Political Weekly*, vol. 46, no. 9 (pp. 49-53).
- Katju, Manjari (2011), "Plagiarism and Social Sciences," *Economic and Political Weekly*, vol. 46, no. 9 (pp. 45-48).
- *Chicago Manual of Style*. 15th edition, Chicago: Chicago University Press, 2003.
- *MLA Handbook for Writers of Research Papers* 5th edition, New York: Modern Language Association of America, 1999.

Suggested Readings:

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., MacRaid, D.M. (1997). *Studying History. How to Study*. Palgrave, London. (Ch.6, "Studying History").
- Elton, G.R., *The Practice of History*, London: Fontana Press, 1987.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus.
- Jordonova, Ludmilla. (2000). *History in Practice*. London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History").
- Munslow, Alun (2000), *The Routledge Companion to Historical Studies*, Second edition, London: Routledge [Relevant entries – concepts & names of historians are listed alphabetically just like a dictionary / encyclopedia].
- Munslow, Alun (2012), *A History of History*, London and New York: Routledge. (Ch.1, "The Emergence of Modern Historical Thinking," Ch.1, "History and/as Science," and Ch.3, "Forms of History").
- Postan, M.M. (1971). *Facts and Relevance: Essays on Historical Method*. Cambridge: Cambridge University Press ("Fact and Relevance, History and the Social Sciences in Historical Study").
- Sarkar, Sumit (1997), "The Many Worlds of Indian History", *Writing Social History*, New Delhi: OUP.
- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History")

- the section on Causality and Determinism, Ch.18, “The Authenticity of Sources and the Reliability of Informants”, Ch.19, “Methods of Establishing Historical Facts.”)
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, “Historical Awareness” and Ch.6, “Writing and Interpretation”).
 - Tucker, Aviezer (ed.) (2009), A Companion to the Philosophy of History and Historiography, Chichester: Wiley Blackwell Publishing (Ch.6, “Historiographic Evidence and Confirmation”, Ch.10, “Explanation in Historiography” and Ch.14, “Historiographic Objectivity”).

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DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-3): Travel in History: Trade, Politics and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Travel in History: Trade, Politics and Society	4	3	1	0	12th Pass	NIL

Learning Objectives

This paper shall provide an overview of the history of travel. It will acquaint students with the various genres, contexts and cultural literary traditions in which these travels were undertaken and written about. The course focusses on the transformative nature of travel especially the impact of industrialisation. The course will show the student how new technologies impacted the movement of people and their ability to record their experiences. Through a critical historical and literary study of a select list of travelogues, the course would introduce the students to the varied interests of travellers and their descriptions of local societies, economic practices and socio-cultural traditions. It will engage students with a series of problematics and issues arising from writings on cross cultural engagements and social stereotyping associated with European colonialism. This course will equip students to critically read travelogues and commentaries on travels.

Learning outcomes

After completing the course students will be able to:

- Describe and historically analyse various aspects of travel experience and writing.
- Analyse the the varied and changing engagements of travellers in time.
- Develop the skills to analyse travelogues and critically evaluate cross cultural literature.
- Critically engage with the Eurocentric emphasis in travel narratives.
- Critically examine questions of colonialism, technology, race, language, gender and religion in travel narratives.

SYLLABUS OF DSE-3

Unit I: Writing Travel:

1. Writing Travel: Genre, Time and Place

2. Travel in History: Religion, Society and Economy

Unit II: Travel in the Modern Era

1. Industrialisation and a new travel culture: Railways and Photography
2. The Nineteenth and Twentieth centuries

Unit III: Travel, Texts and History (choose any 3 travellers, select at least 1 from each category)

Travel in the Pre-Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Columbus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise the students with travel writing. They will read about the varied contexts in which travellers come to record their experiences. Students will be familiarised with how travelogues have been used to enabling cross cultural engagements, and in establishing certain cultural and social stereotypes. They shall learn to read travelogues as distinct texts that introduce the readers to layered visions of diverse communi-ties and practices. **(Teaching Time: 15 hours approx.)**

- Das, Nandini and Youngs, Tim (Eds.) The Cambridge History of Travel Writing, Cambridge University Press, Cambridge, 2019
- Gosch, Stephens S., and Stearns, Peter N., Premodern Travel in World History, Routledge, 2008 p.134-160
- Greenblatt, Stephen, Marvellous Possessions: The Wonder of the New World, University of Chicago Press, Chicago, 1991
- Kamps, Ivo and Singh, Jyotsna G. (eds.) Travel Knowledge: European “Discoveries” in the Early Modern Peri-od, Palgrave, New York, 2001
- Moroz, Grzegorz and Sztachelska, Jolanta (eds.) Metamorphoses of Travel Writing: Across theories, Genres, Centuries and Literary traditions, Cambridge Scholars Publishing, Newcastle, 2010
- Muzaffar Alam and Sanjay Subrahmanyam, Indo Persian Travels in the Age of Discoveries 1400-1800, Cam-bridge University Press, Cambridge, 2007
- Petting, Alasdair and Youngs, Tim (eds.) The Routledge Research Companion to Travel Writing, Routledge, London, 2020

Unit II: In this unit, students shall study about transformations in travel and travel writing. They shall read about the experience of travel through in a period shaped by Colonialism and the industrial revolution. The stu-dents will read about how the introduction of railways and new machines like the camera transformed the nature of

travel. They will engage with these transformations alongside questions of race, gender, and culture in travel narratives. They will engage with how geography, culture, language, social practices, economic activity and religion have been conceptualised by different actors. **(Teaching Time: 15 hours approx.)**

- Edwards, Justin D. And Graulund, Rune (eds.) *Postcolonial Travel Writing: Critical Explorations*, Palgrave Macmillan, New York, 2011
- Gharipour, Mohammad and Ozlu Nilay (eds.) *The City in the Muslim World: Depictions by Western Travel Writers*, Routledge, London, 2015
- Gupta, Jayati, *Travel Culture. Travel Writing and Bengali Women, 1870-1940*, Routledge, London, 2021
- Henes, Mary and Murray, Brian.H., *Travel Writing, Visual Culture and Form 1760-1900*, Palgrave Macmillan, Singapore, 2016
- Nayar, Pramod K., *Indian Travel Writing in. The Age of Empire 1830-1940*, Bloomsbury, Delhi, 2020
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, Routledge, London, 1992. p. 111-200
- Schivelbusch, Wolfgang, *The Railway Journey: The Industrialisation of Time and Space in the Nineteenth Century*, University of California Press, Oakland, 2014. p.83-193
- Sohrabi, Naghmeh, *Taken for Wonder: Nineteenth-Century Travel Accounts from Iran to Europe*, Oxford University Press, New York, 2012
- Youngs, Tim (ed.) *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*, Anthem Press, London, 2006
- Zilcosky, John (ed), *Writing Travel: The Poetics and Politics of the Modern Journey*, University of Toronto Press, Toronto, 2008. P.3-56

Unit III: In this unit the student will choose travelogues as case studies. The student will select 3 travelogues from a list of 12. S/he will focus on these three and use the insights discussed in the earlier units to critically analyse these texts. The learners shall be encouraged to explore in greater detail specific themes that interest them, such as gender, religion, race, social practices, technology, architecture, ecology & nature, economic ex-changes, etc. **(Teaching Time: 15 hours approx.)**

- Travel in the Pre Modern World: [i] Huen tsang [ii] Marco Polo [iii] Christopher Columbus [iv] Varthema [v] Jan Huygen van Linschoten [vi] Guru Nanak
- Polo, Marco, *Travels*, (Trans.Nigel Cliff), Penguin Classics, 2019
- Si-Yu-Ki, *Buddhist Records of the Western World: Translated from the Chinese of Hiren Tsiang (AD 629)* (trans. Samuel Beal), Oriental Books Reprint Corporation, Delhi, 1969
- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, 2008 p.134-160
- Devahuti, D., *The Unknown Hsuan Tsang*, Oxford University Press, Delhi, 2006
- Columbus, Christopher, *The Four Voyages of Christopher Columbus: Being his own log book, letters and dis-patches with connecting narratives*, (trans. J Cohen), Oxford, Oxford University Press, 1969

- Varthema, Ludovico Di, *The Itinerary of Ludovico Di Varthema of Bologna*, (trans.) John Winter Jones, Asian Educational Services, New Delhi 1997
- Joan-Pau Rubies, *Travel and Ethnology in the Renaissance: South India through European Eyes, 1250-1625*, Cambridge University Press, 2000. p. 1-84, 164-250
- Linschoten, Jan Huygen van, *The Voyage of Jan Huygen van Linschoten to the East Indies: From the Old English translation of 1598*, vol I and II, Hakluyt Society, London, 1885
- Kohli, Surinder Singh, *Travels of Guru Nanak*, Punjab University Publication Bureau, 1978

B. Travel in the Modern World: [i] Durgabati Das [ii] Cathanar Thomman Paremmakkal [iii] Rahul Sankrtyaya-na [iv] W. S. Caine [v] Samanth Subramanian [vi] R. L. Stevenson

- Das, Durgabati, *The Westward Traveller* (ed & trans by Somdatta Mandal), Orient Blackswan, January 2010
- Paremmakkal, Cathanar Thomman, *Varthamanappusthakam*, An account of the history of the Malabar Church between the years 1773 and 1786 with special emphasis on the events connected with the journey from Malabar to Rome via Lisbon and back undertaken by Malpan Mar Joseph Cariattil and Cathanar
- Thomas Paremmakkal, (trans. Placid J. Podipara, CMI), *Orientalia Christiana Analecta* 190, Pont. Institutum Orientalium Studiorum, Roma, 1971
- Sankrtyayana, Rahul, *Volga to Ganga: A Picture in Nineteen Stories of the Historical, Economic and Political Evolution of the Human Society from 6000 B.C. to 1922 A.D.* (trans.. Victor Gordon Kiernan), Punjab Book Centre, 2015
- Irumbayam, George, *Books of Yesteryears - I : 'Varthamanapusthakam' : The first ever travelogues in Indian languages*, Indian Literature, July-August, 1987, Vol 30, No 4 (120) July-August 1987, pp. 81-85
- Caine, W.S., *Picturesque India: A Handbook for European Travellers*, George Routledge and Sons, London 1891
- Manfredi, Carla, *Robert Louis Stevenson's Pacific Impressions: Photography and Travel Writing, 1888-1894*, Palgrave macmillan, Switzerland, 2018.
- Stevenson, R.L. *In the South Seas: The Marquesas, Paumotus and Gilbert Islands*, Deadtree Publishing, London, 2013
- Subramanian, Samanth, *Following Fish: Travels around the Indian Coast*, Penguin, Delhi, 2010

Suggestive readings

- Banerjee, Rita, *India in Early Modern English Travel Writing: Protestantism, Enlightenment, and Toleration*, Brill, Leiden, 2021.
- Brock, Aske Laursen, Meersbergen, Guido Van and Smith, Edmond, *Trading Companies and Travel Knowledge in the Early Modern World*, Hakluyt Society Studies in history of Travel, Routledge 2022
- Clarke, Robert, *The Cambridge Companion to Postcolonial Travel Writing*, Cambridge University Press, Cambridge, 2018
- Elsner, Jas and Rubies, Joan-Pau, *Voyages and Visions: Towards a Cultural History of Travel*, Reaction Books, 1999.

- Grewal, Inderpal, Home and Harem: Nation, Gender, Empire and the Cultures of Travel, Duke University Press, Durham, 1996
- Mueller, Christian and Salonia, Matteo (eds.) Travel Writings on Asia: Curiosity, Identities and Knowledge Across the East, c. 1200 to the Present, Palgrave Macmillan, Singapore, 2022
- Peterson, Jennifer Lynn, Education in the School of Dreams: Travelogues and Early Nonfiction Film, Duke University Press, Durham, 2013
- Taylor, Tom, Modern Travel in World History, London, Routledge, 2022
- Rodenas, Adriana Mendez, Transatlantic Travels in Nineteenth century Latin America: European Women Pilgrims, Bucknell University Press, Lewisburg, 2014

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