

दिल्लीविश्वविद्यालय
UNIVERSITY OF DELHI

Bachelor of Arts (Hons.) History

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

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

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. History (Hons.) offers students access to cutting edge scholarship organised in a pedagogical form that is accessible and interesting. It is structured for students who are new to the discipline, as well as those who already have an introduction and provides them with a cumulative process of learning. It is structured to enhance their analytical and intellectual abilities as they mature during the three year Undergraduate programme. The courses range in time and space and across themes. There are reading and writing exercises, field work expeditions, cinema, documentaries and on-line materials that consolidate and develop in-class instruction. Students have an array of choices to tailor their instruction according to their interests.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons.) History will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life.

1 Introduction to BA History Honours Programme:

The Department of History is one of the founding departments of the University of Delhi and its Honours and Programme courses are regarded as the strongest in the country. Our colleagues in the Colleges and the Department of History together comprise the largest body of specialists in the World working in one institution on Indian History. It is a source of some pride that almost all reputed Departments of History in the World have teachers and students that received instruction in History at some time in their career in the University of Delhi.

We believe that History is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

2. Learning Outcome based Curriculum Framework in BA Honours History

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The BA Honours History programme is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines.

Through the three years of the Honours programme we build systematically, upon the learning outcomes of courses covered each semester. Each term students are introduced to courses that are temporally and spatially distinct. We continue to reinforce already

covered subjects in our thematic based courses even as our students mature through their assignments and more complex readings.

2.1 Nature and Extent of the Programme:

The duration of the BA History Honours Programme is three academic years. Each academic year is divided into two semesters. The History Honours Programme therefore spans six semesters. Each semester is for the duration of sixteen weeks.

The teaching and learning modalities in the Honours programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

2.2 Aims of Bachelor Degree Programme in BA Honours History

At a general level, our courses are structured with the **objective** of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected **outcome** is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

3. Graduate Attributes in BA Honours History:

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography. The attributes expected from the graduates of B.A. Honours in History are:

- 1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.
- 2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Greater ability to distinguish between that which is historical -- that is time-place-context driven, hence changeable and challengeable -- from that which is not.
- 6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values

- 8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development
- 9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.
- 10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.

4. Qualification Descriptors for Graduates in BA Honours History:

Upon successful completion of the course, students receive a degree of B.A. Honours (History). This includes majors in fourteen Core Courses (CCs), four Discipline Specific Courses (DSEs) and four Inter-disciplinary General Elective Courses offered by cognate disciplines. Each of these twenty-two courses carries six credits. The curriculum also includes minors in two discipline-centred Skill Enhancement Courses and two Ability Enhancement Compulsory Courses, with each of these four courses carrying four credits.

It is a comprehensive, wide-ranging and rigorous programmed and, therefore, truly an undergraduate degree with 'honours'. It initiates students into the essentials of the discipline of history while exposing her/him to the rigours of two cognate disciplines of her/his choice as well.

5. Programme Learning Outcomes for Graduates in BA Honours History

Graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. After graduating with History Honours from the University of Delhi, they will be able to demonstrate comprehensive knowledge of scholarly research and professional literature relating to the discipline. This will establish a platform from which the student can pursue higher studies in History. It is expected that besides the skills specific to the disci-

pline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, will ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by the undergraduate training in history from the University of Delhi:

Teaching	Administration
Research	Social Work
Politics	Law
Journalism	Management
Media	Policy Making
Performing Arts	Human Resource Development
International Relations	

6 Structure of BA Honours History:

The programme consists of six and four credit courses. The six credit course will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of classroom instruction per week

To acquire a degree in BA History Honours a student must study **fourteen Core Courses (CC)** – two each in semesters 1 and 2; three each in semesters 3 and 4; and two each in semesters 5 and 6. These are compulsory courses of six credits each.

The student also needs to take **four Discipline Specific Elective Courses (DSE)**. DSE papers are elective and out of the fourteen courses offered, students have to select any four – two each in semesters 5 and 6. These are all of six credits each.

Students are also required to take **four interdisciplinary General Elective Courses (GE)**. GE papers are elective, and students can take any four courses offered in cognate disciplines by **different** departments in their colleges. They have to opt for one course in each of the semesters 1, 2, 3 and 4. The Department of History lists nine GE papers in its Honours curriculum. These are of six credits each and open to enrolment for Honours students from other disciplines.

Students are expected to take two discipline centred **Skill Enhancement Courses (SEC)**. There are six SEC courses offered by the Department of History in semesters 3 and 4. Students are required to opt for one SEC paper in each of these semesters. These are of four credits each.

Additionally they must also take two Ability Enhancement Compulsory Courses (AECC), one each in semesters 1 and 2. The AECC courses are of four credit each. Please note that AECC courses are not in history. The two courses are: AECC 1, English/ Hindi/ MIL Communication and AECC 2, Environmental Sciences.

6.1 Credit distribution for BA Honours History

CORE COURSES			
Semester	Course Code	Name of the Course	Credits
I		History of India – I	5+1
		Social Formations and Cultural Patterns of the Ancient World –I	5+1
II		History of India – II	5+1
		Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1
III		History of India – III (c. 750-1200 CE)	5+1
		Rise of the Modern West – I	5+1
		History of India – IV (c. 1200-1500)	5+1

CORE COURSES			
IV		Rise of the Modern West – II	5+1
		History of India – V (c. 1500-1600)	5+1
		History of India – VI (c. 1750-1857)	5+1
V		History of Modern Europe – I	5+1
		History of India – VII (c.1600-1750)	5+1
VI		History of India – VIII (c.1857-1950)	5+1
		History of Modern Europe – II	5+1

DSE PAPERS			
Semester	Course Code	Name of the Course	Credits
V DSE I		History of the USA: Independence to Civil War Or	5+1
		History of the USSR: From Revolution to World Warc. 1917-1945 Or	
		History of Africa, (c. 1500-1960) Or	
		Gender in Indian History up to 1500 CE	
V DSE I		History of Modern China (c. 1840-1950s) Or	5+1
		The Making of pre-Colonial Southeast Asia Or	
		Global Ecological Histories	
VI DSE III		History of the USA: Reconstruction to New Age Politics Or	5+1
		History of the USSR: The Soviet Experience (c. 1945-1991) Or	
		History of Latin America (c. 1500-1960s) Or	

DSE PAPERS			
		Gender in Indian History (c. 1500-1950)	
VI DSE IV		History of Modern Japan (c. 1868-1950s) Or	5+1
		History of Southeast Asia: Colonial to the Post Colonial Or	
		The Making of Contemporary India (c. 1950-1990s)	

GE PAPERS			
Semester	Course Code	Name of the Course	Credits
I GE I		Delhi Through the Ages: The Mak- ing of its early Modern History Or	5+1
		Science, Technologies and Humans: Contested Histories	
II GE II		Delhi Through the Ages: From Colonial to Contemporary Times Or	5 +1
		The World After 1945 Or	
		History and Culture: Representations in Texts, Objects & Performance	
III GE III		Politics of Nature Or	5+1
		Making of Post-Colonial India (c. 1950-1990)	
IV GE IV		Religion and Religiosity Or	5+1
		Inequality and Difference	

SEC PAPERS			
Semester	Course Code	Name of the Course	Credits
III SEC I		Understanding Heritage Or	4
		Archives and Museums Or	
		Historian's Craft	
IV SEC II		Indian Art and Architecture Or	4
		Understanding Popular Culture Or	
		History, Sociology and Anthropology	

AECC PAPERS			
Semester	Course Code	Name of the Course	Credits
I AECC I		English / Hindi/ MIL Communication Or Environmental Sciences	4
II AECC II		English / Hindi/ MIL Communication Or Environmental Sciences	4

6.2 Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Specific Courses	Gener-icElec-tive	Skill Enhancement Courses	Ability Enhancement Courses
1	History of India I		GE I		English / MIL Or Environmental Sciences
	Social Formations and Cultural Patterns of the Ancient World-I				
2	History of India II		GE II		English / MIL Or

	Social Formations and Cultural Patterns of the Ancient and Medieval World-II				Environmental Sciences
3	History of India III – (c. 750-1200 CE)		GE III	SEC I	
	Rise of the Modern West – I				
	History of India IV (c. 1200-1500)				
4	Rise of the Modern West – II		GE IV	SEC II	
	History of India V (c. 1500-1600)				
	History of India VI (c. 1750-1857)				
5	History of Modern Europe – I	DSE I and DSE II			
	History of India VII (c.1600-1750)				
6	History of India VIII (c.1857-1950)	DSE III and DSE IV			
	History of Modern Europe – II				

7. Courses for BA Honours History Programme

Core Courses:

CC I: History of India-I

CC II: Social Formations and Cultural Patterns of the Ancient World-I

CC III: History of India-II

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

CC V: History of India-III (c. 750 -1200)

CC VI: Rise of the Modern West- I

CC VII: History of India- IV (c. 1200 - 1500)

CC VIII: Rise of the Modern West- II

CC IX: History of India-V (c. 1500-1600)

CC X: History of India-VI (c. 1750-1857)

CC XI: History of Modern Europe - I

CC XII: History of India- VII (c. 1600-1750)

CC XIII: History of India- VIII (c. 1857-1950)

CC XIV: History of Modern Europe- II

Discipline Specific Courses:

DSE I: History of the USA: Independence to Civil War

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

DSE III: History of Africa, c.1500-1960s

DSE IV: Gender in Indian History up to 1500 CE

DSE V: History of the USA: Reconstruction to New Age Politics

DSE VI: History of the USSR: The Soviet Experience (c. 1945-1991)

DSE VII: History of Latin America, c.1500-c.1960s

DSE VIII: Gender in Indian History, c. 1500-1950

DSE IX: History of Modern China (c. 1840s-1950s)

DSE X: The Making of pre-Colonial Southeast Asia

DSE XI: Global Ecological Histories

DSE XII: History of Modern Japan (c. 1868-1950s)

DSE XIII: History of Southeast Asia: Colonial to the Post Colonial

DSE XIV: The Making of Contemporary India (c. 1950-1990s)

Generic Electives:

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

GE II: Science, Technologies and Humans: Contested Histories

GE III: The World After 1945

GE IV: History and Culture: Representations in Texts, Objects & Performance

GE V: Politics of Nature

GE VI: Making of Post Colonial India

GE VII: Religion and Religiosity

GE VIII: Inequality and Difference

GE IX: Delhi through the Ages: From Colonial to Contemporary Times

Skill Enhancement Courses:

SEC I: Understanding Heritage

SEC II: Archives and Museums

SEC III: Indian Art and Architecture

SEC IV: Understanding Popular Culture

SEC V: Historian's Craft

SEC VI: History, Sociology and Anthropology

7.1 Course Learning Objective

The three year undergraduate programme with honours offered by the Department of History in various colleges of the University of Delhi aims to familiarise students with significant developments in the history of South Asia and certain other parts of the world, through different time periods. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as a fixed/finished product that the textbooks at the school level create. It seeks to expose students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about the past is constructed. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyse different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts. By the end of the three years of the undergraduate programme, the students would have obtained elementary ideas of some of the more important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on gender and environment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

In the course of their engagement with historical material, we also aim to equip students with an 'appropriate' vocabulary of the discipline, while sensitising them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History. The objective is that they should be able to do this through their written work – essays, projects, research papers, etc. as well as in the

oral form – presentations, debates and discussions. It is also intended that while doing so students should be able to formulate cogent arguments, presenting the necessary evidence to establish these, all based on a training in the rigorous methods of the discipline of History.

Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time.

Graduates of the department do often branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

7.2 Course Learning Outcomes

After completing the undergraduate programme in History, the student is expected to:

A. Construct historical narratives

- Describe significant developments within the historical contexts, covered in the syllabus,
- Identify and analyse the significance of historical changes that take place within a society or culture,
- Explain the patterns of such transitions,

- Assess patterns of continuities within such historical contexts.

B. Formulate arguments based on a historiographical engagement

- Formulate, sustain, and justify a historical argument,
- Support and establish such arguments with historical evidence drawn mainly from secondary sources and wherever possible also from primary sources,
- Situate historical arguments within a larger scholarly narrative,
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,
- Exhibit a familiarity with “the historian’s craft” – methods and rigours of the discipline.

C. Engage with scholarly writings and presentations

Abstract the main arguments/concepts/ideas embedded in scholarly writings in History,

Comprehend, and explain the structure of arguments and claims made in such writings,

Note the empirical evidence used to establish such claims.

D. Answer questions, write essays and research papers

Access and identify reliable and appropriate source materials,

Evaluate source materials,

Incorporate ideas from these sources,

Synthesize arguments and facts culled from scholarly writings,

Articulate a persuasive and well-structured historical argument on the basis of such synthesis,

Employ multiple forms of evidence in this historical argument,

Formulate relevant and meaningful historical questions,

Read and interpret primary sources, at least at an elementary level, wherever there is an opportunity or requirement,

Interpret appropriately and answer questions based on the above,

Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history (evidence could include secondary and/or primary sources), avoiding plagiarism,

Use proper citations and footnotes within formal written assignments,

Deliver presentations based on such well – researched material orally as well,

Participate in debates and other forms of verbal historical discussion.

E. Work collaboratively

Make presentations,

Listen attentively to presentations made by peers,

Participate in discussion and ask thoughtful questions,

Provide formal feedback to peers in the course of such discussion,

Learn the formal protocol of academic engagement in a seminar and conference.

7.3 Course Teaching-Learning Process

The pedagogic methods adopted for the History (Honours) programme involves direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with the respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the

latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of History Honours in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may also keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

7.4 Assessment Methods

Graded assessment of all papers is broadly carried out in two forms:

- a) There is an end of semester [theory] examination which covers the entire syllabus. Students are asked eight questions in Core, DSE, GE and SEC papers and are required to answer four in three hours. The end of semester examination comprises 75% of the final grade.
- b) The second assessment is through internal evaluation of term papers, presentations, exams, and project work which is carried out throughout the term and comprises 25% of the final grade.

8. Keywords

Pleistocene, Hominines, Hunter-gatherers, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Neolithic Revolution, Complex Society, Food-production, Lithic technologies,

Urban Revolution, State, Kingship, Bronze Age, *Itihas-Purana* tradition, History, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization, 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, Inscriptions, Ghaznavids, Cholas, Rajputs, Agriculture, Maritime Trade, Architecture, Bhakti, Sufis, Polis, Roman Empire, Slavery, Three orders, Chivalry, Church, Serfdom, Seigniorial authority, Crisis of feudalism, Rise of Islam, Ummayyads, Abbasids, Caliphate, Muhammad, Eurocentrism, Colonialism, Renaissance, Humanism, Reformation, Commercial Revolution, *Ta'rikh*, Delhi Sultans, Kakatiyas, Vijayanagara, Agricultural Production, Modern Science, Mercantilism, Enlightenment, Industrial Revolution, Divergence debate, Unification of Germany and Italy, Balkan Nationalism, Tsarist Russia, Russian Revolution, Imperialism, Fascism, Nazi, New public Sphere, Art, Anthropology, Psychology, Russian Revolutions 1917, Peasants, Literature, Bolsheviks, Soviet System, Nationalities Question, Gender, household, power, politics, literary representations, Capitalism, Populism, Progressivism, New Deal, Civil Rights Movement, Korea, Cuba, Mining, Labour, Slavery, Trans Atlantic Commerce, Christianity, Social Hierarchies, Race, Sports, Haram, Masculinities, Sexualities, Class, Caste, Love, Popular Culture, Partition, China, Nationalism, Canton, Opium, Communism, Mao, KMT, CCP, Peasantry, Reform, Revolt, Revolution, Sun Yat-sen, Imperialism, Confucianism, Great divergence, Warlords, Peasant nationalism, Soviets, Pagan Srivijaya, Indian Ocean, Art, Architecture, Energy Regimes, Industrialisation, Urban Landscapes, Anthropocene, Ecological Histories, Constitution, Nation, Linguistic Reorganisation, Economic Development, Five Year Plans, Foreign Policy, Congress Party, Left Parties, Naxalbari, J.P. Movement, Regional Politics, Mandal Commission, Women, Jan Sangh, BJP, Popular Movements, Northeast, Judiciary, Media, Progressive Artist Group, Sports, Indian National Congress, Myth, history, settlements, cityscape, morphology, Delhi, hegemony, De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food, *Bhand*, *Vidushak*, *Kullu*, Masks, Puppets, *Tolu BommaluKattu*, Scrolls, *Patikam-Patuvar*, Muharram, Kathakali, Fossil, Ecological Imperialism, Inequalities, Anthropo-

cene, Capitalocene, the Emergency, Mandal, Judicial activism, popular cinema, Manuscripts, National Archives, Cataloguing, Artefacts, Indian Art, Sculpture, Gandhara, Mathura, Chola Bronze, Architecture, Sanchi, Dravida and Nagara, Jama Masjid, Humayun's Tomb, Dargahs Paintings, Murals, Ajanta, Miniature, Mughal, Kangra, Raja Ravi Verma, Amrita Sher-Gil, M.F. Husain, Oral Traditions, Ritual Practices, Religion, Environment

Discipline Core Courses

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.
- फ़ारुकी, 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.
- फ़ारुकी, 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* (3rdedn.), 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 Millenium 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, пьотдор. (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.

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: 2 weeks 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* (प्राचीन भारतीय धर्मों का इतिहास). 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* (बौद्ध धर्म के विकास का इतिहास) .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 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 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 a 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 identity to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand the 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). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

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, प्राचीन और मध्ययुगीन समाज, MHI-01 ब्लॉक 6, 'सामंतवाद' यूनिट 20, 21, 22, 23. (website: [www. egyankosh.ac.in](http://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.
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
- ब्लॉक, M. (2002). 'सामंती समाज', भाग-1, नई दिल्ली: 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). इस्लाम का जन्म और विकास. दिल्ली: राजकमल प्रकाशन
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

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, фьодор. (2019). *प्राचीन विश्व इतिहास का परिचय*, Medha Publishing House.
- गोयल, S. R. (2011). *विश्व की प्राचीन सभ्यताएँ, बनारस: विश्वविद्यालय प्रकाशन*.

- 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 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 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:

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

Core Course V

History of India- III (c. 750-1200)

Course Objective:

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning Outcomes:

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

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Course Content:

Unit I: Studying early medieval India

- [a] Dynamic and divergent topographies
- [b] Sources: texts; inscriptions; coins
- [c] Debates on the early medieval

Unit II: Political structures and processes

- [a] Evolution of political structures: Rajput polities; Chola state; Odisha
- [b] Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures
- [c] Issue of 'Foreign and Indian': Arabs and Ghaznavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes

- [a] Agricultural expansion; forest-dwellers, peasants and landlords
- [b] Expansion of varna-jati order and brahmanization

- [c] Forms of exchange; inter-regional and maritime trade
- [d] Processes of urbanization

Unit IV: Religious, literary and visual cultures

- [a] Bhakti: Alvars and Nayanars
- [b] Puranic Hinduism; Tantra; Buddhism and Jainism
- [c] Sanskrit and regional languages: interactions
- [d] Art and architecture: temples – regional styles

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit seeks to familiarise students with the nature of historical geography and the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. **(Teaching Time: 4 weeks Approx.)**

- Saloman, 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. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture', pp. 226-51.)
- Schwartzberg, J. (1993). *Historical Atlas of South Asia*. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. (2000). 'Introduction', *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N.Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, R.S. (1958). 'Origins of Feudalism in India'. *Journal of the Economic and Social History of the Orient*, vol. 1, pp. 297-328.
- Mukhia, H. (1981). 'Was there Feudalism in Indian History?' *The Journal of Peasant Studies*, vol. 8, pp. 273-310. Also reproduced in *The State in India, 1000-1700*, ed., H.Kulke, pp. 86-133. New Delhi: Oxford University Press, 1995. Paperback edition, 1997.
- Sharma, R.S. (1982). 'The Kali Age: A Period of Social Crisis' in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed., D.N.Jha, Delhi: Manohar, pp. 61-77. (Originally published in S.N.Mukherjea, ed., *India: History and Thought*. Essays in Honour of Professor A.L.Basham.)
- Chattopadhyaya, B.D. (1983). 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in *The State in India, 1000-1700*, ed., H.Kulke, Delhi: Oxford University Press pp. 195-232. Paperback edition, 1997.

- सिंह, उपिन्दर. (2017). प्राचीन एवं पूर्व-मध्यकालीन भारत का इतिहास: पाषाण-काल से 12वीं शताब्दी तक. नई दिल्ली: पीयर्सन इंडिया एजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय विन्यास', पृ. सं. 588-689.
- झा, द्विजेन्द्रनारायण (सं.) (2007). भारतीय सामंतवाद: राज्य, समाज और विचारधारा. नई दिल्ली: ग्रंथशिल्पी.
- शर्मा, रामशरण. (1993). भारतीय सामंतवाद. नई दिल्ली: राजकमल प्रकाशन.
- मुखिया, हरबंस. (1998). 'क्या भारतीय इतिहास में फ्यूडलिज़्म रहा है?', फ्यूडलिज़्म और गैर-यूरोपीय समाज, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 1-49.
- स्टाइन, बर्टन. (1998). 'मध्यकालीन भारत में राजनीति, किसान और फ्यूडलिज़्म का विखंडन', फ्यूडलिज़्म और गैर-यूरोपीय समाज, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 183-226.

Unit II: This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. **(Teaching Time: 3 weeks Approx.)**

- Sharma, R.S. (1965). *Indian Feudalism, c.300-1200*. Delhi: Macmillan (2nd edition, 1980) (Especially relevant are, pp. 63-90.).
- Chattopadhyaya, B.D. (1983). 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in *The State in India, 1000-1700*, ed., H.Kulke, pp. 195-232.
- Kulke, Hermann. (1995). 'The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India'. In *The State in India, 1000-1700*, ed., Kulke, New Delhi: Oxford University Press. 233-262. Paperback edition, 1997.
- Chattopadhyaya, B.D. (1976). 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan', *Indian Historical Review*, vol. 3, no. 1. Also reproduced in B.D.Chattopadhyaya, *The Making of Early Medieval India*, Delhi: Oxford University Press, pp. 1-37. Paperback edition, 1997.
- Stein, Burton. (1977). 'The Segmentary State in South Indian History'. In *Realm and Region in Traditional India*, ed., Richard Fox, New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed in another article by him, more easily accessible: Stein, Burton. 1995. The Segmentary State: Interim Reflections. In *The State in India*, ed., Kulke, 134-161. New Delhi: Oxford University Press. Paperback edition, 1997. Originally published in *Purusartha*, vol. 13 (1991): 217-88.
- Heitzman, James. (1987). 'State Formation in South India, 850-1280', *Indian Economic and Social History Review*, 24, no. 1, pp. 35-61. Also reproduced in *The State in India: 1000-1700*, ed. H.Kulke, pp. 162-94.
- Ali, Daud. (2004). *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, 2006. (Especially useful is Chapter 2: 'The Culture of the Court', pp. 69-102.)

- Davis, Richard. (1999). *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
- Chattopadhyaya, B.D. (2017). 'The Concept of Bharatavarsha and Its Historiographical Implications', in B. D. Chattopadhyaya, *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).
- Habib, Mohammad. (1927). 'Sultan Mahmud of Ghaznin', in *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2, (Ed.) K.A.Nizami, New Delhi: People's Publishing House, pp. 36-104. Reprint, 1981.
- Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnavdipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of South-east Asian Studies.
- शर्मा, रामशरण. (1998). 'भारतीय सामंतवाद कितना सामंती?', फ्यूडलिज्म और गैर-यूरोपीय समाज, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 50-86.
- मुखिया, हरबंस. (1998). 'कृषक उत्पादन और मध्यकालीन भारतीय समाज', फ्यूडलिज्म और गैर-यूरोपीय समाज, (सं.), हरबंस मुखिया. नई दिल्ली: ग्रंथशिल्पी, पृ. सं. 310-339.
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- हबीब, मोहम्मद. (1992). 'महमूद के कार्यों का चरित्र और मूल्य', मध्यकालीन भारत, अंक - 4, (सं.) इरफ़ान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ. सं. 9-23.
- थापर, रोमिला. (2000). 'सोमनाथ और महमूद', सहमत मुक्तनाद, वर्ष 2, अंक 1-2, पृ. सं. 37-44.
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- हबीब, इरफ़ान. (1999). 'भारतीय राष्ट्र के निर्माण की प्रक्रिया और अवधारणा: ऐतिहासिक परिप्रेक्ष्य', सहमत मुक्तनाद, वर्ष 1, अंक 3, पृ. सं. 26-30.
- चट्टोपाध्याय, ब्रजदुलाल. (2012). 'आक्रमकों और शासकों की छवियाँ', मध्यकालीन भारत का सांस्कृतिक इतिहास, (सं.), मीनाक्षी खन्ना. नयी दिल्ली: ओरियंट ब्लैकस्वॉन, पृ. सं. 107-33.
- शास्त्री, नीलकंठ. 1979. चोलवंश. नयी दिल्ली: मैकमिलन.

Unit III: This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. **(Teaching Time: 4 weeks Approx.)**

- Sharma, R.S. (1987). *Urban Decay in India c. 300 – c. 1000*. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)

- Champakalakshmi, R. (1995). 'State and Economy: South India, c. A.D. 400-1300', in Romila Thapar (ed.), *Recent Perspectives of Early Medieval India*. Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.
- Yadava, B.N.S. (1997). 'Immobility and Subjection of Indian Peasantry', in B.P.Sahu (Ed.), *Land System and Rural Society in Early India*. Delhi: Manohar, pp. 329-42.
- Sharma, R.S. (1969). *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. Also reproduced (with slight changes) in *Early Medieval Indian Society* (2001) R.S.Sharma, (Ed.) Kolkata: Orient Longman, pp. 186-213.
- Chattopadhyaya, B.D. (1994). *The Making of Early Medieval India*. Relevant parts are, Chapter 4: 'Markets and Merchants in Early Medieval Rajasthan', pp. 89-119; Chapter 6: 'Trade and Urban Centres in Early Medieval North India', pp. 130-54; Chapter 7: 'Urban Centres in Early Medieval India: An Overview', pp. 155-182. New Delhi: Oxford University Press. Paperback edition, 1997.
- Bhandare, Shailendra. (2015). 'Evaluating the Paucity of Metallic Currency in Medieval India', in Himanshu Prabha Ray, ed., *Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History*, Delhi: Routledge, pp. 159-202.
- Chakravarti, Ranabir. (2004). 'Introduction' to *Trade in Early India*, ed. Ranabir Chakravarti, pp. 72-101. Delhi: Oxford University Press.
- Malik, Anjali. (1998). *Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000*. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.
- शर्मा, रामशरण. (2000). भारत के प्राचीन नगरों का पतन. राजकमल प्रकाशन, नयी दिल्ली. विशेष महत्वपूर्ण व प्रासंगिक हिस्से इस प्रकार हैं: अध्याय 2: 'उत्तर में शहरी विकास और पतन', पृ.सं. 25-47; अध्याय 8: 'शहरी पतन की व्याख्या', पृ.सं. 173-84; अध्याय 10: 'कृषि का प्रसार', पृ.सं. 213-23.
- शर्मा, रामशरण. (1995). पूर्व-मध्यकालीन भारत में सामाजिक परिवर्तन, नयी दिल्ली.
- यादव, बी.एन.एस. (1981). 'प्रारंभिक-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अगतिशीलता और दासता', मध्यकालीन भारत, अंक 1, (सं.), इरफ़ान हबीब, नई दिल्ली: राजकमल प्रकाशन, पृ.सं. 3-12.

Unit IV: The focus of this unit will be on the religious, literary and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. **(Teaching Time: 3 weeks Approx.)**

- Champakalakshmi, R. (1996). 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
- Narayanan, M.G.S. and K. Veluthat. (2000). 'Bhakti Movement in South India', in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed. D.N. Jha, pp. 385-410.

New Delhi: Manohar. The essay was originally published in *Indian Movements: Some Aspects of Dissent, Protest and Reform*, ed. S.C. Malik. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in *Feudal Social Formation in Early India*, ed. D.N. Jha. Delhi: Chanakya Publications, 1987.

- Mahalakshmi, R. (2000). 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti', *Studies in History*, 16, no. 1, pp. 17-40.
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- Stein, Burton. (1968). 'Social Mobility and Medieval South Indian Hindu Sects', in *Social Mobility in the Caste System in India: An Interdisciplinary Symposium*, ed. James Silverberg, pp. 78-94. The Hague: Mouton. The article is also reproduced in *Religious Movements in South Asia 600-1800*, ed. David N. Lorenzen, pp. 81-101. New Delhi: Oxford University Press, 2004. Paperback edition, 2005.
- Majumdar, R.C. n.d. ed. *History and Culture of the Indian People: The Struggle for Empire*. Bombay: Bharatiya Vidya Bhawan. Relevant part is Chapter XV ('Language and Literature'), pp. 297-397.
- Pollock, Sheldon. (1998). 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500', in *Early Modernities*, ed. Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, special issue of *Daedalus*, 127 (3), pp. 41-74.
- Desai, Devangana. (1989). 'Social Dimensions of Art in Early India', *Presidential Address (Ancient India), Proceeding of the Indian History Congress, 50th session, Gorakhpur*, pp. 21-56.
- Patel, Alka. (2008). 'The Mosque in South Asia: Beginnings', in Finbarr B. Flood, ed., *Piety and Politics in the Early Indian Mosque*, Oxford: Oxford University Press, 2008.
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- सिंह, उपिन्द्र. (2017). प्राचीन एवं पूर्व-मध्यकालीन भारत का इतिहास: पाषाण-काल से 12वीं शताब्दी तक. नई दिल्ली: पीयर्सन इंडिया एजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय विन्यास', पृ. सं. 588-689.

SUGGESTED READINGS:

- Bosworth, C.E. (1966). 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature', *Iran*, 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin, in *Encyclopaedia of Islam*, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eight to fourteenth century)*. New Delhi: Manohar.
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- Deyell, J.S. (1990). *Living Without Silver: The Monetary History of Early Medieval North India*. Delhi: Oxford University Press.
- Eaton, Richard M. (2002). 'Temple Desecration and Indo-Muslim States', in *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, ed. David Gilmartin and Bruce B. Lawrence, pp. 246-81. New Delhi: India Research Press. The article can also be accessed in Richard M. Eaton, *Essays on Islam and Indian History*, New Delhi: Oxford University Press, 2000.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain* New York and Tokyo: Weather Hill.
- Kulke, Hermann. (2001). 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms', in *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, by Kulke, pp. 1-16. Delhi: Manohar.
- H. Kulke and B. P. Sahu, (2018). *History of Precolonial India: Issues and Debates*, Delhi: Oxford University Press, Part II.
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- Sahu, B.P. (1997). "Introduction", in *Land System and Rural Society in Early India*, (Ed.). B.P. Sahu. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism', *The Journal of Peasant Studies*, vol. 12, no. 2/3, pp. 19-43. A revised and updated version of this article is to be found in, *The State in India, 1000-1700*, ed., H. Kulke, pp. 48-85. New Delhi: Oxford University Press, 1995. Paperback edition, 1997. The same essay is also reproduced in *The Feudalism Debate*, ed., H. Mukhia, pp. 82-111. Delhi: Manohar, 1999.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Education. Relevant part is, Chapter 10: Emerging Regional Configurations, c. 600-1200 CE, pp. 546-643.
- Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India', *Journal of the Economic and Social History of the Orient*, 12, no. 1, pp. 42-56.
- Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India', *Journal of the Economic and Social History of the Orient*, 12, no. 1, pp. 42-56.
- Subbarayalu, Y. (2011). *South India under the Cholas*. New Delhi: Oxford University Press. (Especially important are 'Introduction' and the last two sections on 'The Chola State' and 'Characterizing the Chola State'.)
- Veluthat, Kesavan. (2000). 'The Role of Nadu in the Socio-Political Structure of South India (c. AD 600-1200)' in *The Feudal Order: State, Society and Ideology in Medieval South India*, ed. D.N. Jha, pp. 179-96. Delhi: Manohar.

- Veluthat, Kesavan. (2000). 'The Role of Nadu in the Socio-Political Structure of South India (c.AD 600-1200)', in *The Feudal Order: State, Society and Ideology in Medieval South India*, ed. D.N.Jha, pp. 179-96. Delhi: Manohar.

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 interconnect- edness 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 devel- opments/phenomena can be historicised.

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 stu- dents. Students will be assessed on their ability to engage with a sizeable corpus of readings as- signed 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:

Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbaniza- tion, Religion, Architecture, Bhakti.

Core Course VI

Rise of the Modern West- I

Course Objectives:

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relationship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

Learning Outcomes:

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

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.

Course Content:

I. Transition from Feudalism to Capitalism

- [a] Issues and debates
- [b] Question of Eurocentrism

II. Early colonial expansion

- [a] Factors for colonization
- [b] Trade and Empire
- [c] Mines and plantations
- [d] Labour Systems - indigenous populations and African slaves

III. Renaissance

- [a] In Italy: its social roots
- [b] Humanism and its spread in Europe

[c] Art

IV. Origins, course, and results of the European Reformation in the 16th century.

V. Economic developments of the 16th century

[a] Shift of economic balance from the Mediterranean to the Atlantic

[b] Commercial Revolution

[c] Price Revolution

VI. Emergence of European State system: with two case studies (Spain, France, England, Russia).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. **(Teaching Time: 3 WeeksApprox.)**

- Aston, T.H. and C.H.E. Philpin, (Ed.). (2005). *The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe*. Cambridge/Delhi: Cambridge University Press.
- Blaut, J.M., et.al. (1992). *1492 - The Debate on Colonialism, Eurocentrism, and History*. Trenton, N J: Africa World Press, Inc.
- Hilton, Rodney, (Ed.). (1985). *The Transition from Feudalism to Capitalism*. London: Verso.
- Sinha, Arvind. (2009). *Sankrantikaleen Europe* (संक्रान्ति कालीन यूरोप). New Delhi: Granth Shilpi. [and English edition].
- Wallerstein, Immanuel. (1974). *The Modern World System, Vol. I, Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*. New York: Academic Press.(Chpts: Introduction and 1)

Unit-II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia. **(Teaching Time: 2 weeks Approx.)**

- Braudel, Fernand. (1988). *Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III*. London: Collins/Fontana Press.
- Burbank, Jane and Frederick Cooper. (2010). *Empires in World History - Power and Politics of Difference*. Princeton: Princeton University Press.

- Crosby, Alfred W. (2004). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. Cambridge: Cambridge University Press (2nd edition).
- Davis, Ralph. (1973). *The Rise of the Atlantic Economies*. London: Weidenfield and Nicolson.
- Waites, Bernard. (1999) *Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998*. London: Palgrave Macmillan.

Unit- III: The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism. **(Teaching Time: 3 weeks Approx.)**

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press. (Chpts: Introduction, chpts: 1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/New York: Palgrave Macmillan.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Woolfson, Jonathan, (Ed.). (2004). *Palgrave Advances in Renaissance Historiography*. London: Palgrave Macmillan.

Unit-IV: The Unit outlines the economic, political, social and intellectual dimensions of Reformation and Reformation's impact on different regions of Europe. **(Teaching Time: 2 weeks- Approx.)**

- Dixon, C. Scott. (2002). *The Reformation in Germany*. Oxford: Blackwell Publishers Limited.
- Ferguson, Niall. (2011). *Civilization: The West and the Rest*. London: Allen Lane.
- Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648*. London: Penguin Books.
- Parish, Helen L. (2018). *A Short History of the Reformation*. New York: I. B. Tauris.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.

Unit- V: The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. **(Teaching Time: 2 weeks Approx.)**

- Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.

- Heller, Henry. (2011). *Birth of Capitalism: a 21st Century Perspective*. London: Pluto Press. (Chpt- 4_
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books. (Chpt- 2: page 11 - 93)
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press. (Chpt- 1)
- Wiesner-Hanks, Merry E. (2006). *Early Modern Europe: 1450-1789*. Cambridge: Cambridge University Press.

Unit- VI: The Unit emphasizes the nature of the European state system and interconnections between economy, society, religion, and polity with case studies. **(Teaching Time: 2 weeks Approx.)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition. (pp. 15-42, 60-84, 85-142, 195-220, 328-360).
- Cameron, Euan, (Ed.). (2001). *Early Modern Europe, An Oxford History*. Oxford: Oxford University Press.
- Cuttica, Cesare and Glenn Burgess, (Eds.). (2011). *Monarchism and Absolutism in Early Modern Europe*. London: Routledge.
- Ertman, Thomas. (1997). *Birth of the Leviathan: Building States and Regimes in the Medieval and Early Modern Europe*. Cambridge: Cambridge University Press.
- Kumin, Beat, (Ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

SUGGESTED READINGS

- Cipolla, Carlo M., (Ed.). (1994), *Before the Industrial Revolution: European Society and Economy 1000-1700*. New York: WW Norton & Co.
- Cipolla, Carlo M., (Ed.). (1976). *Fontana Economic History of Europe*, Vols. II, III. New York: Barnes and Noble.
- Dickens, A.G. (1974). *German Nation and Martin Luther*. London: Edward Arnold.
- Dobb, Maurice. (1963). *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul.
- Findlen, Paula, (Ed.). (2002). *The Italian Renaissance. The Essential Readings*. Oxford: Blackwell Publishers Ltd.
- हिल्टन, रोडनी (2007) सामंतवाद से पूंजीवाद में संक्रमण. New Delhi. Granth Shilpi.
- Kamen, Henry. (1996). *European Society, 1500-1700*. London: Routledge.
- Lee, Stephen. (1984). *Aspects of European History 1494-1789*. London: Methuen & Co. Ltd.

- Lynch, John. (1984). *Spain under the Habsburgs, Vol. I, Empire and Absolutism, 1516-1598*. New York: New York University Press.
- Parry, J. H. (1963). *Age of Reconnaissance*. London: Weidenfield & Nicolson.
- Scammell, G.V. (1989). *The First Imperial Age: European Overseas Expansion 1400-1715*. London/New York: Routledge.
- Tilly, Charles. (1992). *Coercion, Capital and European States, AD 990-1992*. Hoboken, NJ: Wiley-Blackwell.
- Verma, Lal Bahadur. (2008). *Europe ka Itihas*. Bhag 9. Delhi: Prakashan Sansthan.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso, (rev. ed.).

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 history is of an unfamiliar region an overview of the feudal background will be provided to students. Overall, the teaching and 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:

The Transition Debate, Eurocentrism, Colonialism, Renaissance, Humanism, Reformation, Commercial Revolution, European state system.

Core Course VII
History of India- IV (c. 1200–1500)

Course Objective:

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti ‘movement’ are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Learning Outcomes:

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

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Course Content:

Unit I. Survey of sources

- [a] Persian *ta’rīkh* traditions: Barani and Mushtaqi
- [b] *Malfuzat* and *premakhyaṇs*; Persian, Sanskrit and Vernacular interactions
- [c] Inscriptions and regional identity: Kakatiyas
- [d] Architecture: the study of Hampi

Unit II. Political structures

- [a] Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
- [b] Articulating political authority: monuments and rituals
- [c] Consolidation of identities: Rajputs and other warrior lineages
- [d] Political cultures: Vijayanagara and Gujarat

Unit III. Society and economy

- [a] Ecological context; agricultural production
- [b] Technology and changes in society

[c] Monetization; market regulations; urban centres; trade and craft

Unit IV. Religion, society and cultures

[a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

[b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari

[c] Gender roles: women bhaktas and rulers

[d] Terms of Identification: Modern Labels and Contingent Identities

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. **(Teaching Time: 4 weeks Approx.)**

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", *Indian Historical Review*, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). *The Languages of Political Islam in India*, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In *The Emergence of the Delhi Sultanate 1192-1286*, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India, Pakistan and Ceylon*, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled *Historians of Medieval India*.)
- Shaikh RizqUllāhMushtāquī, (1993). *Waqi'at-e-Mushtaqi*, translated and edited by Iqtidar Husain Siddiqui, New Delhi: Indian Council of Historical Research and Northern Book Centre, pp. IX-XXXI (the "Introduction" by the translator which is particularly important).
- Digby, Simon. (2001). 'The Indo-Persian Historiography of the Lodi Sultans', in F. Grimal, ed., *Les Sources et le temps*, Pondicherry: École Française d'Extrême Orient, pp. 243-61, (pp. 243-251 provide a very rich account of Mushtaqi's *Waqi'at-i-Mushtaqi*).
- Anooshahr, Ali. (2012). 'Author of One's Fate: Fatalism and Agency in Indo-Persian Histories', *Indian Economic and Social History Review*, vol. 49, no. 2, pp. 197-224.
- Ernst, Carl W. (1992). *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyan'. In *Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century*, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.

- Behl, Aditya . 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (ch. 9-10: 'Hierarchies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', *The Journal of Asian Studies*, vol. 57, no. 1, pp. 6-37.
- Talbot, Cynthia. (2001). *Precolonial India in Practice*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.
- Michell, George & John M.Fritz. (2001) *New Light on Hampi: Recent Research at Vijayanagara*, Mumbai: Marg.
- Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India*, IAS, Shimla, 1997.
- <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- हबीब, मोहम्मद. (2014). 'सल्तनत काल की चिश्तिया सूफी दस्तावेज़ें', मध्यकालीन भारत, (सं.) इरफ़ान हबीब, अंक - 9, दिल्ली: राज कमल प्रकाशन, पृ.सं. 11-50.
- हबीब, मोहम्मद. (2000). दिल्ली सल्तनत का राजनीति क सिद्धांत: ज़ियाउद्दीन बरनी के फ़तवा-ए जहांदारी के अनुवाद सहित, दिल्ली: ग्रंथशिल्पी।
- रिज़वी, सैयदअतहरअब्बास. (1957). तुग़लक कालीन भारत, भाग 2, राज कमल प्रकाशन (प्रासंगिकभाग: 'अनूदितग्रंथोंकीसमीक्षा', पृ.सं. क-ढ़.
- बहल, आदित्य. (2012). 'मायावी मृगी: एकहिंदवीसूफीप्रेमाख्यान (1503 ई.)', मध्यकालीन भारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षीखन्ना. ओरियंटब्लैकस्वॉन, पृ.सं. 185-218.

Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Rajputs, Delhi Sultanate and Vijayanagara. **(Teaching Time: 3weeks Approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', in *Medieval India: Researches in the History of India 1200-1750*, vol. I, edited by Irfan Habib, New Delhi: Oxford University Press, pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves were Nobles: The Shamsi *Bandagān* in the Early Delhi Sultanate', *Studies in History*, vol. 10, pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanates, 13th – 16th Centuries', *Modern Asian Studies*, vol. 43, no. 1, pp. 45-77.

- Kumar, Sunil.(2011). 'Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE', in *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, edited by Albrecht Fuess and Jan Peter Hartung, London: Routledge, pp. 123-48.
- Kumar, Sunil. (2014). 'Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th Centuries', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 60-108.
- Ali, Athar. (1981). 'Nobility under Mohammad Tughlaq', *Proceedings of the Indian History Congress*, vol. 42, pp. 197-202.
- Habib, Irfan. (1982). 'Iqta', in *Cambridge Economic History of India*, vol. 2, edited by TapanRaychaudhuri and Irfan Habib, Cambridge: Cambridge University Press, pp. 68-75. Note that the entire section on agrarian economy (pp. 48-75) should be read for a fuller understanding.
- Moreland, W.H. (1929). *Agrarian System of Moslem India: A Historical Essay with Appendices*, Allahabad: Central Book Depot. See especially Chapter 2 and Appendix B & C.
- Hardy, Peter. (1998). 'Growth of Authority over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study', in *Kingship and Authority in South Asia*, edited by J. F. Richards, Delhi: Oxford University Press. (first published, 1978)
- Kumar, Sunil. (2001). 'Qutb and Modern Memory' in *Partitions of Memory: The Afterlife of the Division of India*, edited by Suvir Kaul. Delhi: Permanent Black, pp. 140-82. (Reprinted in Sunil Kumar's *The Present in Delhi's Pasts*, Delhi: Three Essays Press, 2002, pp. 1-61.)
- Sreenivasan, Ramya. (2014). 'Warrior Tales at Hinterland Courts in North India, c. 1370-1550', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 242-72.
- Kolff, Dirk H. A. (1990). *Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan*, Cambridge: Cambridge University Press.
- Wagoner, Philip.(1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara', *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.
- Sheikh, Samira. (2010). *Forging a Region: sultans, traders and pilgrims in Gujarat, 1200-1500*. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक - 7, (सं.) इरफ़ान हबीब, दिल्ली: राजकमलप्रकाशन.
- ईटन, रिचर्ड. 2012. 'मध्यकालीन दक्कन में इस्लामिक स्थान की अभिव्यक्ति'. **मध्यकालीन भारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षीखन्ना. ओरियंटब्लैकस्वॉन, पृ.सं. 134-53.**

Unit III: This unit will apprise students of the economic, ecological and technological changes during this period and explore the interlinkages between them.(Teaching Time: 3weeks Approx.)

- Habib, Muhammad. (1974). 'Introduction' to Elliot and Dowson's History of India vol. II. Reprinted in *Politics and Society during the Early Medieval Period: Collected Works of Professor Habib*, vol. 1, edited by K.A.Nizami. New Delhi: People's Publishing House, pp. 33-110.
- Moreland, W.H. (1988 reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', in *Agrarian System of Moslem India*. Delhi: Kanti Publications. Reprint, pp. 21-66.
- Habib, Irfan. (1991). 'Agricultural Production', in *The Cambridge Economic History of India*, vol. I, edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. *Proceedings of the Indian History Congress*, vol. 31, pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility in the Delhi Sultanate', in *Medieval India: Researches in the History of India 1200-1750*, edited by Irfan Habib. New Delhi: Oxford University Press, pp. 22-48.
- Habib, Irfan. (1984). 'Price Regulations of Alauddin Khalji – A Defence of Zia Barani', *Indian Economic and Social History Review*, vol. 21, no. 4, pp. 393-414. Also reprinted in *Money and the Market in India: 1100-1700*, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, 1994, pp. 85-111.
- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate – An Essay in Interpretation", *Indian Historical Review* Vol. 4, pp. 287-303
- Day, U.N. (1971). 'Chapter 4: Market Regulations of Alaud-din Khalji', in *Some Aspects of Medieval Indian History* by U.N.Day, New Delhi: Kumar Brothers, pp. 71-87.
- Sinopli, Carla. (2003). *Political Economy of Craft Production: Crafting Empire in South India, 1350-1650*. Cambridge: Cambridge University Press, pp. 156-294 (Chapters 6-7).
- Subrahmanyam, Sanjay. (1994). 'Introduction' to *Money and the Market in India 1100-1700*, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, pp. 1-56.
- Digby, Simon. (1982). Chapter V: 'The Maritime Trade of India', in *Cambridge Economic History of India*, edited by Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, pp. 121-159.
- हबीब, इरफ़ान. (2016). मध्यकालीन भारत में प्राद्यौगिकी. नयीदिल्ली: राजकमल.
- हबीब, इरफ़ान. (2017). मध्यकालीन भारत का आर्थिक इतिहास: एक सर्वेक्षण. नयीदिल्ली: राजकमल.
- मिश्र, एस. सी. (2014.) 'मुगल पूर्व भारत में सामाजिक गतिशीलता', मध्यकालीन भारत, अंक - 9, (सं.) इरफ़ान हबीब, दिल्ली: राजकमल प्रकाशन, पृ.सं. 51-58.
- हबीब, इरफ़ान. (1999). उत्तर भारत में सामाजिक और आर्थिक परिवर्तन (1200-1500 ई.), भारतीय इतिहास में मध्यकाल, (सं.) इरफ़ान हबीब. नयीदिल्ली: सफ़दरहाशमी मेमोरियल ट्रस्ट, पृ.सं. 159-68.
- हबीब, इरफ़ान. (2016). 'दिल्ली सल्तनत का आर्थिक इतिहास: एक व्याख्यान', मध्यकालीन भारत, खण्ड 9, पृ.सं. 35-67.

- हबीब, मोहम्मद. (2014). 'उत्तरी भारत में नगरीय क्रांति', मध्यकालीन भारत, अंक - 3, (सं.) इरफ़ानहबीब, दिल्ली: राजकमलप्रकाशन, पृ.सं. 51-58.
- हबीब, इरफ़ान. (1992). 'अला उद्दीन खिलजी के मूल्यनि यत्रण के उपाय: ज़ियाबरनी के समर्थन में', मध्यकालीन भारत, अंक - 4, (सं.) इरफ़ानहबीब, दिल्ली: राजकमलप्रकाशन, पृ.सं. 24-46.

Unit IV: This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions. **(Teaching Time: 4 weeks Approx.)**

- Rizvi, S.A.A. (1978). *A History of Sufism*, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', *Purushartha*, vol. 9, pp. 57-78. Reprinted in *India's Islamic Traditions, 711-1750*, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', *Iran*, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in *The Making of Indo-Persian Culture: Indian and French Studies*, edited by Muzaffar Alam, N.Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). *Bhakti and the Bhakti Movement: A New Perspective*. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38.
- Kulke, Hermann and Burkhard Schnepel. (2001). *Jagannath Revisited, Studying Society, Religion, and State in Orissa*, Delhi: Manohar Publishers.
- Grewal, J.S. (1993). *Contesting Interpretations of Sikh Tradition*. New Delhi: Manohar.
- Chattopadhyaya. B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims (eight to fourteenth century)*. New Delhi: Manohar.
- Amin, Shahid. (2002). 'On Retelling the Muslim Conquest of North India', in *History and the Present*, edited by Partha Chatterjee and Anjan Ghosh, Ranikhet: Permanent Black, pp. 24-43.
- Kumar, Sunil. (2008). 'Politics, the Muslim Community and Hindu-Muslim Relations Reconsidered: North India in the Early Thirteenth Century', in *Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century*, edited by Rajat Datta, Delhi: Aakar Books, pp. 139-67.
- Romila Thapar, 'Tyranny of Labels', *Social Scientist*, vol. 24, no. 9/10 (1996), pp. 3-23.
- हबीब, इरफ़ान. (1999). 'मध्यकालीन लोकवादी एकेश्वरवाद का मानवीय स्वरूप और ऐतिहासिक परिवेश', भारतीय इतिहास में मध्यकाल, (सं.) इरफ़ानहबीब, दिल्ली: राजकमलप्रकाशन, पृ.सं. 145-58.
- चंद्र, सतीश. (1999). 'उत्तर भारत में भक्ति आंदोलन के उदय की ऐतिहासिक पृष्ठभूमि', मध्यकालीन भारत में इतिहास लेखन, धर्म और राज्य का स्वरूप, दिल्ली: ग्रंथशिल्पी, पृ.सं. 83-97.
- बहुगुणा, आर.पी. (2009). मध्यकालीन भारत में भक्ति और सूफ़ी आंदोलन, दिल्ली: ग्रंथशिल्पी.

- लॉरेंजन, डेविडएन. (2010). निर्गुण संतों के स्वप्न. दिल्ली: राजकमलप्रकाशन.

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- Eaton, R.M., ed. (2003). *India's Islamic Traditions, 711-1750*. New Delhi: Oxford University Press.
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- Habib, I. ed. (1992). *Medieval India I: Researches in the History of India 1200-1750*. New Delhi: Oxford University Press.
- Jackson, P. (1999). *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', *Medieval History Journal*, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). *Architecture in Medieval India: Forms, Contexts, Histories*. Delhi: Permanent Black.
- Karashima, N. (2002). *A Concordance of Nayakas: The Vijayanagara Inscriptions in South India*. Delhi: Oxford University Press.
- Kothiyal, Tanuja. (2016). *Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert*, Delhi: Cambridge University Press
- Kumar, Mayank. (2013). *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. New Delhi: Manohar.
- Kumar, Sunil. (2007). *The Emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black.
- Kumar, Sunil. (Ed.). (2007). *Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*. Delhi: Three Essays Collective.
- Kumar, Sunil. (2013). "The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the early Delhi Sultanate", in *Expanding Frontiers in South Asian and World History*, R.

- Eaton, M. Faruqui, et al. (Eds.), Delhi: Cambridge University Press, pp. 39-71, especially pp. 54-57.
- Lal, K.S. (1980). *Twilight of the Sultanate*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
 - Lorenzen, David N. (2004). *Religious Movements in South Asia 600-1800*. New Delhi: Oxford University Press. [Paperback edition, 2005]
 - Lorenzen, David N. (1978). "Warrior Ascetics in Indian History", *Journal of the American Oriental Society*, 98 (1): 61-75
 - Meister, Michael W. (1972). 'The Two-and-a-half-day Mosque', *Oriental Art*, vol. 18, pp. 57-63. Reproduced in *Architecture in Medieval India: Forms, Contexts, Histories*, edited by Monica Juneja, New Delhi: Permanent Black, 2001, pp. 303-314.
 - Prasad, P. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. Delhi: Oxford University Press.
 - Schomer, K. and W.H. McLeod, eds. (1987). *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidas Publishers.
 - Sharma, Sunil (2005). *Amir Khusraw: The Poet of Sultans and Sufis*. Oxford: One World.
 - Sreenivasan, Ramya. (2002). 'Alauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives', *Studies in History*, vol. 18, no. 2, pp. 275-96.
 - Stein, B. (1980). *Peasant, State and Society in Medieval South India*. New Delhi: Oxford University Press.
 - Tod, James. (1920). *Annals and Antiquities of Rajasthan*, William Crooke (Ed.). London: Oxford University Press, 3 volumes.
 - Vaudeville, C. (1996). *Myths, Saints and Legends in Medieval India*. New Delhi: Oxford University Press.
 - ताराचंद. (2006). भारतीय संस्कृति पर इस्लाम का प्रभाव. नयी दिल्ली: ग्रंथशिल्पी.
 - हबीब, मोहम्मद और खलीक अहमद निज़ामी. (1998). (सं.) दिल्ली सल्तनत. दिल्ली, मैकमिलन.

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 interconnect-edness 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 devel-opments/phenomena can be historicised.

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:

Ta'rikh, Delhi Sultans, Kakatiyas, Vijayanagara, Agricultural Production, *Iqtas*, Monetization, Sufism, Bhakti.

Core Course VIII

Rise of the Modern West- II

Course Objectives:

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Learning Outcomes:

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

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

Course Content:

Unit 1: The 17th century European crisis: economic, social, and political dimensions.

Unit 2: The English Revolution (1603-1688)

[a] Major issues

[b] Political, economic and social implications

Unit 3: European society and Modern Science: the Renaissance to the 17th century.

Unit 4: Mercantilism and European economies: trade and empire -- 17th -- 18th centuries.

Unit 5: Enlightenment: ideas and impact

Unit 6: Origins of the Industrial Revolution: divergence debate

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 3 weeksApprox.)**

- Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) *Early Modern Europe: From Crisis to Stability*. Newark: University of Delaware Press.
- Black, Jeremy. (2002) *Europe and the World, 1650-1830*. New York: Routledge.
- Parker, G. and L.M. Smith, (Eds.). (1997). *The General Crisis of the Seventeenth Century*. London: Routledge. (Introduction ,Chapters: 2,4, 5 & 7)
- de Vries, Jan. (1976). *Economy of Europe in an Age of Crisis 1600-1750*. Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. (1980). *The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750*. New York: Academic Press.

Unit-II: The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 2 weeksApprox.)**

- Gaunt, Peter, (Ed.). (2000). *The English Civil War: The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Harris, Tim. (2006). *Restoration: Charles II and his Kingdoms, 1660-1685*. London: Penguin.
- Hill, Christopher. (1985). *The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth Century England*. Amherst: The University of Massachusetts Press.
- Hill, Christopher. (1986). *The Collected Essays of Christopher Hill, Vol. 3, People and Ideas in Seventeenth Century England*. Amherst: The University of Massachusetts Press.
- Kennedy, Geoff. (2008). *Diggers, Levellers, and Agrarian Capitalism: Radical Political Thought in Seventeenth Century England*. Lexington: Lexington Books.

Unit-III: The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted.**(Teaching period: 2weeksApprox.)**

- Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). *The Scientific Revolution and the Origin of Modern Science*. London: Palgrave.
- Henry, John. (2011). *A Short History of Scientific Thought*. London. Macmillan International.

- Huff, Toby E. (2003). *The Rise of Early Modern Science: Islam, China and the West*. Cambridge: Cambridge University Press (2nd edition).

Unit-IV: The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. **(Teaching period: 2 weeks Approx.)**

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). *Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire*. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). *Slavery and the Rise of the Atlantic System*. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). *British Capitalism and Caribbean Slavery*. Cambridge: Cambridge University Press.
- Mintz, Sidney W. (1986). *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.
- Marshall, P. J. (Ed.). (1998). *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*. Oxford: Oxford University Press.

Unit-V: The unit will define the phenomenon of Enlightenment. Main thinkers and their ideas, and connection between Enlightenment and modernity will be analysed. **(Teaching period: 2 weeks Approx.)**

- Conrad, Sebastian. (2012). *Enlightenment in Global History: A Historiographical Critique*. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). *The Enlightenment World*. London: Routledge.
- Jacob, Margaret C. (2016). *The Enlightenment: A Brief History with Documents*. New York: Bedford/St. Martins.
- Losonsky, Michael. (2001). *Enlightenment and Action from Descartes to Kant: Passionate Thought*. Cambridge: Cambridge University Press.
- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press. (Introduction and conclusion)

Unit-VI: The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. **(Teaching period: 3 weeks Approx.)**

- Deane, Phyllis. (1965). *The First Industrial Revolution*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J.(1999). *Industry and Empire*. London: Penguin Books.

- Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press.
- Pomeranz, Kenneth. (2000). *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press.

SUGGESTED READINGS

- Anderson, M. S. (1976). *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). *The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). *Revisions in Mercantilism*. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). *The Economic History of Britain Since 1700, Vol. I: 1700-1860*. Cambridge: Cambridge University Press.
- Hall, A.R. (1970). *From Galileo to Newton 1630-1720*. London: Fontana-Collins.
- Hill, Christopher. (1997). *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century*. London/New York: Palgrave Macmillan.
- Mathias, Peter. (2001). *The First Industrial Nation*. London: Routledge.
- Stone, Lawrence. (2002). *The Causes of the English Revolution, 1529-1642*. New York: Routledge.
- Studer, Roman. (2015). *The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power*. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). *Capitalism and Slavery*. Chapel Hill: University of North Carolina 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. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. 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:

17th century crisis, English Revolution, Modern Science, Mercantilism, Enlightenment, Origins of the Industrial Revolution, Divergence debate.

Core Course IX

History of India V (c. 1500-1600)

Course Objectives:

The course is intended to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other areas of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them.

Learning Outcomes:

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

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

Course Content:

I. Sources and Historiography

- a. Persian Literary traditions: *Tawarikh*, *Insha* and Translations
- b. Vernacular Literature: *Brajbhasha* and *Telugu/Tamil*

II. Establishment of Political authority: Mughals and Rajputs

- a. Historiographies on the nature of 16th century political formations.
- b. Contexts, Campaigns and Conquests: Military tactics and technology
- c. Chaghatayid notions of Kingship; Abu'l Fazl's interventions
- d. Rajputs and other warrior groups

III. Consolidation of Political authority: Mughals, Rajputs and Nayakas

- a. Evolution of Mughal administrative institutions: *Mansab*, *Jagir* Land Revenue Systems
- b. Agrarian and revenue relations: Zamindars and Peasants
- c. Rajput states (Mewar/Marwar/Amber)
- d. State formation under the Nayakas: Madurai, Thanjavur and Senji

IV. Articulation of authority

- a. Fatehpur Sikri
- b. Temples and Gopurams of the Nayakas

V. Political and Religious ideas

- a. *Akhlaqi* traditions; *sulh-i kull*
- b. Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi
- c. Vaishnava Bhakti Traditions of North India
- d. Deccan Sultanates, trans-regional links and Shia Ideology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I. This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyse these sources based on their modern historiographical interpretations. **(Teaching Time: 2 weeks Approx.)**

- Rizvi, S. A. A. (1975)- *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*, Delhi: Munshiram Manoharlal
- Mukhia, Harbans (1976). *Historians and Historiography during the Reign of Akbar*. Vikas: Publishing House
- Zilli, Ishtiyak Ahmad (2010). "Development of Insha literature to the End of Akbar's Reign" in Meena Bhargava (ed.) *Exploring Medieval India: Sixteenth to Eighteenth Century, Vol. II*, New Delhi: Orient Black Swan, pp. 74-112
- Momin, Mohiuddin, (1971). *The Chancery and Persian Epistolography under the Mughals*, Calcutta, Iran Society.
- Ali, S Athar. (1992). "Translations of Sanskrit Works at Akbar's Court" *Social Scientist*, vol. 20 no.9, pp, 38-45
- Truschke, Audrey (2011). "The Mughal Book of War: A Persian Translation of the Sanskrit Mahabharata" *Comparative Studies of South Asia, Africa and the Middle East*, 31, 506-20.
- Busch, Allison (2005), "Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas" in *South Asia Research*, Vol. 25, No.1, pp 31-54
- Busch, Allison (2010) "Hidden in Plain view: Brajhasha poets at the Mughal Court" *Modern Asian Studies*. Vol. 44, No.2, pp 267-309

- Sharma, Sandhya (2011). *Literature, Culture and History in Mughal North India, 1550-1800*, Delhi: Primus
- Rao, V N, David Shulman and Sanjay Subrahmanyam (eds.) (2001). *Textures of Time: Writing History in South India 1600-1800*, Delhi: Permanent Black
- Zvelebil, Kamil (1974). *Tamil Literature (A History of Indian Literature X/I)*, Wiesbaden: Otto Harrassowitz

Unit II. This unit enables students to understand the various contexts and processes involved in the establishment of the Mughal state. Other than Mughal conquests, their warfare tactics and technology, it also discusses other political formations, some of considerable resilience and importance that complicated processes of imperial integration. These factors also inflected Mughal and other notions of kingship. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India.

(Teaching Time- 3weeks Approx.)

- Kolff, Dirk H.A. (1990). *Naukar, Rajput and Sepoy: the Ethnohistory of the military labour market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).
- Raziuddin Aquil. (2007). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford: Oxford University Press.
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press.
- Gommans, Jos J L. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London and New York: Routledge
- Khan, Iqtidar Alam. (2004). *Gunpowder and Firearms: Warfare in Medieval India*, Delhi: Oxford University Press
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- Khan, I.A. (1972). "The Turko-Mongol Theory of Kingship", in K A Nizami (Ed.). *Medieval India-A Miscellany*, Vol. II, London: Asia Publishing House
- Mukhia, Harbans (2004). *The Mughals of India*, Oxford, United Kingdom: Wiley India, Blackwell Publishing
- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*. New Delhi: Munshiram Manoharlal.
- Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80" , *Journal of Royal Asiatic Society*, No 1-2 , pp.29-36
- Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 285-326.
- Ziegler, Norman P (1998)- "Some Notes on Rajput Loyalties During the Mughal Period" in John F. Richards, (Ed.). *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 242-284.

- Zaidi, S Inayat A.(1997). “Akbar and Rajput Principalities- Integration into Empire” in Irfan Habib (ed.) *Akbar and His India*, Delhi: Oxford University Press
- Rao, V N, David Shulman and S. Subrahmanyam (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press
- Dirks, Nicholas B (2007). *The Hollow Crown. Ethnohistory of an Indian Kingdom*, Cambridge: Cambridge University Press
- Howes, Jennifer (2003). *The Courts of Pre-colonial South India*, London: Routledge
- Karashima, Noboru (1985). “Nayaka Rule in North and South Arcot Districts in South India During the 16th Century ”, *Acta Asiatica*, Vol. 48, pp. 1-25

Unit III: This unit will teach students about the key administrative institutions of the dominant political formation of the time, the Mughals, around whom there is now a rich historiography. Although centred around the Mughal state the readings and discussion will also enable students to explore questions relating to the medieval state formations and the social contexts of early modern administrative institutions. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes. **(Teaching Time: 3 weeks Approx.)**

- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- 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
- Mayaram, Shail. (2004). *Against History, Against State*, Delhi: Orient Blackswan.
- Blake, S P (1979). “The Patrimonial-Bureaucratic State of the Mughals” *Journal of Asian Studies*, Vol. 19, No. 1, pp 77-94
- Ali, S Athar (Revised 1997) -*The Mughal Nobility Under Aurangzeb*, Delhi: Oxford University Press
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press
- Moosvi, Shireen. (1981). “The Evolution of the Mansab System under Akbar until 1596-97”, *Journal of the Royal Asiatic Society of Great Britain & Ireland*, Vol. 113 No. 2, pp. 173-85,
- Ray, Aniruddha (1984). *Some Aspects of Mughal Administration*, New Delhi: Kalyani Publishers
- Kapur, N S. (2002). *State Formation in Rajasthan: Mewar During the Seventh-Fifteenth Centuries*, Delhi: Manohar, pp. 194-286.
- Sharma, G D. (1997). *Rajput Polity: A Study of Politics and Administration of the State of Marwar*, Delhi: Manohar
- Ziegler, Norman P. (2010). “Evolution of the Rathor State of Marwar: Horses, Structural Change and Warfare” in Meena Bhargava (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century, Vol. II*, Delhi: Orient BlackSwan

- Bhargav, V S. (1979). *Rise of the Kachhawas in Dhundhar (Jaipur): from the earliest times to the death of Sawai Jai Singh, 1743 AD*, Ajmer: Shabd Sanchar
- Chandra, Satish. (1993). *Mughal Religious Policies, The Rajputs and The Deccan*, Delhi: Vikas Publishing House.

UNIT IV: This unit focuses on the nuanced usage of visual culture (particularly architecture) as a means to articulate authority by rulers of different backgrounds and political ambitions. **(Teaching Time: 2 weeks Approx.)**

- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press
- Talbot, Cynthia and Catherine B Asher (2006). *India Before Europe*, Cambridge: Cambridge University Press
- Brand, Michael and Glen D Lowry (Eds.). (1987). *Fatehpur Sikri*, Bombay: Marg Publications
- Koch, Ebba. (2002). *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New Delhi, New York: Oxford University Press
- Mitchell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*, Cambridge: Cambridge University Press
- Eaton, Richard M. And Phillip B. Wagoner. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi: Oxford University Press.
- Karashima, Noboru (2014). *A Concise History of South India: Issues and Interpretations*, New Delhi: Oxford University Press
- Rao, V N, David Shulman and S. Subrahmanyam. (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press

Unit V. This unit apprises students about the changing agrarian environment wherein the forest areas are brought under cultivation under the land revenue regime of dominant political regimes leading towards a process of peasantisation. Students would also grasp the crucial role of regional and local political formations, the Zamindars and the peasants in the agrarian society and economy of the period under study. **(Teaching Time- 2 weeks Approx.)**

- Singh, Chetan. (1995). "Forest, Tribes and Agrarian Society in Mughal India" in David Arnold and Ramchandra Guha, (Eds.), *Nature, Culture, Imperialism: Essays on Environmental History of South Asia*, New Delhi: Oxford University Press, pp. 21-48.
- Singh, Chetan. (2010). "Conformity and Conflict Tribes and the 'Agrarian System' of Mughal India" in Meena Bhargava (Ed.) *Exploring Medieval India, Vol. I*, Hyderabad: Orient Blackswan
- Bhargava, Meena (Ed.). (2017). *Frontiers of Environment: Issues in Medieval and Early Modern India*, Hyderabad: Orient Blackswan, (Introduction pp.1-42).

- Bhardwaj, Suraj Bhan (2012). “Migration, Mobility and Memories: Meos in the process of Peasantisation and Islamization in Medieval Period” *Indian Historical Review*, Vol. 39 No.1., pp. 217-250
- Ray, Aniruddha. (1984). *Some Aspects of Mughal Administration*, New Delhi: Kalyani Publishers
- Habib, Irfan (1999), *The Agrarian System of Mughal India 1556-1707*, Delhi: Oxford University Press
- Siddiqui, N A. (reprint 1989). *Land Revenue Administration under the Mughals (1700-1750)*. New Delhi: Munshiram Manoharlal Publishers
- Habib, Irfan. (1999). *The Agrarian System of Mughal India 1556-1707*, Delhi: Oxford University Press
- Habib, Irfan (1996). - “Peasant Differentiation and the Structure of Village Community: 16th and 17th Century Evidence From Northern India” in V K Thakur and A Anshuman (Eds.) *Peasants in Indian History*, Patna
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Chandra, Satish. (1982). *Medieval India: Society, Jagirdari Crisis and the Village*. Delhi: Macmillan

Unit VI: The concluding unit of the course teaches students about political and religious ideologies of the times focusing not just on the Mughal rulers but more generally on the cross cutting ideas in circulation. It uses the case studies of Shaikh Ahmad Sirhindi and the Vaishnava saints to enlarge on some of these trends. **Teaching Time: 2 weeks Approx.)**

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*. New Delhi: Munshiram Manoharlal
- Alam, Muzaffar. (2000). ‘Akhlai Norms and Mughal Governance’ in Muzaffar Alam, Françoise Nalini, Delvoye and Marc Gaborieau (eds.). *The Making of Indo-Persian Culture*, Delhi: Manohar
- Alam, Muzaffar (2004). *The Languages of Political Islam: India (1200-1800)*, Delhi: Permanent Black
- Ali, S Athar (2008), “*Sulh-i-Kul* and Religious Ideas of Akbar” in *Mughal India: Studies in Polity, Ideas, Society and Culture*, Delhi: Oxford University Press
- Khan, A R. (2010). “Abu’l Fazl’s Account of Akbar’s Expansionism. Ambit of Reason and Tolerance” in Meena Bhargava (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century, Vol. II*, New Delhi: Orient BlackSwan
- Moosvi, Shireen (2007). “The Road to Sulh-i-Kul: Akbar’s Alienation from Theological Islam” in Irfan Habib (ed.) *Religion in History*, Delhi: Tulika
- Rizvi, S.A.A. (reprint 2014). *Muslim Revivalist Movements in Northern India In the 16th and 17th Century*. New Delhi: Munshiram Manoharlal

- Friedmann, Y. (2001). *Shaykh Ahmad Sirhindi: An Outline of his thought and a study of his Image in the Eyes of Posterity*, Oxford: Oxford University Press
- Habib, Irfan (1960). "Political Role of Shaikh Ahmad Sirhindi and Shah Waliullah" in *PIHC*
- Hasan, Nurul. (2005). "Shaikh Ahmad Sirhindi and Mughal Politics" in Satish Chandra (Ed.), *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, New Delhi: The website on Vijayanagara is strongly recommended
- Lorenzen, David N. (1995). *Bhakti Religion in North India. Community Identity and Political Action*, New York: State University of New York Press
- Chatterjee, K. (2009). "Cultural Flows and Cosmopolitanism in Mughal India: The Bishnupur Kingdom", *Indian Economic and Social History Review*, vol. 46, No. 2, pp. 147-82.
- Bahugana, R.P. (2008). "Kabir and other Medieval Saints in Vaishnava Tradition", *PIHC*, Vol. 69
- Chakravarti, Ramakanta. (1977). "Gaudiya Vaisnavism in Bengal", in *Journal of Indian Philosophy*, Vol. 5, No. 1/2, pp. 107-49.
- Sharma, Krishna (2003). *Bhakti and Bhakti Movement*, Delhi: Munshiram Manoharlal Publishers

SUGGESTED READINGS:

- Alam, Muzaffar and S Subrahmanyam (2014). *Writing the Mughal World: Studies in Political Culture*, Delhi: Permanent Black
- Aquil, Raziuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History*, Delhi: Manohar publishers and Distributors
- 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.
- Chandra, Satish (2018). *Madhyakalin Bharat (Part II), Sultanat se Mughal KalTak*, New Delhi: Jawahar Publishers & Distributors
- Day U.N. (2004). *Some Aspects of Medieval Indian History*. Delhi: Low Price Publications
- Grover, B R. (2004). "Nature of Dehat-i-Ta'aluqa (Zamindari Villages) and the Evolution of the Ta'aluqdari System During the Mughal Age" in Amrita Grover, Anju Grover and J C Jha, *Land Rights, Landed Hierarchy and Village Community During the Mughal Age: Collected Works of B R Grover*, Delhi: Books for All.
- Habib, Irfan (2016). *Madhyakalin Bharat Mein Prodhyogiki*, New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.). (2000). *Madhyakalin Bharat*, (Vols. 1-8, relevant articles), New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.). (2016). *Akbar Aur Tatkaleen Bharat*, New Delhi: Rajkamal Prakashan
- Habib, Irfan. (1966). "The Mansab System (1595-1637)", *PIHC*, pp 228-249
- Habib, Irfan. (1995). *Essays in Indian History: Towards a Marxist Perspective*, Delhi: Tulika

- Habib, Irfan. (2002). “Akbar and Technology” in Irfan Habib (Ed.), *Akbar and his India*, Delhi: Oxford University Press
- Habib, Irfan. (2017). *Madhyakalin Bharat ka ArthikItihas: EkSarvekshan*, New Delhi: Rajkamal Prakashan
- Nath, R. (2009). *Mysteries and Marvels of Mughal Architecture*, Gurgaon: Shubhi Publications
- Nizami, K A (1983). *On History and Historians of Medieval India*, New Delhi: Vedic Books
- Qaisar, A J. (1961). “Note on the date of institution of Mansab under Akbar”, *PIHC*, pp155-157
- Rezavi, S A N. (2013). *Fatehpur Sikri Revisited*, Delhi: OUP
- Rizvi, S.A.A. (2002).- *Fatehpur Sikri*, New Delhi: ASI and Eicher Goodearth Limited
- Saran, P. (1952). *Studies in Medieval Indian History*, Delhi: Ranjit Printers & Publishers.
- Siddiqui, I H. (1969). *Some aspects of Afghan Despotism in India*, Aligarh: Three Men Publications
- Spear, Percival (2009). “The Mughal Mansabdari System” in Edmund Leech and S N Mukherjee (eds.) *Elites in South Asia*, Cambridge: Cambridge University Press
- Verma H C. (Ed.) (2017). *Madhyakalin Bharat (Vol. II) 1540-1761*, Hindi Madhyam Karyanvan Nideshalaya Delhi University

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 interconnect-edness 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 devel-opments/phenomena can be historicised.

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 stu-dents. Students will be assessed on their ability to engage with a sizeable corpus of readings as-signed 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:

Tawarikh, vernacular literature, Mughal State, *Mansabdari*, *Jagirdari*, *Zamindars*, architecture, Nayaks, *sulh-ikul*. Deccan Sultanates

Core Course X

History of India- VI (c. 1750-1857)

Course Objectives:

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Learning Outcomes:

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

- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
- Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Course Content:

Unit I: India in the mid-18th Century: society, economy, polity and culture

[a] Issues and Debates

[b] Continuity and change

Unit II: Dynamics of colonial expansion: indigenous states and Company power

[a] Regional kingdoms: economic and military and political dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh, Punjab and the North- East.

[b] Economic Developments, Culture and Society

Unit III: Colonial state and ideology: emergence of the Company State

- [a] Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of Race
- [b] The colonial army: military culture and recruitment

Unit IV: Law and education

- [a] Evolution of law and colonial courts
- [b] Indigenous and colonial education: institutions and medium of instruction

Unit V: Economy and society

- [a] Land revenue systems and agrarian relations
- [b] Commercialization, indebtedness and famines
- [c] Forests and pastoral economy
- [d] Question of de-industrialization and foreign trade

Unit VI: Early 19th Century: Reforms and Revival

- [a] Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis
- [b] Debating Gender: Traditions and Reform in the 19th Century

Unit VII: Popular resistance

- [a] The Uprising of 1857
- [b] Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion (1860); Pabna Agrarian Leagues (1873); Deccan Riots (1875).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidences used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 2 weeks Approx.)**

- Alavi, Seema(ed.). (2002). *The Eighteenth Century in India*. New Delhi: OUP (Introduction).
- Roy, Tirthankar. (2013). "Rethinking the Origins of British India: State Formation and Military-fiscal Undertakings in an Eighteenth Century World Region". *Modern Asian Studies*, 47 (4), 1125-1156.
- Bayly, C.A. 1988. *Indian Society and the making of the British Empire*. Cambridge: CUP (Chapter 1, pp. 7- 44).

- Parthasarathi, Prasannan. 2011. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850*. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Vries, Peer. (September 2012). "Review: Challenges, (Non-) Responses, and Politics: A review of Prasannan Parthasarathi, 'Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850'." *Journal of World History*, 23(3), 639- 664.
- Faruqi, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqi, David Gilmartin and Sunil Kumar (Eds.), *Expanding Frontiers in South Asian and World History: Essays in Honour of John F. Richards* (pp. 1- 38).

Unit- II: This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 2 weeks Approx.)**

- Bandyopadhyay, Sekhar .(2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan (Chapter 1, 'Transition to the Eighteenth Century', pp. 37-62).
- Bayly, C. A. (2008). *Indian Society and the making of the British Empire*. Cambridge: CUP (Chapter 2, 'Indian Capital and the Emergence of Colonial Society' pp. 45- 78; Chapter 3, 'The Crisis of the Indian State', pp. 79- 105).
- Fisher, Michael H. (1996). *The Politics of British Annexation of India 1757- 1857*. Oxford: OUP (Introduction).
- Marshall, P.J. (1990). *Bengal: The British Bridgehead*. Cambridge: CUP.
- Marshall, P. J. (1975). "Economic and Political Expansion: The Case of Awadh". *Modern Asian Studies*, 9 (4), pp. 465- 82.
- Cederlof, Gunnel. (2014). *Founding an Empire on India's North- Eastern Frontiers 1790- 1840: Climate, Commerce, Polity*. OUP.
- Mukherjee, Rudrangshu. (February 1982). "Trade and Empire in Awadh, 1765- 1804". *Past and Present*, 94, pp. 85- 102.
- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. New Delhi: Manohar.
- Bryant, G. J. (April 2004). "Asymmetric Warfare: The British Experience in Eighteenth-Century India". *The Journal of Military History*, 68 (2), April 2004, pp. 431- 469.
- Marshall, P.J. (ed.). *The Eighteenth Century In Indian History: Evolution or Revolution?* (Introduction, pp. 1- 49).
- Chakravarti, Uma. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. New Delhi: Kali for Women (Chapter, 'Caste, Gender and the State in Eighteenth Century Maharashtra', pp. 3-42).

Unit-III:The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse, the changing military requirements and military culture of the expanding colonial state.(Teaching Time: 2 weeks Approx.)

- Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1,2 & 3).
- Wagoner, Phillip B. (October 2003). “Pre- colonial Intellectuals and the Production of Colonial Knowledge”. *Comparative Studies in Society and History*, 45 (4), pp. 783- 814.
- Cohn, Bernard. (1996). “The Command of Language and the Language of Command” In B. Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton University Press.
- Stokes, Eric. (1982 reprint). *The English Utilitarians and India*. Oxford: OUP (Chapter ‘Doctrine and its Setting’)
- Alavi, Seema. (1995). *The Sepoys and the Company: Tradition and Transition in Northern India 1770- 1830*. New Delhi: OUP (Introduction and Chapters 1-3, pp. 1- 154).
- Roy, Kaushik (ed.). (2010). *War and Society in Colonial India*. New Delhi: OUP (Introduction, pp. 1- 20).
- Rocher, Rosanne. (1993). “British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government”, in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Post- colonial Predicament: Perspectives on South Asia*. University of Pennsylvania Press, pp. 215-250.

Unit-IV: This Unit shall equip students to identify and explain the peculiarities of evolving colonial institutions and their impact. The discussion shall focus largely on the evolving legal apparatus and education structure and policy of the Company state.(Teaching Time: 2 weeks Approx.)

- Stokes, Eric. *The English Utilitarians and India*(Chapter, ‘Law and Government’).
- Metcalf, Thomas R. (2007 reprint). *Ideologies of the Raj*, Cambridge: CUP (Chapters 1 &2).
- Cohn, Bernard. “Law and the Colonial State” In Cohn, *Colonialism and its Forms of Knowledge*.
- Singha, Radhika. (2000). *A Despotism of Law: Crime and Justice in Early Colonial India*. New Delhi: OUP(Preface; Chapter 1 (pp.1- 35); Chapter 4 (pp.121- 167); Chapter 5 (pp. 168- 228); Epilogue (pp. 285- 301)).
- Viswanathan, Gauri. (2014 reprint). *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press (Introduction and Chapters 1 to 4).
- Copland, Ian. (2007). “The Limits of Hegemony: Elite Responses to Nineteenth- Century Imperial and Missionary Acculturation Strategies in India”. *Comparative Studies in Society and History*. Vol. 49. No. 3. (637- 665).

- Seth, Sanjay. (2007). "Changing the Subject: Western Knowledge and the Question of Difference". *Comparative Studies in Society and History*. Vol. 49. No. 3. (666- 688).
- Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).
- Panikkar, K.N. (1995). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*. New Delhi: Tulika(pp. 1-26 & pp. 47-53).
- Bhattacharya, Sabyasachi (ed.). (1998). *The Contested Terrain: Perspectives on Education in India*. New Delhi: Orient Blackswan ("Introduction").

Unit-V: This Unit shall familiarise students with the key debates on the economic impact of Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, forest policy, handicraft production and trade patterns. **(Teaching Time: 2 weeks Approx.)**

- Stein, Burton. (ed.). (1992). *The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57- 79)).
- Guha, Ramachandra. (1990). "An Early Environmental Debate". *Indian Economic and Social History Review (IESHR)*.
- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World", In David Arnold and Ramachandra Guha (Eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, New Delhi: Oxford University Press.(49-85).
- Damodaran, Vinita. (June 1995). "Famine in a Forest Tract: Ecological Change and the Causes of the 1897 Famine in Chotanagpur", *Environment and History*, 1(2), pp. 129-158.
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in- Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).

Unit-VI: This Unit shall acquaint students with the social churning on questions of tradition, modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of 'ideal womanhood', the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 2 weeks Approx.)**

- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India* (pp. 15- 47; pp. 122- 131).
- Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*. Taylor and Francis (pp. 1- 197).
- Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). “Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India”. *History Workshop*, 36, pp.209–227.

Unit-VII: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 2 weeks Approx.)**

- Stokes, Eric and C.A. Bayly. (1986). *The Peasant Armed: the Indian Revolt of 1857*. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). “The Sepoy Mutinies Revisited”, in Mushirul Hasan and Narayani Gupta (Eds.), *India’s Colonial Encounter*, New Delhi: Manohar
- David, Saul. (2010). “Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw”, In Kaushik Roy (ed.) *War and Society in Colonial India* (82-113).
- Hardiman, David. (1993). *Peasant Resistance in India, 1858- 1914*. New Delhi: OUP. Introduction & pp. 1-125.
- Desai, A.R. (ed.) (1979). *Peasant Struggles in India*. Bombay: UP. (136- 158)

SUGGESTED READINGS

- Alavi, Seema ed. (2002). *The Eighteenth Century in India*. New Delhi: OUP.
- Bara, Joseph (2002) “Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870.” In *Education and the Disprivileged : Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). “Chapter 2: Kings and Service People 1700-1830.” *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.
- Bhattacharya, Sabyasachi ed. (2007). *Rethinking 1857*. Delhi: Orient Longman.

- Chaudhury, Sushil. (2000). *The Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". *Journal of Asian Studies*, 60 (2), pp. 439-78.
- Dirks, Nicholas B. (2001). *Castes of Mind*. Princeton, New Jersey: Princeton University Press.
- Green, William A. et al. (Spring 1985). "Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis". *Albion: A Quarterly Journal Concerned with British Studies*, 17 (1), pp. 15-45. [pp. 20-24 is a survey of British strategy/calculations during its territorial expansion]
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press (Introduction & Chapter 'Territoriality').
- Hutchins, Francis. (1967). *The Illusion of Permanence*. Princeton, New Jersey: Princeton University Press.
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge History of India, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press (Chapter 4, Ordering Difference, pp. 92-128).
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press (Introduction and Chapter 1, 'The Colonial and the Imperial', pp. 1- 44).
- Mukherjee, Rudrangshu. (1984) *Awadh in Revolt 1857-1858*. New Delhi: Oxford University Press.
- Mukherjee, Rudrangshu. (2018). "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the North western Provinces". *The Year of Blood: Essays on the Revolt of 1857*. New Delhi: Social Science Press and Routledge.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar. Introduction (1- 16).
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Robb, Peter, ed. (1993). *Dalit movements and the meanings of labour in India*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2010). *Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940*. New Delhi: OUP (Chapter 6, pp. 190- 219).

- Skuy, David. (July 1998). “Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century”, *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Stern, Phillip. (2011). *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. New York: Oxford University Press.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (ed.). New Delhi: Oxford University Press.
- Tilak, Lakshmibai. (2017, 1973). *Smritichitre: The Memoirs of a Spirited Wife*. New Delhi: Speaking Tiger. (Translated by Shanta Gokhale).
- Rosanne Rocher, “British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government”, in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.

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 interconnect-edness 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 devel-opments/phenomena can be historicised.

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 stu-dents. Students will be assessed on their ability to engage with a sizeable corpus of readings as-signed 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:

18th century Debates, Bengal, Mysore, Awadh, Marathas, Colonial Expansion, Utilitarianism, Evangelicalism, race, Colonial Army, Law and Courts, Colonial Education, Land Revenue, Forests, de-Industrialization, Reformist and Revivalist Movements, Gender, Caste, 1857

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 (Ch.1, Ch.2, Ch.3, Ch.4, Ch.5, Ch.6, Ch7, Ch.8 & Ch.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: Westview 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).
- David, Thompson. (1990). *Europe Since Napoleon*. New York: Penguin Books.
- 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.
- Frederick Engels. (1970 reprint). *Socialism: Utopian and Scientific*, trans. Edward Aveling. Moscow: Progress Publishers. Available at http://www.marxists.org/archive/marx/works/download/Engels_Socialism_Utopian_and_Scientific.pdf.
- 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.
- 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. Open Yale Course Lectures [audio].
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. New York: W.W. Norton
- 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 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:

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 DaraShukoh
(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-SaqiMust‘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 NiyaziBerkes*, 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 Niccolao Manucci, Volume I, London: Royal Asiatic Society
- Subrahmanyam, Sanjay. (2008). "Further thoughts on an Enigma: The tortuous life of Niccolao 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 taxation 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 Proceedings of Indian History Congress.
- Hasrat Bikrama J. (1982). *Dara Shikuh: Life and Works*. Delhi: Munshiram Manoharlal, pp. 1-42, (Introduction: Chap 1).
- Kinra Rajeev. (2009). "Infantilizing Baba Dara: The Cultural Memory of Dara", in *Journal of Persianate Studies*, Vol. 2, pp. 165-93
- Dalmia Vasudha & Munis Faruqi, (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: MartinusNijhoff.
- 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” inTapan 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 *Revisiting the History of Medieval Rajasthan: Essays for Professor Dilbagh Singh*. SurajbhanBhardwaj, R.P. Bahuguna and Mayank Kumar. 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, ShamaMitra (1998), *Shahjahanabad*, Delhi: MunshiramManoharlal
- 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
- Faruqui, Munis D. (2012), *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press.
- Faruqui, S.R. (2002). "Urdu Literature" in Zeenat Zaidi (ed.) *The Magnificent Mughals*, Karachi: Oxford University Press.
- Habib, Irfan ed. (2016), *Akbar aurTatkalin Bharat*, New Delhi: RajkamalPrakashan
- Jha, Mridula (2017). "Mingling of the Oceans: A Journey through the Works of Dara Shikuh", in RaziuddinAquil& 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. Faruqui (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 interconnect- edness 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 devel- opments/phenomena can be historicised.

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 stu- dents. Students will be assessed on their ability to engage with a sizeable corpus of readings as- signed 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-iAlamgiri*, Manucci, Bernier, Mughal Conquest, the Deccan, War of Suc- cession, Marathas, Shivaji, Peshwas, Sikhism, Dara Shukoh, Courtly Culture, Shahjahanabad, Mughal paintings, Indian Ocean, the 18th Century.

Core Course XIII

History of India VIII (c.1857 - 1950)

Course Objectives: This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state. The aim is to develop interdisciplinary analytical skills at the undergraduate level.

Learning Outcomes: After successful completion of the course, the students will be able to:

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

Course Content:

Unit 1: Caste, Community and Nation

- a) Regional, religious and linguistic identities
- b) Assertions of gender and caste identity: Sanskritizing trends and lower caste movements, regional variations

Unit 2: Economy and social classes

- a) Economic critique of colonial rule with special reference to Drain of Wealth
- b) Rise of modern industry: emergence of capitalists and the working class
- c) Famines and their impact

Unit 3: Early Nationalism

- a) Emergence of Indian National Congress (INC)
- b) Moderates and Extremists
- c) Swadeshi and Revolutionary Movements

Unit 4: Emergence and social base of Gandhian Nationalism

- a) Intellectual foundations of Gandhian Nationalism; Early Interventions: Champaran, Kheda, Ahmedabad; INC
- b) Rowlatt, Khilafat and Non-Cooperation Movements
- c) Civil Disobedience Movement d) Quit India Movement

Unit 5: Interfaces: Nationalism and Socio-Political Movements

- a) Ambedkar and the Dalit Movement
- b) Bhagat Singh and H.S.R.A
- c) Singh Sabha and the Akali Movement; Dravidian movements
- d) Left movements: peasants and workers' movements
- e) Tribal Movements

Unit 6: Communalism: ideologies and practices

- a) Trends in Communalism
- b) Partition

Unit 7: Independence and the New State

- a) World War II and the Post-War crisis
- b) Negotiations for Independence
- c) Integration of the Princely States
- d) The Making of the Constitution

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: Caste, Community and Nation: The unit seeks to identify the developments in post-1857 India in terms of the shaping of different regional, caste, religious, linguistic and gender identities in the late 19th and early 20th centuries and the role of reform and debates in this. **(Teaching Time: 2 weeks Approx.)**

- Metcalfe, Barbara D and Thomas R. (2002). *A Concise History of India*. Cambridge: Cambridge University Press, pp.91 – 160
- Jones, Kenneth. (1994). *Socio-Religious Reform Movements in British India*. New Delhi: Cambridge University Press, pp.73-101.
- Blackburn, Stuart & Dalmia, Vasudha ed. (2004). *India's Literary History. Essays on the Nineteenth Century*. Delhi: Permanent Black, Introduction; pp. 1-22.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity, in the Sikh Tradition*. University of Chicago Press, Chapter 4,5,6
- Forbes, Geraldine. (1999). "Women in Modern India". *The New Cambridge History of India – Volume 4*. Cambridge: Cambridge University Press (Chapters 3, 4 & 5).

- Sarkar, Sumit and Tanika Sarkar. (Eds.). *Caste in Modern India*, Vols. 1 & 2. Delhi: Permanent Black (Vol. I-Chapters 2 & 3, pp. 24-87; Vol. 2-Chapter 8, pp. 200-233).
- O'Hanlon, Rosalind. (2002). *Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India*. Ranikhet: Permanent Black, pp. 3-11
- Hardgrave, R.L. (1968). "The Breast-Cloth Controversy: Caste consciousness and Social Change in Southern Travancore", *Indian Economic and Social History Review (IESHR)*, June 1, Vol. 5 (2), pp. 171-87.

Unit II: This unit studies aspects of the colonial economy and its critique particularly with reference to the phenomenon of 'Drain of Wealth; the emergence of capitalists and the working class and the recurrence of famines and agrarian distress. **(Teaching Time: 2 weeks 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 (Introduction).
- Bagchi, Amiya Kumar. (2002). "The Other Side of Foreign Investment by Imperial Powers: Transfer of Surplus from Colonies", *Economic and Political Weekly*, Vol. 37 (23), pp. 2229 - 2238.
- Bagchi, Amiya Kumar. (1972). *Private Investment in India, 1900-1939*. Cambridge: Cambridge University Press, pp. 3-25
- Mukherjee, Aditya. (2002). *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*. New Delhi: Sage (Introduction).
- Ray, Rajat Kanta. (Ed.). (1994). *Entrepreneurship and Industry in India, 1800 - 1947*. New Delhi: Oxford University Press, pp.1-69.
- Arnold, David. (1988). *Famines. Social Crisis and Historical Change. New Perspectives on the Past*. Oxford: Basil Blackwell (Introduction; Chapters 1,3,4,6).

Unit III: After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance. **(Teaching Time: 2 weeks Approx.)**

- McLane, J.R. (1977). *Indian Nationalism and the Early Congress*. Princeton: Princeton University Press, pp.3-21; 89-178

Tripathi, Amal. (1967). *The Extremist Challenge. India between 1890 and 1910*. Bombay, Calcutta, Madras, New Delhi: Orient Longmans, Chapters 1-5

- िपुपाठी, अमलेश. भारतीयराजनीतमँगरमपंथकीचुनौती, नईदली: िंथिशाबी
- 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, pp.30 - 48

- Sarkar, Sumit. (1973). *Swadeshi Movement in Bengal, 1903 – 08*. New Delhi, People's Publishing House. (also in Hindi: सुमत सरकार, बंगालमंडेशीआंदोलन(1903-1908), Chapter 1 and 2.

- Sarkar, Sumit. (1983). *Modern India: 1885—1947*, Delhi, Macmillan. Chapters III & IV

- मोहतकु मारहालदार, भारतीयनवजागरणऔरपुनुराँनवादीचेतना, नईदली: ईंथिशबी. 107

- Seal, Anil. (1973). 'Imperialism and Nationalism in India,' *Modern Asian Studies*, Vol. 7, No. 3 pp. 321-347.

Unit IV: This unit deals with how Gandhi's politics represented a new model for mobilizing different social groups in the national movement. **(Teaching Time: 2 weeks Approx.)**

- Parel, Anthony J. ed. (2009 edition). *'Hind Swaraj' and Other Writings*. Cambridge: Cambridge University Press (Editor's Introduction, pp. xiv – xxxviii).

- Hardiman, David. (2005). *Gandhi in his time and ours*. Delhi, Orient Blackswan, pp.1-81; 109-184.

- Baker, Chris. (1976). *Politics of South India: 1920-1937*. Cambridge, Cambridge University Press.

- Bandyopadhyay, Sekhar. (Ed.) (2009). *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp. 55-155.

- Poucheпадass, Jacques. (1974). "Local leaders and the intelligentsia in the Champaran satyagraha (1917): a study in peasant mobilization", *Contributions to Indian Sociology*, Vol. 8 (1), Jan 1, pp. 67-87

- Brown, Judith. (1972). *Gandhi's Rise to Power: Indian Politics 1915-1922*. New York: Cambridge University Press (Chapters 3,4,5,6,7,9).

- Kumar, Ravinder. (1971). *Essays on Gandhian Politics, Rowlatt Satyagraha 1919*. Oxford: Clarendon Press, pp. 1-30

- Minault, Gail. (1982). *The Khilafat Movement: Religious Symbolism and Political Mobilisation in India*. Delhi: Oxford University Press (Introduction, Chapters II, III, IV).

- Sarkar, Tanika. (2011). "Gandhi and Social Relations", in Judith Brown and Anthony Parel (eds). *The Cambridge Companion to Gandhi*. Cambridge, Cambridge University Press, pp. 173-179.

- Amin, Shahid. (1996). *Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992*. Delhi: Penguin. Reprint, 2006, pp. 9-19, 45-56, 69-93.

- Sarkar, Sumit. (1985) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi-Irwin Pact (1930-31)', in Sumit Sarkar, *A Critique of Colonial India*. Calcutta: Papyrus, pp. 86 - 115

- Pandey, Gyanendra. (1988). *The Indian Nation in 1942*. Calcutta: K.P. Bagchi and Company (Chapters 1,2,3, 4, 8).

- हीरालालिसंह, (1971). असहयोगआंदोलनकीज्ञांिकयां.िदली:पुंकाशनिवभाग

Unit V: It enables students to understand the way in which the national movement gave a new meaning to social and political movements and to diverse range of local struggles. **(Teaching Time: 2 weeks Approx.)**

- Zelliott, Eleanor. (1996). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar Publications, pp. 53 - 177
- Grewal, J.S. (1990) *The New Cambridge history*. II.3. *The Sikhs of the Punjab*, Chapter 8, pp.157-180
- Moffat, Chris. (2019). *Inheritance; Politics and the Promise of Bhagat Singh*. Cambridge: Cambridge University Press, pp. 21-114. India's Revolutionary
- Habib, S.Irfan. (2007). *To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Comrades*, New Delhi: Three Essays Collective, pp. 29 - 141
- Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, "Many Voices of a Nation").
- Nagaraj, D.R. (2011). *Flaming Feet*, Delhi, Seagull Books. (Chapter 1).
- Fay, Peter Ward. (1993). *The Forgotten Army: India's Armed Struggle for Independence, 1942 - 45*. Ann Arbor: University of Michigan Press. Chapters 5,6,8,9,12,13
- Sarkar, Sumit. (1983). *Popular Movements and Middle Class Leadership in Late Colonial India*. S.G. Deuskar Lectures on Indian History. Centre for Studies in Social Sciences, Calcutta.
- Geetha, V. (1998). *Towards a Non-Brahmin Millenium*, Delhi, Popular Prakashan Limited.
- Habib, Irfan. (1998). "The Left and the National Movement", *Social Scientist*, Vol. 26 (5/6), May-June, pp. 3-33.
- Chandra, Bipan. (1983) *The Indian Left: Critical Appraisal*. New Delhi: Vikas.
- Dhanagare, D.N. (1991). in *Peasant Movements India 1920-1950*.
- Amin, Shahid. (1988). "Agrarian Bases of Nationalist Agitation in India: An Historiographical Survey," in D.A. Low (Ed.), *The Indian National Congress: Centenary Highlights*, New Delhi: OUP, pp. 54-97.
- Pandey, Gyan. (1982). 'Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919-1922' in Ranajit Guha ed. *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 143 - 197
- Arnold, David. (1982). 'Rebellious Hillmen: the Gudem-Rampa Risings, 1839-1924', in Ranajit Guha ed. *Subaltern Studies I. Writings on South Asian History and Society*. Delhi: Oxford University Press, pp. 88 - 142
- 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, pp. 294 – 313.

- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 153-155, 198-203, 239-243, 266-278, 339-342.

Unit VI: This unit will enable students to analyse the complex developments leading to communal violence and partition. **(Teaching Time: 2 weeks Approx.)**

- Pandey, Gyanendra. (1992). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press (Chapters 1, 2&7).
- Chandra, Bipan. (2008). *Communalism in Modern India*. New Delhi: Har-Anand Publications.
- Hasan, Mushirul. (1991). *Nationalism and Communal Politics in India 1885 – 1930*. Delhi: Manohar Publications.
- Page, David. (1987). *Prelude to Partition: the Indian Muslims and the Imperial System of Control*. Karachi: Oxford University Press, pp. 1-29, 73-140 (Introduction and Chapter 2).
- Jaffrelot, Christophe. (1996). *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*. London: C. Hurst & Company Publishers, pp. 1-45
- Chatterjee, Joya. (1995). *Bengal Divided: Hindu Communalism and Partition 1932 - 1947*. Cambridge, Cambridge University Press (Introduction and Chapters 3,5 & 6)
- Jalal, Ayesha. (1985). *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*. Cambridge, Cambridge University Press (Introduction, Chapters 1, 2& 5).
- Dhulipala, Venkat. (2015). *Creating a New Medina: State Power, Islam, and the Quest for Pakistan in Late Colonial North India*. New York: Cambridge University Press (Chapters 5,6,9).
- Zamindar, Vazira Fazila-Yacoobali. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York, Columbia University Press. (Chapter I)
- Lelyveld, David. (2005). 'The Colonial Context of Muslim Separatism: from Sayyid Ahmad Bareilvi to Sayyid Ahmad Khan,' in Mushirul Hasan and AsimRoy (Ed.). *Living Together Separately: Cultural India in History and Politics*. Delhi, Oxford University Press.
- Metcalf, Barbara D. (2017). 'Maulana Ahmad Madani and the Jami'at 'Ulama-i-Hind: Against Pakistan, against the Muslim League' in Qasmi, Ali Usman,(Ed.),*Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 1-34 and pp. 220-254.
- Arbab, Safoora. (2017). 'Nonviolence, Pukhtunwali and Decolonization: Abdul Ghaffar Khan and the Khuda' iKhidmatgar Politics of Friendship', in Qasmi, Ali Usman. ed., *Muslims against the Muslim League: Critiques of the Idea of Pakistan*, Cambridge, Cambridge University Press, pp. 220-254.

Unit VII: This unit studies the political developments during and after World War II; the negotiations and discussions for Independence, the question of integration of the Princely States and the key debates on the making of the Constitution. **(Teaching Time: 2 weeks Approx.)**

- Brown, Judith. (1984). *Modern India. The Origins of an Asian Democracy*. Oxford: Oxford University Press, pp. 307 - 350
- Mukherjee, Rudrangshu. (2015). *Nehru and Bose: Parallel Lives*. Delhi, Penguin.
- Menon, V.P. (2014). *Integration of the Indian States*. New Delhi: Orient Blackswan. Chapter III,IV,V
- Pati, Biswamoy and Waltraud Ernst ed. (2007). *India's Princely States India's Princely States: People, Princes and Colonialism*, Delhi, Routledge. (Chapters 1&2), pp. 1-29.
- Ramusack, Barbara. (2003). *The Indian Princes and their States*, Cambridge, Cambridge University Press. (Chapters 1 & 2).
- Guha, Ramachandra. (2007). *India After Gandhi. The History of the World's Largest Democracy*. New Delhi: Picador India, pp. 35 - 82
- Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939-1945," *Past & Present*, Vol. 176, pp. 187-221.
- Granville, Austin. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford: Clarendon Press.
- Chaube, S.K. (2009). *The Making and Working of the Indian Constitution*, Delhi, National Book Trust.

Suggested Readings:

- Bagchi, Amiya Kumar. (2002.) *Capital and Labour Redefined: India and the Third World* . New Delhi: Tulika.
 - Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition
 - Banerjee-Dube, I. (2015). *A History of Modern India*. Delhi: Cambridge University Press.
 - Banerji, A.K. (1982). *Aspects of Indo-British Economic Relations 1858 – 1898*. Bombay: Oxford University Press.
 - Basra, Amrit Kaur. (2015). *Communal Riots in the Punjab, 1923 – 28*. Delhi: Shree Kala Prakashan.
 - Bhargava, Rajeev (ed). (2008). *Politics and Ethics of the Indian Constitution*. New Delhi, Oxford University Press.
- Brown, Judith.(1977). *Gandhi and Civil Disobedience. The Mahatma in Indian Politics 1928-34*. Cambridge: Cambridge University Press.
- Chandra, Bipan, Mukherjee, Mridula, Mukherjee, Aditya, Panikkar, K.N., Mahajan, Sucheta. (1989). *India's Struggle for Independence*. Delhi: Penguin Books.

- Chatterjee, Partha. (1986). *Nationalist Thought and the Colonial World. A Derivative Discourse?*. Delhi: Oxford University Press.
- Deshpande, Anirudh. (2009). “Sailors and the Crowd: Popular Protest in Karachi, 1946”, in Sekhar Bandyopadhyay, *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp.336 - 358.
- Dutta, Vishwa Nath. (2000). *Gandhi and Bhagat Singh*. New Delhi: Rupa and Company.
- Gandhi, Rajmohan. (2017). *Modern South India: A History from the 17th Century to our Times*, Delhi, Aleph Press
- Gilmartin, David. (1988). *Empire and Islam: Punjab and the Making of Pakistan*. California: University of California.
- Guha, Amalendu. (2019). *Freedom Struggle & Electoral Politics in Assam From Planter Raj to Swara*. Delhi, Tulika Books (Chapters 5 & 6).
- Guha, Ramachandra. (2018). *Gandhi: The Years That Changed the World: 1914-1948*. New Delhi: Penguin.
- Guha, Ranajit. (2000). *A Subaltern Studies Reader, 1986-1995*. Delhi: Oxford University.
- Gupta, Amit (1997). “Defying Death: Nationalist Revolutionism in India, 1897-1938”, *Social Scientist*, Vol. 25 (9/10), pp.. 3-27.
- O’Hanlon Rosalind (2017). Caste and its Histories in Colonial India: A Reappraisal,’ *Modern Asian Studies* 51, 2 pp. 432–461
- Hasan, Mushirul and Asim Roy (Eds.). (2005). *Living Together Separately: Cultural India in History and Politics*. New Delhi: Oxford University Press.
- Hasan, Mushirul ed. (1993). *India’s Partition: Process, Strategy and Mobilization*. (Themes in Indian History. Oxford india Readings. Delhi: Oxford University Press.
- Hasan, Mushirul, Gupta, Narayani. (1993). India’s Colonial Encounter. Essays in Memory of Eric Stokes. Delhi: Manohar, pp. 183-199; 325-362.
- Kumar, Dharma. (1983)*The Cambridge Economic History of India. Vol. 2: c. 1757-1970*. Delhi: Orient Longman in association with Cambridge University Press.
- Kumar, Ravinder. (1969). ‘Class, Community or Nation? Gandhi’s Quest for a Popular Consensus in India’ *Modern Asian Studies*, Vol. 3, Issue. 4, pp. 357-376.
- Metcalfe, Barbara. (2014). *Islamic Revival in British India: Deoband, 1860-1900*. Princeton: Princeton University Press
- Mishra, Yuthika. (2004). “The Indian National Movement and Women’s Issues: 1850-1950”, in *The Encyclopaedia of Women’s Studies*, Vol. I. *Women’s Movements*, ed. Subhadra Channa, New Delhi: Cosmo Publications.

- Mukhopadhyay, Amitabh. (1995). *Militant Nationalism in India: 1876 – 1947*. Calcutta: Institute of Historical Studies.
- Naik, J.V. (2001). “Forerunners of Dadabhai Naoroji's Drain Theory”, *Economic and Political Weekly*, Vol. 36 (46), pp. 4428-32.
- Pandey, Gyanendra. (2001). *Remembering Partition: Violence, Nationalism and History of India*. Cambridge: Cambridge University Press
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. Second edition. New Delhi: Anthem Press (Introduction and Chapter 4).
- Parekh, Bhikhu. (2001). *Gandhi a Very Short Introduction*. Oxford: Oxford University Press, e-book.
- Pati, Biswamoy. (Ed.). (2000). *Issues in Modern Indian History: For Sumit Sarkar*. Mumbai: Popular Prakashan (Chapter 8).
- Robinson, Francis. (1994). *Separatism Amongst Indian Muslims: The Politics of the United Provinces' Muslims, 1860-1923*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*. New Delhi: Oxford University Press.
- Sarkar, Sumit. (2014). *Modern Times: 1880s-1950s, Environment, Economy and Culture*. Ranikhet: Permanent Black.
- Sarkar, Sumit. (1998). *Writing Social History*. Delhi: Oxford University Press.
- Singh, Kumar Suresh. (2002). *Birsa Munda and His Movement, 1872 – 1901: A Study of a Millenarian Movement in Chotanagpur*. Chotanagpur: Seagull Books.
- Tomlinson, B.R. (1979). *The Political Economy of the Raj: 1914-1947, The Economics of Decolonisation in India*. London: Macmillan Press.
- Panikkar, K.N. (Ed.). (1980). *National and Left Movements in India*. Delhi: Vikas.
- Sen, Amartya.(1981). *Poverty and Famines. An Essay on Entitlement and Deprivation*. Oxford: Oxford University Press, pp. 52 – 85
- Srimanjari. (1998). ‘Denial, Dissent and Hunger: Wartime Bengal, 1942-44’, in B. Pati ed., *Turbulent Times: India 1940-44*. Mumbai: PPH, 1998, pp. 39-66
- Suhred, Tridip. (2011). *The Cambridge Companion to Gandhi*. Cambridge: CUP, pp. 71-92.
- कु मार, उभात. (1994). तंछतासंताम और गाँधी का संताह. िदली: उभात पब्लिकेशन.
- गोपाल, राम. (1986). भारतीय तंछतासंताम, लखनऊ: सुलभ उकाशन.
- दे, आर.पी. (1977). आज का भारत. नईदली: मैकिमलन.
- देसाई, ऐ. आर. भारतीय राँवा दकी सामाजक पृभूमि. िदली: मैकिमलन.

पांडेय, उदीपकु मार. (1990). गाँधीकाआ थोकरासामाजिकचंतन. िदली: िहंदीमाठमकायडायिनदेशालय, िदलीविविडालय.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials is the main teaching method. Presentations shall focus either on important themes covered in the class lectures, or on specific readings with the aim to bring out the interconnectedness of the themes during the course of discussion. 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 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:

Identities, Community, Nation, Drain of Wealth, Famines, Early Nationalism, Gandhian Thought, *Satyagraha*, Mass Nationalism, Parallel Social and Political Movements, Communalism, Partition, Constituent Assembly, Integration of Princely States, Indian Constitution, Republic.

Core Course XIV

History of Modern Europe- II

Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20th century Europe.

Learning Outcomes:

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

- (a) Trace varieties of nationalists and the processes by which new nation-states were carved out.
- (b) Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- (c) Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- (d) Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- (e) Contextualise major currents in the intellectual sphere and arts.

Course Content:

Unit I: Tsarist Russia and the coming of the Bolshevik Revolution

- [a] Serfdom, Populism and Social Democracy
- [b] The Revolution of 1905; the revolutions of 1917: origins, visions, movements

Unit II: Varieties of Nationalisms, Imperialism, Crisis and the Great War

- [a] Intellectual currents, popular movements and the formation of national identities: Germany and Italy
- [b] State and Politics in post-unification Germany and Italy
- [c] Imperialism: Theories, Race, Darwin and Orientalism
- [d] War of 1914-18: historiographical debates; developments leading to the Great War

Unit III: Europe Between Wars

- [a] Post war developments, international institutions, social and economic consequences of the war
- [b] Understanding Fascism; Origins, Forms, Nature of the Fascist/Nazi State: Germany, Italy
- [c] Origins of the Second World War

Unit IV: Cultural and Intellectual Developments since c.1850

- [a] Print culture, mass education and the extension of literacy
- [b] Creation of new cultural forms: Realism, Impressionism, Post-Impressionism, Photography; Architecture: Art Nouveau, Expressionism and Futurism
- [c] Institutionalization of disciplines: History, Anthropology and Sociology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century. **(Teaching time: 2 weeks Approx.)**

- (a) Wood, Alan. (2003). *The Origins of the Russian Revolution 1861-1917*. London and New York: Routledge.
- (b) Gleason, Abbot (Ed.). (2009). *A Companion to Russian History*. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)
- (c) Sheehan, James J. (2000). 'Culture' in T.C.W. Blanning (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- (d) Fitzpatrick, Sheila. (1994). *The Russian Revolution*. Oxford: Oxford University Press.

Unit-II: At the end of this rubric the student will be expected to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. They will be able to trace these complexities into the politics of state formation post unification. The students will also develop an understanding of imperialism, wherein they will explore theories and also how questions of race and orientalism shaped the colonial interactions of European nations. **(Teaching time: 5 weeks Approx.)**

- (a) Riall, Lucy. (1994). *The Italian Risorgimento: State, Society and National Unification*. London and New York: Routledge.
- (b) Beals, Derek and Eugenio F. Biagini. (2002). *The Risorgimento and the Unification of Italy*. London and New York: Routledge

- (c) Eley, Geoff. (1986). *From Unification to Nazism: Reinterpreting the German Past*. London and New York: Routledge.
- (d) Blackbourn, David. (2002). *History of Germany 1780-1918: The Long Nineteenth Century*. Oxford: Oxford University Press.
- (e) Porter, Andrew. (1994). *European Imperialism 1860-1914*. Hampshire: Palgrave Macmillan.
- (f) Brewer, Anthony. (2001). *Marxist Theories of Imperialism: A Critical Survey*. London and New York: Routledge.
- (g) Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- (h) Midgley, Clare. (Ed.). (1998). *Gender and Imperialism*. Manchester: Manchester University Press.
- (i) Dirks, Nicholas (Ed.). (1992). *Colonialism and Culture*. Michigan: University of Michigan Press.
- (j) Bernasconi, Robert and Tommy Lee Loft. (2000). *The Idea of Race*. Indianapolis: Hackett Publishing.

Unit- III: The student will be expected to develop an understanding of European politics of this period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the students understanding of the emergence of right wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the second world war. **(Teaching time: 4 weeks Approx.)**

- (a) Thurlow, Richard. (1999). *Fascism*. Cambridge: Cambridge University Press.
- (b) McDonough, Frank. (1999). *Hitler and Nazi Germany*. Cambridge: Cambridge University Press.
- (c) Griffin, Roger. (1995). *Fascism*. Oxford: OUP.
- (d) Passamore, K. (2002). *Fascism: A Very Short Introduction*. Oxford: Oxford University Press.
- (e) Kershaw, Ian. (1985). *The Nazi Dictatorship: Problems and perspectives of Interpretation*. London: Edward Arnold.
- (f) McDonough, Frank . (1997). *The Origins of the First and the Second World War*. Cambridge: Cambridge University Press.
- (g) Boyce, Robert and Joseph A. Maiolo (Eds.). (2003). *The Origins of World War Two: The Debate Continues*. London: Macmillan Education.

Unit-IV: At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in late nineteenth and early twentieth century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview. **(Teaching time: 3 weeks Approx.)**

- (a) Winders, James A. (2001). *European Culture Since 1848*. New York: Palgrave
- (b) Vincent, David. (2000). *The Rise of Mass Literacy: Reading and Writing in Modern Europe*. New Jersey: Wiley.
- (c) Brettell, Richard. (1999). *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press
- (d) Colquhoun, Alan. (2002). *Modern Architecture*. Oxford: Oxford University Press, pp. 13-35 & 87-109.
- (e) Clarke, Graham. (1997). *The Photograph*. Oxford University Press, Oxford, 1997 (p. 11-54)
- (f) Thompson, Kenneth. (1976). *August Comte: the Foundation of Sociology*. New Jersey: Wiley.
- (g) Kuper, Adam. (1975). *Anthropology and Anthropologists*. London: Penguin Books.
- (h) Eriksen, T.H. and F.S. Nielsen. (2013). *A History of Anthropology*. London: Pluto 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.
- Berger, Stefan. (Ed.). (2004) *A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, pp. 178-192
- Gooch, John. (2001). *The Unification of Italy*. London: Routledge.
- Gorman, Michael. (1989). *The Unification of Germany*. Cambridge: Cambridge University Press (Introduction).
- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- Hobsbawm, E.J. (1990). *Nations and Nationalism: Programme, Myth, Reality*. Cambridge: Cambridge University Press.
- Hopkins, A.G. (2000). "Overseas Expansion, Imperialism, and Europe" in T.C.W. Blanning, (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: OUP, pp. 210-24.
- 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. Marti.
- Joll, James. (1999). *Europe since 1870*. London: Penguin Books, pp. 78-112
- Kohn, David. (1985). *The Darwinian Heritage*. Princeton: Princeton University Press.
- McMaster, Neil. (2001). *Racism in Europe*. UK: Macmillan Education.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London. New York: W.W. Norton.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London, New York: W.W. Norton. pp. 1056-1111
- Merriman, John. *Open Yale Course Lectures* [audio].
- Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company.

- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society, Vol.2*. Boston and New York: Houghton Mifflin Harcourt Publishing Company
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society, Vol. 2*. Boston and New York: Houghton Mifflin Harcourt Publishing Company, pp. 708-745
- Rapport, Michael. (2005). *Nineteenth Century Europe*. Hampshire: Palgrave Macmillan
- Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
- Said, Edward. (1978). *Orientalism; Western Conception of the Orient*. New York: Pantheon Books.
- Sheehan, James J. (2000). "Culture", in T.C.W. Blanning (Ed.) *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- Simonton, Deborah. (1998). *A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
- Teich, Mikulas and Roy Porter. (Eds.). (1993). *The National Question in Europe in Historical Context*. Cambridge: Cambridge University Press, pp. 181 - 194
- Thompson, David. (1990). *Europe Since Napoleon*. London: Penguin Books.
- Todd, Allan. (2002). *The European Dictatorships: Hitler, Stalin, Mussolini*. Cambridge: Cambridge University Press.
- Wade, Rex A. (2000). *The Russian Revolution, 1917*. Cambridge: Cambridge University Press.
- Waller, Bruce (ed.). (2002). *Themes in Modern European History 1830-1890*. London and N.Y.: Routledge. (Chapter: Germany: Independence and Unification with Power, pp. 99-122.)

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 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:

Unification of Germany and Italy, Balkan Nationalism, Tsarist Russia, Russian Revolution, Imperialism, War of 1914-18, Fascism and Nazism, New public Sphere, Art, Institutionalization of Disciplines, History, Anthropology and Psychology

Discipline Specific Elective

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: TheFree 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: TheFree 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 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 submissions and at least one presentation 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:

Colonies, Revolution, Federalist Constitution, Jeffersonian Democracy, Westward Expansion, Indigenous tribes, Capitalism, Labour, Gender, Race, Manifest Destiny, 1812, Monroe Doctrine, 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 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 submissions and at least one presentation 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:

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, between the end of the 19th

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’Ouverture 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 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 submissions and at least one presentation 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:

Gold, Slavery, Europe and Sub Saharan Africa, Atlantic Slave Trade, European Capitalism, Imperialism and the Scramble for Africa, Nationalist Movements, Decolonization, Apartheid, Algeria

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

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 MacMillan. 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 Brahmins 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, Raziya, 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). "Rudramba 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" NilimaChitgopekar (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.
- Mahalaksmi, 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 WarkariPanths". 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: OUP. 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) “AlauddinKhalji 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: महाभारतमेंलैंगिकसम्बंधकसंरचना, 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 perspective of gender.

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. 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-V
History of the USA: Reconstruction to New Age Politics

Course Objective

The course attempts to understand the changing political culture of USA following the Civil War and Reconstruction. It focuses on the gender roles and mobilization of the African-Americans in the long duration, charting the processes that marked the eventual beginnings of the Civil Rights Movement and the Feminist Movement. It studies worker's culture, labour unions and movements, agrarian and urban reform even as it understands the strengthening and consolidation of American capitalism and imperialism and its impact on the global environment.

Learning Outcomes:

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

- Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.
- Analyse the growth of capitalism in USA especially in terms of big business, Monopolism, etc.
- Examine the features of Labour Union movements.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the nature of Women's Liberation movement and also explain the 'Pastoralization' of Housework
- Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.

Course Content

Unit I: Reconstruction

- [a] The Makings of Radical Reconstruction; Radical Reconstruction in the South: Blacks, Carpetbaggers, Scalawags, KKK (Ku Klux Klan)
- [b] Redemption vs. Failure: an interpretation

Unit II: The Gilded Age – Economic and Social Divide

- [a] Growth of Capitalism - Big Business: Competition, Consolidation, Monopolism
- [b] Worker's Culture; Organization of Labour Unions and Movements (both men and women)

Unit III: Resistance vs. Reform

- [a] The Populist Challenge: Agrarian Crisis and Discontent
- [b] The Politics of Progressivism: Varieties and Limitations
- [c] The New Deal: Response to the Great Depression, Reformism or Economic Experimentation

Unit IV: Gender Roles

- [a] Cult of Womanhood in the Nineteenth Century; The 'Feminist Mystique': Women's Liberation
- [b] White and Black Women in 'Public' Space
- [c] Class and Gender: 'Pastoralization' of Housework; Sexual Division of Labor and Artisan Tradition; Lowell Textile Mill Workers

Unit V: African-American Movement

- [a] Black Leadership: Booker T. Washington; W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X
- [b] Civil Rights Movement: Martin Luther King Jr.

Unit VI: USA in World Politics

- [a] Imperial ambition and power: the Spanish-American War; USA and East Asia; USA and Latin America; America in the First World War
- [b] America in the Second World War; The Cold War: Strategy of 'Containment'; Truman Doctrine
- [c] Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I. This unit engages with the issues associated with Reconstruction in post civil war USA. It also examines what historians describe as 'redemption' and its failure. **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2ndedn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5thedn. 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 and Company.
- Datar, K. *America Kalthas*. (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. II. New York: The Free Press.

- Foner, E. (2002). *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper Perennial.
- Foner, E. (1983). 'The New View of Reconstruction'. *American Heritage*, Vol. 34, Issue 6, October-November, pp.10-15.
- Foner, E. (1989) 'The Continuing Evolution of Reconstruction History', *OAH Magazine of History*, Vol. 4, No. 1, Winter, pp.11-13.

Unit II: This unit addresses the history of the growth of Capitalism in the USA which saw the emergence of Big Business. It also examines the economic and social divide in society by examining the organization of Labour Unions and Civil Rights movements which touched both men and women.**(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2ndedn..
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5thedn. 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 and 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. II. New York: The Free Press.
- Bruchey, S. (1990). *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.

Unit III. This unit focuses on resistance and reforms. It also examines the politics of Progressivism and the making of the 'New Deal' as a response to the Great Depression and economic experimentation.**(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2ndedn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5thedn. 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 and 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. II. New York: The Free Press.
- Hicks, J.D. (1981). *The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party*. Connecticut: Greenwood Press.
- Mann, A. (1963) *The Progressive Era: Liberal Renaissance or Liberal Failure*. New York: Holt, Rinehart & Winston. (Peter Smith Publication, Online Open Library, 2016).
- Bernstein, B.J. (1968). 'The New Deal: The Conservative Achievements of Liberal Reform'. Bernstein, B.J. (ed.). *Towards A New Past: Dissenting Essays in American History*. New York: Pantheon Books; also London: Chatto & Windus, 1970.

Unit IV: This unit explores gender roles by examining women's liberation movements and White and Black Women in the emerging 'Public' Space. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. 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 and Company.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Welter, B. (1966). 'The Cult of True Womanhood, 1820-1860'. *American Quarterly*, Vol. 18, No. 2, pp.151-74. (Articles in *Journal of Women's History*. Vol. 14, No. 1, Spring 2002 to debate Barbara Welter's Article).
- Matthews, G. (1996). *The Rise of Public Woman, Woman's Power and Woman's Place in the United States, 1630-1970*. New York: Oxford University Press.
- Dublin, T. (1993). *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890*. New York: Columbia University Press.
- Dublin, T. (1975). 'Women, Work and Protest in the Early Lowell Mills: The Oppressive Hand of Avarice Would Enslave Us'. *Labour History*, Vol. 16, No. 1, Winter, pp. 99-116.

Unit V: This unit examines the history of the African-American Movement. It also explores the Civil Right movements and the role of Martin Luther King. **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. 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 and Company.

- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- White, J. (1990). *Black Leadership in America, 1895-1968*. Studies in Modern History. London & New York: Longman (Digitized in 2008).
- Foner, E. (1970). *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins.
- Yee, Shirley J. (1992). *Black Women Abolitionists: A Study in Activism, 1828-1860*, Knoxville: The University of Tennessee Press.

Unit VI: This unit studies USA's imperial ambition in terms of the Spanish-American War and the Anti-Communist Crusade, McCarthyism, Korean War and Cuban Project. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2ndedn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5thedn. 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 and Company.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. 12thedn. New York: Pearson Longman.

SUGGESTED READINGS

- Barney, W.L. (2000). *The Passage of the Republic: The Inter-Disciplinary History of the Nineteenth Century America*. Massachusetts: D.C. Heath and Company.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. 12thedn. New York: Pearson Longman.
- Donald, David H., Jean H. Baker, Michael F. Holt. ed. (2001). *Civil War and Reconstruction*. New York: W.W. Norton & Co.
- Dubofsky, M. and F.R. Dulles, (2010). *Labor in America: A History*. New Jersey: Wiley Blackwell.
- Faragher, J.M., M.J. Buhle et al. (1995). *Out of Many: A History of the American People*. Vol. II. New Jersey: Prentice Hall.
- Faulkner, Harold U. (1978) *American Economic History*. New York: Harper & Row. (available online).
- Friedan, B. (1963). *The Feminine Mystique*. New York: W.W. Norton & Co..
- Higginbotham, E.B. (1992). 'African-American Women's History and the Metalanguage of Race'. *Signs*, Vol. 17, No. 2. Winter.
- Kerber, Linda & J. Sherron De Hart, (2016). *Women's America: Refocusing the Past*. New York: Oxford University Press.

- Leuchtenberg, W.E., (1963). *Franklin D. Roosevelt and the New Deal*. New York: Harper Perennial.
- McMath, R. & E. Foner (ed.). (1993). *American Populism: A Social History, 1877-1898*. New York: Hill & Wang.
- Nash, G., J.R. Jeffrey et al. (2000). *The American People, Creating a Nation and a Society*. New York: Addison Wesley Longman (chapter on Abolitionism and Women's Rights Movement).
- Randall, James G. & David H. Donald. (1969). *The Civil War and Reconstruction*. Massachusetts: D.C. Heath & Co.
- Zinn, H. (2003). *A People's History of the United States, 1492-Present*. New York: Harper Collins.

Selected Films

- 'And That's How We did in the Mill' - Women in the Lowell Textile Mills, Historymemory-culture.org, YouTube, September 2, 2016.
- 'Boycott' (African-American boycott of the buses during the Civil Rights Movement) Directed by Clark Johnson, 2001.
- 'Frida' (based on the professional and private life of surrealist Mexican painter Frida Kahlo) Directed by Julie Taymor and produced by Sarah Green & others, 2002.
- 'King' (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.
- 'Lowell Mill Girls' by Colleen G. Casey, YouTube, December 7, 2010.
- 'Malcolm X' Directed by Spike Lee, 1992.
- 'Selma' (based on 1965 Selma to Montgomery voting rights marches) Directed by Ava DuVernay and Produced by Christian Colson & others, 2014.
- 'Separate but Equal' (American court case that destroyed legal validity of racial segregation), 1991.
- 'The Colour Purple' (story of a young African-American girl and the problems faced by African-American women during early twentieth century) Directed and Co-produced by Steven Spielberg, 1985.
- 'The Long Walk Home' (two women black and white in 1955 Montgomery, Alabama Bus Boycott) Directed by Richard Pearce, 1990.
- 'The Lowell Mill Girls (Student Film) by Laureen Meyering, YouTube, December 23, 2011.
- 'The Rosa Parks Story' (a seamstress story in 1955 bus boycott), TV Movie, 2002.

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 submissions and at least one presentation 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:

Reconstruction, Capitalism, Big Business, Populism, Progressivism, New Deal, Gender, Women Liberation, African-American Movement, American Imperialism, Anti-Communist Crusade. Korea, Cuba

DSE VI

History of the USSR: The Soviet Experience (c. 1945-1991)

Course Objectives:

The course studies the most dramatic years in the history of the USSR .i.e. the period between 1945 to 1991. During these years the Soviet Union acquired the status of a super-power. The extent of major economic and political changes between 1956 and 1991 will be examined. Students will also study the origins of the Cold War and Khrushchev's foreign policy and relations with Eastern European and other socialist countries. The students will be acquainted with trends in literature and culture during this period. The reforms of the Gorbachov era and the question of nuclear disarmament will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

Learning Outcomes:

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

- Outline and explain key developments in the history of the USSR between 1945 and 1991.
- Critically analyse the Soviet political system and its global impact
- Co-relate the various developments to culture and literary growth.
- Explain the origins, developments and the end of the Cold War.
- Analyse the factors leading to economic slowdown, disintegration of the Soviet Union and the formation of Confederation of Independent States.

Course Content:

Unit 1: The Cold War: Origins, major developments and Khrushchev's foreign policy (1945-64)

Unit 2: The Khrushchev Era: De-Stalinisation and Khrushchev's industrial and agricultural reforms

Unit 3: Conservatism and reform in the Soviet political system: from Brezhnev to Gorbachev; literature and culture

Unit 4: The economics and politics of the Cold War (1964-1991):

- Economic and social consequences for the Soviet system and Eastern Europe
- Glasnost; Perestroika; nuclear weapons and disarmament

Unit 5: Dissolution of the Soviet Union (1991) and the Confederation of Independent States

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will teach students about the history of the Cold War, its origins, major developments and transitions introduced by Khrushchev's foreign policy (1945-64). Student will learn about the politics of the bi-polar world. **(Teaching time: 3 weeks Approx.)**

- Gaddis, John Lewis. (2005). *The Cold War*. New York: Penguin Press.
- Haslam, Jonathan. (2011). *Russia's Cold War: from the October Revolution to the Fall of the Wall*. New Haven: Yale University Press.
- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan.
- Ulam, Adam. (1968). *Expansion and Co-existence: The History of Soviet Foreign Policy from 1917-67*. USA: Praeger.
- Brown, Archie. (2010). *The Rise and Fall of Communism*. London: Vintage.
- Leffler, Melvyn P., ed. (2010). *The Cambridge History of the Cold War*, Volumes I, II, and III, Reprint edition. Cambridge: Cambridge University Press.

Unit 2: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev's industrial and agricultural reforms. Student will understand history of changes in USSR. **(Teaching time: 3 weeks Approx.)**

- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan.
- Hanson, Philip. (2014). *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge.
- Taubman, William. (2003). *Khrushchev: The Man and His Era*. New York: Norton.
- Thompson, William J. (1997). *Khrushchev: A Political Life*. United Kingdom: Palgrave Macmillan.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia Volume 3*. Cambridge: Cambridge University Press.

Unit 3: This unit deals with the era of Conservatism and reform in the Soviet political system. It begins with the era of Brezhnev and goes up to the era of Gorbachev. It also examines the role of literature and culture of the period. **(Teaching time: 2 weeks Approx.)**

- Crump, Thomas (2013). *Brezhnev and the Decline of the Soviet Union*, Routledge.
- Nove, Alec. (1988). *Stalinism and After: The Road to Gorbachov*. 3rd edition. Routledge.

- Brown, Archie. (1996). *The Gorbachov Factor*. Oxford: Oxford University Press, Paperback.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press.

Unit 4: This unit addresses historical development during the Cold war era. The economics and politics of the Cold War (1964-1991) has been examined. **(Teaching time: 3 weeks Approx.)**

- Zubok, Vladislav. (2007). *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachov*. Chapel Hill, North Carolina: University of North Carolina Press.
- Brown, Archie. (1996). *The Gorbachov Factor*. Oxford: Oxford University Press, Paperback.
- McCauley, Martin, ed. (1983). *Soviet Union After Brezhnev*. New York: Holmes & Meier publishers.
- Nove, Alec. (1988). *Stalinism and After: The Road to Gorbachov*. 3rd edition. Routledge.
- Leffler, Melvyn P. ed. (2010). *The Cambridge History of the Cold War*, Volumes I, II, and III, Reprint edition. Cambridge: Cambridge University Press.

Unit 5: This unit deals with the history of dissolution of the Soviet Union around 1991 and the emergence of Confederation of Independent States. **(Teaching time: 3 weeks Approx.)**

- Kotz, David and Fred Weir. (1997). *Revolution from Above: The Demise of the Soviet System*. Oxford and New York: Routledge.
- Suny, Ronald Grigor. (1993). *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union*. Stanford: Stanford University Press.
- Suny, Ronald Grigor. (1997). *The Soviet Experiment: Russia, the USSR and the Successor States*. New York: Oxford University Press.
- White, Stephen. (1993). *After Gorbachov*. Cambridge: Cambridge University Press.
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press.

Suggested Readings

- Brown, Archie. (2009). *Seven Years That Changed the World: Perestroika in Perspective*. Oxford: Oxford University Press.
- Brown, Archie. (2010). *The Rise and Fall of Communism*. London: Vintage.
- Cohen, Stephen. (2009). *Soviet Fates and Lost Alternatives: From Stalinism to the New Cold War*. New York: Columbia University Press, New York; Columbia paperback 2011.
- Ellman, Michael and Vladimir Kontorovich. (1998). *The Destruction of the Soviet Economic System: An Insider's History*. London and New York: Routledge.
- Figes, Orlando. (2014). *Revolutionary Russia, 1891-1991*. United Kingdom: Pelican paperback.
- Glazov, Yuri. (1985). *The Russian Mind Since Stalin's Death*. Dordrecht, Netherlands: D Riedel Publishing Company.

- Gregory, Paul and Robert Stuart. (2001). *Russian and Soviet Economic Performance and Structure*. USA: Addison Wesley.
- Hosking, Geoffrey. (1992). *History of the Soviet Union: 1917-1991*. Third edition: Fontana Press.
- कौशिक, करुणा, (1999). साम्यवादीरूस, हिंदीमाध्यमकार्यान्वयननिदेशालय.
- Kotkin, Stephen. (2008). *Armageddon Averted: The Soviet Collapse, 1970-2000*. Second edition. Oxford and New York: Oxford University Press.
- Nove, Alec. (1977). *The Soviet Economic System*. London: Allen & Unwin.
- Overy, Richard. (1998). *Russia's War, 1941-1945*. New York: Penguin.
- Sanchez-Sibony, Oscar. (2014). *Red Globalization: The Political Economy of the Soviet Cold War from Stalin to Khrushchev*. Cambridge: Cambridge University Press.
- Service, Robert. (2015). *The End of the Cold War: 1985-1991*. London: Pan MacMillan

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 submissions and at least one presentation 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:

Cold War, Khrushchev, De-Stalinisation, Soviet political system, Eastern Europe, Literature, Perestroika and Glasnost, Confederation of Independent States

DSE VII

History of Latin America, c.1500-1960s

Course Objectives:

This paper offers a historical overview of Latin America. It traces major long-term continuities and changes in Latin America'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 years post-independence, and situates the specific positioning of Latin America in connected histories of a globalising world.

Learning Outcomes:

On completion of this course the student shall be able to

- Critique stereotypes on Latin America and outline major shifts in Latin American history.
- Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on Latin America.
- Explain social protest and anti-colonial resistance in Latin America, 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 1: Historiography and a brief survey of pre-15th century cultures and civilizations of Latin America

Unit 2: The colonization and conquest of Central and South America by Spain and Portugal, 1490's onwards:

- [a] War and conquest; agrarian transformation; gold and silver mining; the question of labour and slavery; transatlantic commerce and the modern world system; institutions of state; the advent of Christianity and evangelization
- [b] Demographic consequences; resistance, collaboration, survival; new and old hierarchies; gender, race, and culture: separateness or syncretism?

Unit 3: The breakdown of the colonial order and the movements for independence: social base, practices and ideologies

Unit 4: Class and state formation, industrialization, immigration, and popular culture, 1830's to the 1930's: case studies of Mexico, Argentina, and Brazil

Unit 5: Authoritarianism, populism, revolutions and the politics of literature, music and sports, 1930's to the 1960's

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit historiography and a brief survey of pre-15th century cultures and civilizations of Latin America. **(Teaching time: 3 weeks Approx.)**

- Bethell, L., ed. (1997). *Cambridge History of Latin America: Colonial Latin America, volume II* Cambridge: Cambridge University Press.
- Bethell, L., ed. (2002). *Cambridge History of Latin America: From Independence to c. 1870, volume III*. Cambridge: Cambridge University Press.

Unit-2: This unit elaborates the colonization and conquest of Central and South America by Spain and Portugal from 1490's onwards. It will also examine the nature of agrarian transformation, demographic changes etc. **(Teaching time: 3 weeks Approx.)**

- Chasteen, J. (2006). *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton and Company.
- Frank, A.G. (1967). *Capitalism and Underdevelopment in Latin America*. New York: Monthly Review Press.
- Galeano, E. (2010). *Century of the Wind: Memories of Fire Volume III*. New York: Nation Books.

Unit-3: This unit deals with the breakdown of the colonial order and the movements for independence. It also examines independence movement's social base, practices and ideologies. **(Teaching time: 3 weeks Approx.)**

- Burns, E.B. (1992). *Latin America Conflict and Creation: A Historical Reader*. New York: Pearson.
- Skidmore, T. and Peter H. Smith. (2010) *Modern Latin America*. New York: Oxford University Press.
- Wade, P. (1997). *Race and Ethnicity in Latin America*. London: Pluto.
- Williamson, E. (2010). *The Penguin History of Latin America*. London: Penguin Books.

Unit-4: This unit address history of class and state formation, industrialization, immigration, and popular culture from 1830's to the 1930's with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 3 weeks Approx.)**

- Bothell, L., ed. (1985). *Mexico Since Independence*. Cambridge: Cambridge University Press.
- Galeano, E. (2010). *Faces and Masks: Memories of Fire Volume II*. New York: Nation Books.
- Galeano, E. (2010). *Genesis: Memories of Fire Volume I*. New York: Nation Books.
- Levine, R.M., and John Crocitti, (Eds.). (2002). *The Brazil Reader: History, Culture, Politics*. Durham: Duke University Press.
- Nouzeilles, G., and Graciela Montaldo. (Eds.). (2002). *The Argentine Reader: History, Culture, Politics*. Durham: Duke University Press.

Unit-5: This unit deals with emergence of authoritarianism, reactions against it as manifested in populism and subsequent revolutions. It will also examine the politics of literature, music and sports; 1930's to the 1960's. **(Teaching time: 2 weeks Approx.)**

- Galeano, E. (1997). *Open Veins of Latin America: Five Centuries of the Pillage of A Continent*. New York: Monthly Review Press.
- Gott, R. (2005). *Cuba A New History*. New Haven: Yale University Press.
- Wright, T. (2001). *Latin America in the Era of the Cuban Revolution*. Connecticut: Praeger Publishers.

SUGGESTED READINGS:

- Bellos, A. Futebal. (2003). *The Brazilian Way of Life*. London: Bloomsbury.
- Chavez, L., 9ed). (2005). *Capitalism, God and Good Cigar*. Durham: Duke University Press.
- Craske, N. (1999). *Women and Politics in Latin America*. New Brunswick: Rutgers University Press.
- Hanke, L., and Jane M. Rausch. (Eds.). (1999). *Latin American History from Independence to the Present*. Princeton: Markus Wiener.
- Karush, M.B., and O. Chamosa, (Eds.). (2010). *The New Cultural History of Peronism*. Durham: Duke University Press.
- Levine, R.M. (1998). *Father of the Poor: Vargas and His Era*. Cambridge: Cambridge University Press.
- Marichal, C. etal. (2006). *From Silver to Cocaine: Latin American Commodity Chains and the Building of World Economy, 1500-2000*. Durham: Duke University Press.
- Marquez, G.G. (1996). *Autumn of the Patriarch*. London: Penguin.

- Meyer, C.M. et al. (1999). *The Course of Mexican History*. New York: Oxford University Press.
- Naipaul, V.S. (1982). *Loss of Eldorado: A History*. London: Penguin Books.
- Romero, L.A. (2002). *A History of Argentina in the Twentieth Century*. Pennsylvania: Penn State University Press.
- Womack, J. (1972). *Zapata and the Mexican Revolution*. New York: Alfred A. Knopf.

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 submissions and at least one presentation 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:

Colonization and Conquest, Agrarian Transformation, Mining, Labour, Slavery, Trans Atlantic Commerce, Christianity, Old and New Hierarchies, Gender, Race, Popular Movements, Literature, Sports

DSE-VIII
GENDER IN INDIAN HISTORY, c.1500-1950

Course Objectives:

The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. The course also tries to give students a critical overview of the tangled historiographical paradigm that labels women as ‘victims and agents’ and ‘objects and subjects’.

Learning Outcomes:

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

- Explain critical concepts such as gender and demonstrate its use as a tool for historical analysis, through a historiographical engagement
- Critically assess popularly held notions about women in Islamic empires
- Examine critical issues of gender and power in the context of medieval and early Modern Indian history
- Examine the social reforms around the ‘women’s question’ in the modern period of Indian history.
- Explore the popular culture of the modern period to study the dynamics of class and caste in the context of marriage and society
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state

Course Content:

Unit I: Gender and historiographical concerns 1500-1950

Unit II: Women in Early Modern India: 1500 to 1750’s

Political Processes, law and gender

Harem, Household and Family

Masculinities and Sexualities

Culture: Literature and Music

Unit III: Women, Colonialism and Modernity: 1750's to 1950's

The Women's Question, social reforms, nationalism and political mobilisation

Engendering caste, class and religious identities

Histories of love and masculinities

Literature and popular culture

Unit IV: Women, Partition, and the State

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit -1. This section equips students to understand and discern gender as a device of historical essay. **(Teaching time: 2 weeks Approx.)**

- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization, pp. 1-49, 212-226. (Introduction, Ch. 2 & Conclusion).
- Hambly, Gavin R.G. (Ed.). (1999). *Women in the Medieval Islamic World*. Gordonsville: Palgrave Macmillan. pp. 3-19 ("Introduction").
- Gupta, Charu. (2012). 'Gendering *Colonial India: Reforms, Print, Caste and Communalism*'. Delhi: Orient Blackswan, pp. 1-36 ("Introduction").
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective". *Policy Research Report on Gender and Development Working Paper Series no.9*, pp. 2-70.

Unit-2. The learning outcome of this unit is to question gender stereotypes about women in different regimes where Islam was the religion of the ruling classes. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms of comportment helped create political sensibilities and cultural templates in early modern India. **(Teaching time: 4 weeks Approx.)**

- Balabanlilar, Lisa. (2010). "The Begums of the Mystic Feast: Turco-Mongol Tradition in the Mughal Harem". *Journal of Asian Studies* vol. 69/1, pp. 123–147.
- Hasan, Farhat. (2005). *State and Locality in Mughal India: Power Relations in Western India, c.1572-1730*. University of Cambridge: Oriental Publications. (Chapter V: "Women, Kin and Shari'a"), pp. 71-90.
- Lal, Ruby. (2018). *Empress—The Astonishing Reign of Nur Jahan*. W. W. Norton & Company, pp. 131-149 (Ch.10, Wonder of the Age).
- Bokhari, Afshan. (2015). "Masculine Modes of Female Subjectivity. The case of Jahanara Begum". Anshu Malhotra and Siobhan Lambert-Hurley (Ed.), *Speaking of the Self. Gender, Performance, and Autobiography in South Asia*. Durham: Duke University Press, pp. 53-61.

- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 & 176-213.
- Mukhia, Harbans. (2004). *The Mughals of India*, Oxford: Blackwell. (Ch. 3, “The World of Mughal Family”), pp. 113-155, (available in Hindi).
- Blake, Stephen. (2011). “Returning the Household to the Patrimonial-Bureaucratic Empire: Gender, Succession, and Ritual in the Mughal, Safavid and Ottoman Empires”. P.F. Bang and C.A. Bayly, (Ed.), *Tributary Empires in Global History*. New York: Palgrave Macmillan, pp. 214-226.
- Faruqi, Munis. (2012). *The Princes of the Mughal Empire, 1504–1719*. Cambridge: Cambridge University Press. (Ch. 3), Princely Households, pp. 66-133.
- Anooshahr, Ali. (2008). “The King Who Would Be Man: The Gender Roles of the Warrior King in Early Mughal History”. *Journal of the Royal Asiatic Society* Third Series, vol. 18/3, pp. 327-340.
- O'Hanlon, Rosalind. (2007). “Kingdom, Household and Body History, Gender and Imperial Service under Akbar”. *Modern Asian Studies* vol. 41/5, pp. 889-923.
- Sarkar, N. (2013). “Forbidden privileges and history-writing in medieval India”. *Medieval History Journal*, vol.16/1, pp. 21–62. (Only the Mughal section)
- Petievich, Carla. (2001). “Gender politics and the Urdu Ghazal: Exploratory observations on Rekhta versus Rekhti”. *The Indian Economic & Social History Review*, vol.38/3, pp. 223-248. (Available in Hindi).
- Alam, M, and S. Subrahmanyam. (2006). “Love Passion and Reason in Faizi’s Nal-Daman”. F. Orsini (Ed.), *Love in South Asia: A Cultural History*. Cambridge: University of Cambridge Press, pp.109-141.
- Schofield, K. B. (2012). “The Courtesan Tale: Female Musicians and Dancers in Mughal Historical Chronicles, c.1556-1748”. *Gender and History* vol. 24/1, pp.150–171.
- Brown, Katherine Butler. (2006). “If Music be the food of love: Masculinity and Eroticism in the Mughal Mehfil”. F. Orsini(Ed.), *Love in South Asia: A Cultural History*. Cambridge: University of Cambridge Press, pp. 61-83.

Unit-3. This segment enquires into social reforms in terms of the women’s question. It explores and questions the linkages of class and caste, women and work, the workplace. domestic ideologies, sentiments of love and (sometimes complicated by unequal) marriages. As a part of its exploration, the unit will focus also on the modes of representation of women, in literature certainly, but equally in the popular medium of calendar art. **(Teaching time: 5 weeks Approx.)**

- Sarkar, Tanika & Sumit Sarkar (Ed.) (2008). *Women and Social Reform movement in Modern India*, Bloomington: Indiana University Press. (Introduction, pp. 1-18.)
- Kumar, Radha. (1993). *The History of Doing. An Illustrated Account of Movements for Women’s Rights and Feminism in India 1800-1960*. New Delhi: Kali for Women. (Ch. 2; pp. 7-26.)

- Anandi, S. (1991). "Women's Question in the Dravidian Movement c. 1925-1948". *Social Scientist* vol. 19/5, pp. 24-41.
- Malhotra, Anshu. (2005). "The *Pativrata* and Domestic Ideologies in Early Twentieth Century Punjab". Shakti Kak & BiswamoyPati (Ed.), *Exploring Gender Equations. Colonial and Post Colonial India*. New Delhi: Nehru Memorial Museum and Library, pp.1-27.
- Warriar, Shobhana. (2005). "Women and Workplace". Shakti Kakand, BiswamoyPati (Ed.), *Exploring Gender Equations. Colonial and Post Colonial India*. New Delhi: Nehru Memorial Museum and Library, pp. 231-265.
- Raychaudhuri, Tapan. (2000). "Love in a Colonial Climate: Marriage, Sex and Romance in Nineteenth-Century Bengal". *Modern Asian Studies*, vol.34/2, pp.349–378.
- Gupta, Charu. (2002). "(Im) possible Love and Sexual Pleasure in Late-Colonial North India". *Modern Asian Studies*, vol. 36 / 1 pp. 195-221.
- Sinha, Mrinalini. (1999). "Giving Masculinity a History: Some Contributions from the Historiography of Colonial India". *Gender &History* vol.11/3, pp. 445–460.
- Orsini, Francesca. (2002). *The Hindi Public Sphere 1920-1940*. UK: Oxford University Press. (Ch. 4), pp. 243-308.
- Minault, Gail. (1988). "Urdu Women's Magazine in the Early Twentieth Century". *Manushi*, pp. 2-9.
- Thakurta, Tapati Guha. (1991). "Women as 'Calendar Art' Icons: Emergence of Pictorial Stereotype in Colonial India". *Economic and Political Weekly* vol. 26/43, pp. 91-99.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India". *Imago Mundi*, vol.53, pp.97-114.

Unit-4. This section explores and reflects on the time frame of pre-partition, during and post-partition and how partition took place over the bodies of women and intervention of the state, which came in after partition. **(Teaching time: 3 weeks Approx.)**

- Butalia, Urvashi. (1993). "Community, State and Gender: On Women's Agency during Partition". *Economic and Political Weekly* vol. 28/17, pp.12-24.
- Menon Ritu and Kamla Bhasin. (1993). "Recovery, Rupture, Resistance: Indian State and Abduction of Women during Partition". *Economic and Political Weekly* vol. 28/17, pp. 2-11.
- Forbes, Geraldine. (2004). *The New Cambridge History of India, Women in Modern India, vol. 4, part 2*. New York: Cambridge University Press, pp. 223-254, (Ch. 8).

SUGGESTED READINGS:

- Major, Andrea. (2011). *Sovereignty and Social Reform in India. British colonialism and the campaign against sati 1830-60*. Edinburgh: Routledge, Edinburgh South Asian Studies. (Ch. 3), pp. 79-114.

- Chowdhry, Prem. (2007). "Fluctuating Fortunes of Wives: Creeping Rigidity in Inter-Caste Marriages in the Colonial Period". *The Indian Historical Review*, vol. 34/1, pp. 210-43.
- Curley, D. (2001). "Marriage, Honour and Agency and Trial by Ordeal: Women's Gender Roles in Candimangal", *Modern Asian Studies* vol. 35/2, pp. 315-348.
- Dalal, U. (2015). "Femininity, State and Cultural Space in Eighteenth-Century India". *Medieval History Journal*, vol.18/1, pp.120–165.
- Dalal, U. (1999). "Women's Time in the Havelis of North India". *The Medieval History Journal*, vol. 2, pp. 277-308.
- Flavia, Agnes. (2001). *Law and Gender Inequality: The Politics of Women's rights in India*. New Delhi: Oxford University Press. (Ch. 4, 5 & 6), pp. 41-90.
- Forbes, Geraldine. (2004). *The New Cambridge History of India, Women in Modern India*, volume 4, part 2. New York: Cambridge University Press(rpt.).(Ch. 2, pp. 32-63).
- Gupta, Charu. (2012). *Streetva se Hindutva TakAupaniveshik Bharat Mein YauniktaAur-Saampradayikta*. Delhi:RajkamalPrakashan. (Ch.4, 7, 10 & 11).
- Gupta, Charu. (2000). "Hindu women, Muslim men: Cleavages in shared spaces of everyday life, United Provinces, c.1890-1930". *Indian Economic Social History Review*, pp.121-149.
- Hambly, Gavin. (1999). "Armed Women Retainers in the Zenanas of Indo-Muslim Rulers". Gavin R.G. Hambly (Ed.), *Women in the Medieval Islamic World*. Gordonsville: Palgrave Macmillan. pp. 429-467.
- Hussain, Rokeya Sakhawat. (2005). *Sultana's Dream and Padmarag: two feminist utopias*. Translated with an introduction by Barnita Bagchi. Delhi: Penguin, 2005 (also available on-line: <https://digital.library.upenn.edu/women/sultana/dream/dream.html>).
- Kozlowski, Gregory C. (1999). "Private Lives and Public Piety: Women and Practice of Islam in Mughal India". Gavin R.G. Hambly (Ed.), *Women in the Medieval Islamic World*. Gordonsville: Palgrave Macmillan. pp. 469-488.
- Naim, C.M. (2004). "Homosexual (Pederastic) Love in Pre-Modern Urdu Poetry". *Urdu Texts and Contexts*. Delhi: Permanent Black, pp. 19-41.
- O'Hanlon, Rosalind. (2014). *At the Edges of Empire. Essays in the Social and Intellectual History of India*. New Delhi: Permanent Black. (Ch. 10, pp. 302-350.)
- O'Hanlon, Rosalind. (1999). "Manliness and Imperial Service in Mughal North India". *Journal of the Economic and Social History of the Orient*, vol. 42/1, pp. 47-93.
- Sarkar, Tanika. (1992). "The Hindu wife and the Hindu nation: Domesticity and nationalism in nineteenth century Bengal". *Studies in History*, Vol. 8(2), pp. 213–235.
- Sarkar, Tanika. (1993). "Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife Source". *Economic and Political Weekly*, vol. 28/36, pp. 1869-1878.
- Kugle,Scott. (2016). "Sufi Attitudes Towards Homosexuality: Chishti Perspectives from South Asia". Raziuddin Aquil and David L. Curley (Ed.), *Literary and Religious Practices in Medieval and Early Modern India*. New Delhi: Manohar. pp. 31-59.
- Singh, Dilbagh. (2003). "Regulating the Domestic: Notes in the Pre-colonial States and the Family". *Studies in History* vol.19/1, pp. 69-86.

- Trivedi, Madhu. (2012). *The Emergence of the Hindustani Tradition: Music, Dance and Drama in North India, 13th to 19th Centuries*. Delhi: Three Essays Collective.
- Vanita, Ruth and Saleem Kidwai (Ed.) (2000). *Same-Sex Love in India: Readings from Literature and History*. New York: Palgrave-Macmillan, pp. xiii-xxiv, 107-125 (“Preface” and “Introduction to materials in the Perso-Arabic tradition”).
- Warriar, Shobhana. “Interwoven identities: Gender, Class and Community in the Mills of Madurai 1914-51” an *unpublished article*.

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 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. 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, Haram, Masculinities and Sexualities, Class, Caste, Love, Popular Culture, Partition.

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 back-drop 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: 3weeks Approx.)**

- Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913*. London: Yale University Press, (Introduction).
- Zarrow, P. (2005). *China in War and Revolution 1895-1949*. London: Routledge.
- Lazzerani, Edward J. (Ed.). (1999). *The Chinese Revolution*. Westport, Connecticut: 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.
- सत्यकेतुविद्यालंकार. (1952). एशिया का आधुनिक इतिहास, Masoori: Sarasvati Sadan.
- जैनएसके.(year) आधुनिक एशिया का इतिहास.
- जैनकैलाशचंद.(year) एशिया की विकासोन्मुखीएकता.
- सराओ,के. टी.एस. (year) चीन का इतिहास.
- चीन का भूगोल, विदेशी भाषा प्रकाशन गृह, पेइचिंग, 1985
- 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: Political and Economic transformations the 14th century: Majapahit Empire, regional formations, the Portuguese and Spanish commercial enterprise

Unit-VI: The Age of European Commerce: 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 recent historiographical debates. **(Teaching time: 3 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: 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 GeokYian 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
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.

- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- 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-III: 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: 4 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
- 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
- Artonang, 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- IV: By the end of this rubric the students will be able to trace the changing character of regional political formations and the beginnings of the European presence in the region. They will also be better acquainted with the various dimensions of the maritime activity involving communities, commodities and port cities. **(Teaching time: 3 weeks Approx.)**

- 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

SUGGESTED READINGS:

- Ahmad, Abu Talib and Tan LiokEe, (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: MunshiramManoharlal.
- 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).
- Masashi, Haneda. (2009). *Asian Port Cities, 1600-1800: Local and Foreign Cultural Interactions*, Singapore: National University of Singapore Press.
- 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 submissions and at least one presentation 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
- Problematisé (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 Kopnina, 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: Colombia 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 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 submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her en-

gement 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:

Energy Regimes, Industrialisation, Gender, Urban Landscapes, Anthropocene, Ecological Histories,

DSE XII

HISTORY OF MODERN JAPAN (c. 1868-1950s)

Course Objectives:

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts in all topics, contextualising these against the backdrop of their contemporary history and politics. Adequate attention is given to the study of social and cultural aspects with a special emphasis on the role of women in late 19th and early 20th century Japan.

Learning Outcomes:

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

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics.
- Examine the divergent pathways to modernity followed by Japan.
- Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.
- Conceptualise how these distinct histories can be rooted in common cultural traditions.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

Course Content:

Unit 1: Transition from Feudalism to Capitalism

- a. Crisis of the Tokugawa *Bakuhau* System
- b. The Meiji Restoration : Nature and Significance; Early Meiji Reforms
- c. Economic Development in the Meiji Era
Agrarian Settlement
Industrialisation and Capitalism

Unit 2: Democracy and Militarism

- a. Popular Rights Movement
- b. Women's Rights in the Meiji Era
- c. Meiji Constitution
- d. Failure of Parliamentary Democracy; Militarism and Fascism

Unit 3: Imperialistic Expansion and Resistance

- a. Imperialism and Japanese Nationalism
- b. Expansion in China and Manchuria
- c. Colonisation of Korea and Korean Nationalism

Unit 4: American Occupation, post-War Reconstruction and “Reverse Course”

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce student to the history of Japan from its transitions from feudalism to Capitalism. The Unit will also examine historical process which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 5weeks Approx.)**

- Gordon, A. (2003). *A Modern History of Japan- From Tokugawa Times to the Present*. New York: Oxford University Press, Chapters 3- The Intellectual World of Late Tokugawa & Chapter 4- Overthrow of the Tokugawa.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 13- The Meiji Restoration and Its Meaning.
- Hall, J.W. (1991). (ed.). *Cambridge History of Japan*. Volume IV: Early Modern Japan. CUP. Cambridge.
- Jansen, M.B. (2000). *The Making of Modern Japan*. Cambridge: Harvard University Press.
- Jansen, M.B. and Gilbert Rozman. (1986). *Japan in Transition from Tokugawa to Meiji*. Princeton, Princeton University Press.
- Livingston, J. et al. (1974). *The Japan Reader: Volume I- Imperial Japan: 1800-1945*. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). *Japan – A Modern History*. W.W. Norton and Company. Chapter 3- Self and Society.
- Pyle, K.B. (1995). *The Making of Modern Japan*. Lexington: D.C. Heath.
- Sansom, G.B. (2015). *The Western World and Japan-- a Study in the Interaction of European and Asiatic Cultures*. Bibliolife DBA of Biblio Bazaar II LLC. Chapters 14 and 15.
- Totman, C. (1980). *Collapse of the Tokugawa Bakufu. 1862-1868*. University of Hawaii Press.

Unit 2: This unit deals with emergence and growth of democratic governance in Japan. Role of popular rights movements, polemics of Meiji constitution, and failure of democracy and subsequent rise of Militarism has been examined in this unit.(**Teaching Time: 4 weeks Approx.**)

- Moore Jr., Barrington. (2015). *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Beasley, W.G. (2000). *The Rise of Modern Japan: Political, Economic and Social Change Since 1850*. Palgrave Macmillan. Chapter 6- Protest and Dissent.
- Beckmann, G.M. (1957). *The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891*. University of Kansas Press.
- Jansen, M. B. et. al ed. (1988). *Cambridge History of Japan*. Volume V: *The Twentieth Century*. Cambridge, CUP.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin. Chapter 23- Imperial Japan: Democracy and Militarism.
- Gordon, A. (2003). *A Modern History of Japan- From Tokugawa Times to the Present*. New York: Oxford University Press. pp 88-91.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger, 1969.
- Jansen, M.B. (1988). *Cambridge History of Japan*. Volume V: *The Nineteenth Century*. Cambridge: Cambridge University Press. pp 651-673
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 16- The Meiji Constitution and the Emergence of Imperial Japan. Chapter 17- The Decade of the 20's- Political Parties and Mass Movements.

Unit 3: This unit will enable students to understand the imperialistic design of Japan and the role of nationalism in its conception. This unit will examine the nature and consequences of Japanese colonialism over China and Manchuria. It also deals with Japanese colonialism over Korea and the growth of Korean Nationalism.(**Teaching Time: 3weeks Approx.**)

- Beasley, W.G. (1987) *Japanese Imperialism 1894-1945*. Oxford: Clarendon Press.
- Buzo, A. (2002). *The Making of Modern Korea*. London: Routledge. Introduction, Chapter I- Joined to the Empire 1910-31, Chapter II- The dark gulf, 1931-45.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). *Power and Culture, The Japanese-American War, 1941-1945*. Harvard University Press.

- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). *The Emergence of Imperial Japan-Self Defence or Calculated Aggression?* Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47-53, 55-58, 69-73.
- Morley, J.W. (Ed). (1971). *Dilemmas of Growth in Pre-war Japan*. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and Consequence, Chapter IV-The Failure of Military Expansionism, Chapter VI- Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.
- Seth, M.J. (2011). *A History of Korea: From Antiquity to the Present*. New York, Toronto, Plymouth. Chapter 10- Colonial Korea, 1910 to 1945.

Unit 4: This unit deals with the period between the two World wars and the subsequent history of Japan. The American occupation of Japan after World War-II and the post war reconstruction has been examined in this unit.(**Teaching Time: 2 weeks Approx.**)

- Dower, J.W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. New York.W.W. Norton & Company.
- Duus, P. (1997). *Modern Japan*. Boston. Houghton Mifflin
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462.
- Porter, E.A. and Porter, Ran Ying, (2018) *Japanese Reflections on World War II and the American Occupation*. Amsterdam, Amsterdam University Press.
- Takemae, E. (2002). *The Allied Occupation of Japan*. New York, London: The Continuum International publishing group.

SUGGESTED READINGS

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- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.

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- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
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- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991). ed. *Cambridge History of Japan*. Volume IV: *Early Modern Japan*. Cambridge University Press. Beasley, W.G. (1963). *The Making of Modern Japan*. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozmaned, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Kajima, M. (1965). *A Brief Diplomatic History of Modern Japan*. Charles E. Tuttle Co.
- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp>
- Kunio Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston.W.W. Norton and Company.
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- Molony, Barbara, (2002). "Women's Rights, Feminism, and Suffragism in Japan, 1870-1925". *Pacific Historical Review*, Volume 69, No. 4, *Woman Suffrage: The View from the Pacific*. pp. 639-661.

- Molony, Barbara. *Feminism in Japan*. Oxford Research Encyclopaedia of Asian History.
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- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press, Chapter 8- Japan Opened to the World, Chapter 13- Japan Resolves to Modernize.
- Pittau, J. (1967). *Political thought in Early Meiji Japan 1868-1889*. Cambridge, Harvard University Press.
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- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Shively, D.H. and Carmen Blacker, ed. (1976). *Tradition and Modernization in Japanese Culture*. Princeton University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.
- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.
- Tsutsui, W.M. (2009). ed. *A Companion to Japanese History*. Oxford: Wiley-Blackwell.
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- सत्यकेतु विद्यालंकार. (1952). एशिया का आधुनिक इतिहास, Masoori: Sarasvati Sadan.
- जैनएसके.आधुनिक एशिया का इतिहास.
- जैनकैलाशचंद.एशिया की विकासोन्मुखी एकता.
- नोरमनई. एच. जापान का इतिहास. Delhi: K. K. Publication.
- पाण्डेयधनपति. (2005). आधुनिक एशिया का इतिहास. Delhi: Motilal Banarsidas.
- तिवारीप्रेमशंकर. (2005). जापान का इतिहास. Vishwa Bharti: Vishwa Bharti Publications.
- स्कॉटलातौरैतेकेनेथ.जापान का इतिहास.
- सराओके. टी.एस. जापान का इतिहास. Place: Publisher

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 submissions and at least one presentation 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:

Tokugawa, Meiji Era, Industrialisation and Capitalism, Popular Movements, Women Rights, Imperialism, Expansion into China, Korea, Post War Reconstruction

DSE XIII

History of Southeast Asia: Colonial to the Post Colonial

Course Objectives:

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of de-colonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

Learning Outcomes:

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

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence on maritime and agrarian economy of the region.
- 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 influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
- Illustrate the transformation of the local agrarian and labour economy.
- Interpret the history of popular movements and peasant revolts
- Describe the historiographical trends to study history of Southeast Asia

Course Content:

Unit 1: From Commerce to Colonialism:

[a] The Dutch and English ascendancy

[b] Changing Patterns of Maritime Trade: The Straits of Malaka

Unit 2: Colonialism in Dutch Indonesia, French Indo-China, British Burma: The 19th and 20th centuries

- [a] The Colonial State: Traditional elite, legal systems
- [b] Agrarian Transformation: Plantation Economy, Peasant Protests, Migrations
- [c] Colonial Modernity: Education and religion in the early twentieth century

Unit 3: Redrawing the Political Map of Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

- [a] Burma: From Independence to the Revolutionary Council
- [b] Indonesia: The Revolution, the making of Indonesia, Sukarno
- [c] French Indo-China: Khmer Republic, Khmer Rouge and the Socialist Republic of Vietnam

Unit 4: Post War Southeast Asia

- [a] Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
- [b] The Port and City in Southeast Asia: Singapore

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 3 weeks Approx.)**

- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume I & II*, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). *Southeast Asia in Early Modern era: Trade, Power and Belief*, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). *Prelude to Colonialism: The Dutch in Asia*, Hilversum: UitgeverijVerloren
- Hussin, Norid. (2007). *Trade and Society in the Straits of Melaka: Dutch Melaka and English Penang, 1780-1830*, Singapore: National University of Singapore Press
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press

Unit- II: At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the specific case studies of Dutch Indonesia, British Burma and French Indo China show how the structure and organization of the colonial state and the agrarian plantation economy altered the political and economic land-

scape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 5 weeks Approx.)**

- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). *Law, Disorder and the State: Corruption in Burma c.1900*, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). *British Burma in the New Century, 1895-1918*, London: Palgrave Macmillan
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- BosmaUlbe and Raben Remco. (2008). *Being “Dutch” in the Indies: A history of creolization and Empire, 1500-1920* (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Brocheux, Pierre and Hemery, Daniel. (2009). *Indochina: An Ambiguous Colonization, 1858-1954* (Translated by Ly Lan Dill-Klein, with Eric Jennings, Nora Taylor and Noemi Tousignant), Berkeley: University of California Press
- Breman, Jan. (2015). *Mobilizing Labour in the Global Coffee Market: Profits from an Un-free Work Regime in Colonial Java*, Amsterdam: Amsterdam University Press
- Breman, Jan. (1989). *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Delhi: Oxford University Press
- Scott, James. (1976). *Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, New Haven: Yale University Press
- Laffan, Michael. (2011). *The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past*, Princeton: Princeton University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press

Unit-III: After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 4 weeks Approx.)**

- Christie, Clive J. (2000). *A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism*, London: I.B.Tauris
- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press

- Tarling, Nicholas. (1998). *Nations and States in Southeast Asia*, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). *Making Enemies: War and State Building in Burma*, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). *The Making of Modern Burma*, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press
- Kieran, Ben. (2017). *Vietnam: A History from earliest times to the present*, Oxford: Oxford University Press
- Wilcox, Wynn (Ed.). (2010). *Vietnam and the West: New Approaches*, Ithaca: Cornell Southeast Asia Program Publications

Unit-IV: At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future.

(Teaching time: 2 weeks Approx.)

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

SUGGESTED READINGS:

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press

- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, *Ethnic Chinese in Southeast Asia*, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge
- Owen, Norman G. (2014). *Routledge Handbook of Southeast Asian History*, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). *A History of Thailand*, Cambridge: Cambridge University Press
- Rachael Loew. (2016). *Taming Babel: Language in the Making of Malaysia*, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). *Southeast Asia: Past and Present*, New Delhi: Harper Collins
- Scott, James. (2009). *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Yale University Press
- Seekins, Donald M. (2011). *State and Society in Modern Rangoon*, London: Routledge
- Segawa, Noriyuki. (2019). *National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality*, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). *The Japanese in Colonial Southeast Asia*, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). *Imperialism in Southeast Asia: A Fleeting, Passing Phase*, London: Routledge
- Tiffin Sarah. (2016). *Southeast Asia in Ruins: Empire in the early 19th century*, Singapore: National University of Singapore
- Trocki, Carl A. (2006). *Singapore: Wealth, Power and the culture of control*, London: Routledge
- Tucker, Shelby. (2002). *Burma: The Curse of Independence*, New Delhi: Penguin

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 submissions and at least one presentation 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:

Dutch and English Colonialism, Malaka, Colonial State in Indonesia, French Indo China and Burma, Colonial Law, Education, Nationalist Movement, Post War, Language and Politics, Malay World, Port City, Singapore

DSE XIV

The Making of Contemporary India (c. 1950-1990s)

Course Objectives:

This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1950s to the 1990s. The course intends to familiarise the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Learning Outcomes:

On completion of this course the student shall be able to

- Draw a broad outline of the history and politics of the early years of Independence, including the framing of the constitution and the linguistic reorganisation of states.
- Examine critically issues of economic development in the early years of Independence, particularly the problems of development
- Summarize critical issues pertaining to the history of Non-Alignment and Panch-sheel
- Trace the significant developments in the history of India, since 1947, including the history of the Congress party, the Naxalbari and the JP Movement, as well as political developments in the regional context
- Examine issues of critical relevance in the history of India from 1970s to 1990s, with special emphasis on caste assertion and mobilisation in politics and right-wing nationalism
- Outline and examine the major developments in the history of social reform around the question of 'Women and law'
- Evaluate the history of Environmental movements in India since Independence
- Examine the formation of a 'civil society' and the emergence of popular movements in North East India
- Trace the history of Judiciary in Independent India with special focus on Public Interest Litigation
- Construct a history of Media in modern India, a history of Modern Indian Art and one of Sports as well as evaluate the significance of these in the making of a Modern Nation

Course Content:

Unit I: Laying the foundation of independent India

- [a] Making of the Constitution
- [b] Linguistic re-organisation

Unit II: Envisioning a New Order

- [a] Economic Development: The Five Year Plans; problems of development - Punjab and Bihar
- [b] Indian Foreign Policy till 1964: Non -Alignment and Panchsheel

Unit III: Indian Politics: National and regional aspirations

- [a] Congress Party till 1977
- [b] The Emergency, Naxalbari; J.P. Movement
- [c] Regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland

Unit IV: Indian Politics and Society: 1970s, 1980s and 1990s

- [a] The Political Voice of Caste: Non Brahmin and Dalit Assertions, the Mandal Commission
- [b] Women, Social Reform and the Law
- [c] Right-Wing Nationalist Politics: The Jan Sangh and the rise of the BJP

Unit V: Development, Environment and Peoples Rights

- [a] Environmental movements in India
- [b] Civil Society and Popular Movements in North East India
- [c] The Judiciary: Public Interest Litigation

Unit VI: The New Publics

- [a] Media in Modern India: Press, Cinema and Television
- [c] Modern Indian Art: The Progressive Artist Group
- [d] Sports and the Modern Nation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit deals with making of the constitution. The history and politics of the early years of Independence have been discussed. It also deals with the linguistic re-organisation of states. **(Teaching time: 2 weeks Approx.)**

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

Unit-II: This unit deals with the history of economic developments in the early years of Independent India. It also deals with the problems of development with the case study of Punjab and Bihar. It also deals with the history of Non-Alignment and Panchsheel. **(Teaching time: 2 weeks Approx.)**

- Balakrishnan, P. (2005). *Economic Growth and its Distribution in India*. Hyderabad: Orient BlackSwan.
- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: Oxford University Press.
- Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: Oxford University Press.
- Bhalla, G.S. (1995). "Agricultural Growth and Industrial Development in Punjab" in *Agriculture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.
- GolamRasul and Eklabya Sharma, (2014). "Understanding the Poor Performance of Bihar and Uttar Pradesh in India: A Macro Perspective". *Regional Studies, Regional Science*. vol. 1:1, 221-239.

Unit-III: This unit deals with history of Indian Politics since 1947 with special reference to history of congress party till 1977. It also deals with history of Naxalbari, J P Movement. This unit also deals with regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena and the north-east: Assam/Nagaland. **(Teaching time: 3 weeks Approx.)**

- Misra, Udayon (2014). *India's North -East: Identity movements, state and civil society*. Delhi: Oxford University Press.
- Oinam, Bhagat and Dhiren A. Sadokpam (Ed.). (2018). *Northeast India: A Reader*. London: Routledge.
- Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India*, New Jersey: Princeton.

- Ray, Rabindra. (1992). *The Naxalites and their Ideology*. Delhi: Oxford University Press
- Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press.
- Chandra, Bipan (2017). *In the Name of Democracy: JP Movement and Emergency*. Delhi: Penguin Random House India.
- Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Berkeley: University of California Press.
- Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press

Unit-IV: This unit examines history of Indian Politics and Society from 1970s to 1990s with special reference to political mobilisation of caste. It also deals with history of Right-wing Nationalist politics and history of social reform with reference to Women and Law. **(Teaching time: 3 weeks Approx.)**

- Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
- Menon, Nivedita. (2001). *Gender and Politics in India*. Delhi: Oxford University Press.
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India*. Delhi: Oxford University Press.
- Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin.
- Jaffrelot, Christophe (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. London: Hurst.
- Hansen, Thomas Blum. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in India*. Princeton: Princeton University Press.
- Das, Veena. (1996). *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Unit-V: This unit deals with the history of Environmental movements in India since Independence. It also deals with history of civil society and popular movements in North East India. It also deals with the history of Judiciary in Independent India with special reference to Public Interest litigation. **(Teaching time: 2 weeks Approx.)**

- Middleton Townsend and Sara Shneiderman (ed.) (2018). *Darjeeling Reconsidered: Histories, Politics, Environments*, Delhi: Oxford University Press

- Pachua, Joy L. K. (2014). *Being Mizo: Identity and Belonging in Northeast India*. Delhi: Oxford University Press.
- Bhuwania, Anuj. (2017). *Courting the People: Public Interest Litigation in Post Emergency India*. Delhi: Cambridge University Press.
- Baviskar, Amita. (2004). *In the Belly of the River: Tribal Conflicts Over Developments in the Narmada Valley*. Delhi: Oxford University Press.
- Guha, Ramachandra. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance*. Delhi: Oxford University Press.
- Sabharwal, Vasant & Mahesh Rangarajan (eds.). *Battles Over Nature: Science and the Politics of Conservation*. Delhi: Permanent Black.

Unit- VI: This unit deals with the history of Media in modern India along with an analysis of Modern Indian Art. It also examines history of Sports and making of a Modern Nation. **(Teaching time: 2 weeks Approx.)**

- Sen, Ronojoy (2015). *Nation at Play: History of Sport in India*, New York: Columbia University Press.
- Jeffrey, Robin. (200). *India's Newspaper Revolution: Capitalism, Politics and the Indian Language Press, 1977-1999*. London: Hurst.
- Rajagopal, Arvind. (2001). *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge: Cambridge University Press.
- Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.
- Velayutham, Selvaraj, (2008). *Tamil Cinema: The Cultural Politics of India's Other Film Industry*, New York: Routledge.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.
- Sinhaed, Gayatri. (2003). *Indian Art: An Overview*. Delhi: Rupa
- Dalmia, Yashodhara (2001). *The Making of Modern Indian Art: The Progressives*, Delhi: Oxford University Press

SUGGESTED READINGS:

- Beteille, A. (2012) *Democracy and Its Institutions*. New Delhi: Oxford University Press.
- Bhargava, Rajeev and Vanaik Achin (eds.). (2010). *Understanding Contemporary India*. Orient Black-swan
- Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.
- Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin
- Chatterjee Partha (ed.). (1997). *State and Politics in India*. Delhi: Oxford University Press

- Damodaran, H. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Basingstoke: Palgrave Macmillan.
- Deshpande, Satish, (2003). *Contemporary India: A Sociological View*. Delhi: Viking
- Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.
- Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.

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 submissions and at least one presentation 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:

Constitution, Nation, Linguistic Reorganisation, Development, Five Year Plans, Foreign Policy, Congress Party, Left Parties, Naxalbari, JP Movement, Regional Politics, Mandal Commission, Women, Jan Sangh, BJP, Popular Movements, Northeast, Judiciary, Media, Progressive Artist Group, Sports

Generic Elective

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 Ḍhillī”, *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
- Ataullah. (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). Meghnad Shaha: 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 Wiley & 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

GE III

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 constitute 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)
- Bayat, Asef, (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

GE IV

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 HajariBhand. 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, डेविड दीन (2007). "मसखरों का राज्याः ब्राह्मण, मसखरे और जादूगर", मध्यकालीन भारत का सांस्कृतिक इतिहास, मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा 'ऋषि'), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, 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 Fourteenth Century*, New Delhi: Manohar, pp. 101-125

चट्टो पाध्याय, बृज दुलाल . (2 0 0 7) . “ आ क्राम कों और शा स कों की छ वियां” , मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, 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 एकहिंदीसूफीप्रे माख्यानमेंका मनाऔरआख्यान (1503 ईसवी)”, मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, 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.
पेटिएविच, कार्ला. (2007). “लिंगकीराजनी तितथाउर्दू गज़लः रखताबनामरखतीकाखोजपरकअवलोकन”, मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, 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). “PatikamPātuvār: 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 आधुनिकमध्यकालीन दक्षिणभारतमेंसंवाद-माध्यमकेरूपमेंधार्मिकगायन”, मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, 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: Institutfrançais 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). "लोकप्रचलित शियाधर्म", मध्यकालीन भारत का सांस्कृतिक इतिहास. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर 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*, Bhubaneswar: 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 Kanna. New Delhi: Social Science Press, pp. 126-141.
ईटन, रिचर्ड . (2 0 0 7) " म ध्य काली न द क्कनमें इ स्लामिक स्था न की अ भि व्य क्ति " , मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, 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 DadiPudumjee "India" in *World Encyclopedia of Puppetry Arts called "WEPA" or "EMAM" for EncyclopédieMondiale 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, color, 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", मध्यकाली नभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ, ix-xxxiv.
- Lochtefeld,James G. (2004). "The Construction of the Kumbha Mela", *South Asian Popular Culture*. vol. 2 Nno. 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 ap-

proach 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:

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu BommaluKattu, Scrolls, Picture Showmen, PatikamPatuvar, Muharram, Kathakali

Politics of Nature

Course Objective:

This introductory course familiarises students with the major themes in the history of human organization of nature -- for food, energy and raw materials. It studies the long-term transformations in the organization of Nature by the state and to manage energy production, plant and animal transfers, circulation of commodities and people, urbanization and industrialization of production. This will help students understand the ecological articulation of social inequalities including class, gender, ethnicity, caste, and nationality. By focusing on the planetary scale of ecological interconnectedness students will learn how to situate the politics of Nature that integrates extremes: poverty in the fertile plains, the development of cities and related environmental degradation elsewhere, scarcity of energy where dams and mines exist, and inequalities produced by carbon-energy regimes. Unit 5 will introduce the students to the issues and debates related to the ecological predicaments of the twenty-first century in a historical perspective.

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 and political (or *social scientific?*) framework
- Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand 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
- Problematised (or *critique?*) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit 1: ‘Spaceship called earth’ – competition for bounded resources and livelihoods

Unit 2: Energy in Human History: –

- a. Before the era of coal, gas and oil
- b. Era of fossil energy

Unit 3: Ecological Imperialism

- a. Flora-fauna transfer
- b. Diseases and Migration

Unit 4: Unequal access and Industrial Production,

- a. Industrial Agriculture
- b. Gendered access to natural resources
- c. Cities and inequalities

Unit 5: Anthropocene

- a. Climate change and writing ecological histories
- b. Debating the Anthropocene / Capitalocene

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduces student to conflict over natural resources and changing livelihood patterns. **(Teaching Time: 2 weeks Approx.)**

- Bhattacharya, Neeladri. (1995). “Pastoralists in a Colonial World”, in David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85. (Available in Hindi also)
- Swaminathan, M S. (2008), ‘Agriculture on Spaceship Earth’, in Mahesh Rangarajan, ed., *Environmental Issues in India*. Delhi: Pearson. pp.161-183. (Available in Hindi also)

Unit-2: Introduces the emerging field of energy studies to understand the way societies fulfilled their energy requirements. In-depth reading of the use of forest, pastures, agricultural land and related issues on environmental changes will enable students to critique the predominant notion of harmony that existed between man and nature in the pre-modern societies. **(Teaching Time: 3 weeks Approx.)**

- 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.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press.

- Urry, John. (2013). 'The Century of Oil', in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books. pp. 36-52.
- 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.

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: 4 weeks Approx.)**

- Crosby, Alfred W. (1988), "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon" in Donald Worster, ed., *The Ends of the Earth*. New York: Cambridge University Press. pp. 104-105.
- Cronon, William. (1983). *Changes in the Land: Indians, Colonists and the Ecology of New England*. New York: Hill and Wang, pp. 3-18.
- Crosby, Alfred W. (1967). "Conquistadory Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires". *The Hispanic American Historical Review*, Vol. 47 (No. 3), pp. 321-337.

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). It also critically examines the new forms of deprivation. **(Teaching Time: 3 weeks Approx.)**

- Kroese, Ron. (2002). "Machine Logic: Industrialising Nature and Agriculture", in Andrew Kimbrell, ed., *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press. pp. 87-91
- McKittrick, Meredith. (2012). "Industrial Agriculture", in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell. pp. 411-432.
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India". *Feminist Studies*, Vol. 18 (No. 1), pp. 119-158.
- Merchant, Carolyn. (2017). 'Gender and Environmental History', in J. R. McNeill and Alan Roe, eds., *Global Environmental History*. London: Routledge. pp. 82-87.
- 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.
- Heynen, Nik, Kaika, Maria and Swyngedouw, Erik. (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.

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: 2 weeks Approx.)**

- White, Sam. (2012). 'Climate Change in Global Environmental History' in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford:Blackwell. pp. 394-410.
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol. 519, pp. 171-80.
- 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), pp. 614-621
- Moore Jason W. (ed.,) (2016) *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism*. Oakland: PM Press.
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene". *Seminar*, Vol.673 (Sept), pp. 75-80.

SUGGESTED READINGS:

- Altvater, Elmer. (2007). 'The Social and Natural Environment of Fossil Capitalism'. *Socialist Register*, Vol. 43, pp. 37-59.
- Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens". *American Ethnologist*, Vol. 6(No. 3), pp. 449-465.
- Chakrabarty, Dipesh. (2016). "Whose Anthropocene? A Response" 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.103–113.
- Hugo, G. (1996). "Environmental Concerns and International Migration". *International Migration Review*, Vol.30(No. 1), pp. 105-31.
- Jodha, N. S. (1986). 'Common Property Resources and Rural Poor in Dry Regions of India. *Economic and Political Weekly*, Vol. XXI(No. 27) pp. 1169-1181.
- Kalof, Linda. (2007). *Looking at Animals in Human History*. London: Reaktion Books. pp. 1-71
- Lübken, Uwe. (2012). "Chasing a Ghost? Environmental Change and Migration in History". *Global Environment: A Journal of History and Natural and Social Sciences*, No.9 pp. -25.
- Malm, Andreas. (2016), 'In the Heat of the Past: Towards a History of the Fossil Economy' in Andres Malm, *The Rise of Steam Power and the Roots of Global Warming*. London: Verso, pp. 1-32.

- Prasad, Archana. (1998). The Baiga: Survival strategies and local economy in the Central Provinces. *Studies in History*, Vol. 14(No. 2), pp. 325-348.
- 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.
- Tucker, Richard. (2007). 'The Tropical Cost of the Automotive Age: Corporate Rubber Empires and the Rainforest', in Richard Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers. pp. 113-50.
- Vaclav Smil. (1994). "Preindustrial Prime Movers and Fuels", in Vaclav Smil, *Energy in World History*. Boulder: Westview, pp. 92-156.
- John Tully. (2011). *The Devil's Milk: A Social History of Rubber*. New York: Monthly Review Press, pp, 17-26 and 35-50.

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:

Energy, Fossil, Ecological Imperialism, Inequalities, Anthropocene, Capitalocene,

GE – VI

Making of Post Colonial India

Course Objectives:

The course provides various perspectives on India's evolving political, economic and cultural situations from 1950-1990s and tracks a dynamic trajectory of contemporary India. The course seeks to familiarise students with the trajectory of growth of the Indian state, politics and economy and the shaping of the Indian public following the country's independence in 1947.

Learning Outcomes:

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

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

Course Content:

Unit I: Laying the foundation of independent India

- [a] Making of the Constitution
- [b] Linguistic re-organisation

Unit II: Envisioning a new order

- [a] Economic Development: five year plans; Problems of Development case study of Punjab and Bihar
- [b] Indian Foreign Policy till 1964

Unit III: Democracy at Work

- [a] Congress and other political formations
- [b] (i) Left parties (ii) Caste politics (iii) Dravidian movement
- [c] Women and politics (i)Hindu Code Bill (ii)Status of Women in India Report

Unit IV: Turning Point: Emergency and After

- [a] Railway Strike, J.P. Movement and Emergency

- [b] Developments in the 1980's: (i) Coalition politics; (ii) Mandal Commission and aftermath
- [c] Judiciary, Civil Society and Rights: Judicial Activism and Public Interest Litigation
- [d] Popular and parallel Cinema

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

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

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

- Balakrishnan, P. (2005). *Economic Growth and its Distribution in India*. Hyderabad: Orient BlackSwan.
- Frankel, Francine R. (2005). *India's Political Economy*. New Delhi: OUP.
- Frankel, Francine R., (ed.). (2000). *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP.
- Bhalla, G.S. (1995). "Agricultural Growth and Industrial Development in Punjab" in *Agriculture on the road to Industrialisation*. John, W. Mellor (ed.). Baltimore: International Food Policy Research Institute, pp. 67-112.
- GolamRasul and Eklabya Sharma, (2014). "Understanding the Poor Performance of Bihar and Uttar Pradesh in India: A Macro Perspective". *Regional Studies, Regional Science*. vol. 1:1, 221-239, <http://dx.doi.org.2014.943804>

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

- Barnett, Marguerite Ross. (1976). *The Politics of Cultural Nationalism in South India*, New Jersey: Princeton.
- Ray, Rabindra. (1992). *The Naxalites and their Ideology*. Delhi: OUP
- Stanley, Kochanek. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton: Princeton University Press.
- Pandian, M.S.S. (2008). *Brahmin and Non Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
- Kumar, Radha. (1993). *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, New Delhi: Kali for Women.
- Menon, Nivedita. (2001). *Gender and Politics in India*. Delhi: OUP.
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India*. Delhi: OUP.
- Jaffrelot, Christophe. (1999). *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin.
- Jaffrelot, Christophe (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. London: Hurst.
- Baru, S. (2000). "Economic Policy and the Development of Capitalism in India: The Role of Regional Capitalists and Political Parties". in Francine Frankel et al, (eds.). *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press

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

- Chandra, Bipan (2017). *In the Name of Democracy: JP Movement and Emergency*. Delhi: Penguin Random House India.
- Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Berkeley: University of California Press.
- Das, Veena. (1996). *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: OUP.
- Bhuwania, Anuj. (2017). *Courting the People: Public Interest Litigation in Post Emergency India*. Delhi: Cambridge University Press.

- Ranganathan Maya & Usha M Rodrigues. (2010). *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd.
- Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
- Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.

SUGGESTED READINGS:

- Chandra, Bipan. (2008). *India Since Independence*. Delhi: Penguin
- Bhargava, Rajeev and VanaikAchin (eds.). (2010). *Understanding Contemporary India*. Orient Blackswan
- Damodaran, H. (2008). *India's New Capitalists: Caste, Business, and Industry in a Modern Nation*. Basingstoke: Palgrave Macmillan.
- Deshpande, Satish, (2003). *Contemporary India: A Sociological View*. Delhi: Viking
- Guha, Ramachandra. (2008). *India After Gandhi*. Delhi: Picador
- Jayal, Niraja Gopal & Pratap Bhanu Mehta (eds.). (2010). *The Oxford Companion to Politics in India*. Delhi: Oxford University Press.
- Kothari, Rajni. (1970). *Caste in Indian Politics*. New Delhi: Orient Longman.
- Beteille, A. (2012) *Democracy and Its Institutions*. New Delhi: Oxford University Press.
- Hasan, Zoya. (2004). *Parties and Party Politics in India*. New Delhi: Oxford University Press.
- Dhawan, Rajeev, (ed.). (1997). *Law and Society in Modern India*. New Delhi: Oxford University Press.
- Brass, Paul. (1997). *Politics of India since Independence*. Cambridge: Cambridge University Press.
- Chatterjee Partha (ed.). (1997). *State and Politics in India*. Delhi: Oxford University 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:

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

GE-VII

Religion and Religiosity

Course Objectives:

This course seeks to provide an understanding of (a) multiple religious traditions that flourished through the ages in the Indian subcontinent; (b) how each religious tradition is dynamic and changing in relation to each other and in relation to its own past; (c) the ways in which each expanded or contracted; (d) how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs; and (e) to understand the varied scholarly approaches to each of the issues outlined above.

Learning Outcomes:

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

- Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.
- Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions.
- Identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between.
- Appreciate, examine and relate to the debates on the ways in which modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

Course Content:

Unit-I: Major Religious Traditions through the Ages I

- a. Textual Vedic and Puranic traditions
- b. Buddhism, Jainism and Ajivikas

Unit-II: Major Religious Traditions through the Ages II

- a. Juridical and Mystical Islam
- b. Emergence of Sikhism

Unit-III: Socialisation and Dissemination in the Medieval and Early Modern Era

- a. Scholarly Approaches to Brahmanization in the Early Medieval Era
- b. Scholarly Approaches to Islamisation (or 'Conversion to Islam') in the Medieval Period

- c. Religious Identities in the Medieval Period; Representation of the Self and the Other

Unit-IV: Plurality and Political Mobilisation of Religion

- a. Religious Boundaries and Liminal Spaces
- b. Construction of Modern Religious Identities

Unit-V: Religion, Secularism and Nation-State

- a. Debates on Secularism and the Indian Constitution
- b. Beyond Communal and Secular Discourse

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I. The unit should familiarise students with diverse religious traditions that originated in the Indian –subcontinent. It also explores intellectual currents that questioned them. **(Teaching Time: 3 weeks Approx.)**

- Shrimali, K. M. (1998). 'Religion, Ideology and Society', *Proceedings of Indian History Congress*, General Presidential Address, 66th Session. यह लेख हिंदी में प्रो. श्रीमाली की ही एक किताब में संकलित है:
- श्रीमाली, कृष्णमोहन. (2005). धर्म, समाज और संस्कृति, नई दिल्ली: ग्रंथशिल्पी. (अध्याय 6: धर्म, विचारधारा और समाज, pp.196-258.)
- Chakrabarti, Kunal. (2001). *Religious Process: The Puranas and the Making of a Regional Tradition*, New Delhi: Oxford University Press, Chapter 2, pp. 44-80.
- Basham, A. L. (1954). *The Wonder that was India*, Calcutta: Rupa. Reprint, 1982. (Available online at the url: <https://archive.org/details/TheWonderThatWasIndiaByALBasham>).
- बाशम, ए.एल. (1996). अद्भुत भारत, आगरा: शिवलाल अग्रवाल एंड कंपनी।
- Schopen, G. (1997). *Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India*, Honolulu: University of Hawaii Press. Relevant part is in Chapter on 'Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism', pp 1 – 22.
- Jaini, P. S. (1979). *The Jaina Path of Purification*, Berkeley: University of California Press. (The most relevant portion is to be found in the 'Introduction').
- Bailey, G. & I. Mabbett. (2003). *The Sociology of Early Buddhism*, Cambridge: CUP. (The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13-26) of the book are most relevant.)

Unit.2. The unit equips students to analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects

of life, and with other religious traditions. **(Teaching Time: 3 weeks Approx.)**

- Rizvi, S.A.A. (1978). *A History of Sufism*, vol. 1. Delhi: MunshiramManoharlal. (The chapters on Chishtiyya and Suhrawardiyya are useful)
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', *Purusartha*, vol. 9, pp. 57-78. Reprinted in *India's Islamic Traditions, 711-1750*, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', *Iran*, vol. 28, pp. 71-81.
- Grewal, J. S. (1993). *Contesting Interpretations of the Sikh Traditions*, Delhi: Manohar.

Unit-3. The segment enquires into varied scholarly approaches to the issues pertaining to multiple religious traditions that flourished through the ages and how each religious tradition is changing in relation to each other and in the ways in which each expanded or contracted. **(Teaching Time: 3 weeks Approx.)**

- Eaton, Richard. (1987). 'Approaches to the Study of Conversion to Islam in India', in *Islam in Religious Studies*, edited by Richard C. Martin, New York: One World Press, pp. 106-23.
- Chakrabarti, Kunal. (1992). 'Anthropological Models of Cultural Interaction and the Study of Religious Process', *Studies in History*, vol. 8 (1), pp. 123-49.
- Eck, Diana L. (1981). "India's 'Tirthas': 'Crossings' in Sacred Geography", *History of Religions*, vol. 20 (4), pp. 323-44.
- Wagoner, Philip. (1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara,' *Journal of Asian Studies*, vol. 55, no. 4, pp. 851-80.
- Chattopadhyaya, B. D. (1998). *Representing the Other: Sanskrit Sources and the Muslims (Eighth to Fourteenth Centuries)*, Delhi: Manohar.
- चट्टोपाध्याय, बृज दुलाल . (2 0 0 7) . “ आक्रामकों और शासकों की छवियाँ ” , मध्यकालीनभारतकासांस्कृतिकइतिहास.मीनाक्षीखन्ना, (संपादित) (अनुवादउमाशंकरशर्मा ऋषि), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ, 107-133
- Talbot, Cynthia. (1995). 'Inscribing the Other, Inscribing the Self: Hindu-Muslim Identities in Pre-colonial India', *Comparative Studies in Society and History*, vol. 37, no. 4, pp. 692-722.

Unit-4: This section should apprise students to identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between. **(Teaching Time: 3 weeks Approx.)**

- Green, Nile. (2011). *Bombay Islam: The Religious Economy of the West Indian Ocean*, Delhi: Cambridge. (Particularly relevant is pp. 49-89)

- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition*, Delhi: OUP. (Particularly relevant is pp. 1-40).
- Pandey, Gyanendra. (2006). *The Construction of Communalism in Colonial North India*, Delhi: OUP. (Especially relevant portion is pp. 201-261).

Unit-5. The focus is on how the modern Indian state and its constitution dealt with the issue of multiplicity of beliefs and practices. **(Teaching Time: 2 weeks Approx.)**

- Kesavan, Mukul. (2001). *Secular Commonsense*, Delhi: Penguin.
- Sen, Amartya. (2005). 'Secularism and Its Discontents', in idem, *The Argumentative Indian*, Penguin, pp. 294-316.
- Jha, Shefali. (2002). 'Secularism in the Constituent Assembly Debates, 1946-1950', *Economic and Political Weekly*, vol. 37, no. 30, pp. 3175-3180.
- Pandey, Gyanendra. (2000). 'Can a Muslim be an Indian', *Comparative Studies in Society and History*, vol. 41, no. 4, pp. 608-629.

SUGGESTED READINGS:

- Eaton, Richard. (1997). 'Comparative History as World History: Religious Conversion in Modern India', *Journal of World History*, vol. 8, No. 2, pp. 243-71.
- Ernst, Carl. (1992). *The Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Shrine*, Albany: State University of New York. (The relevant parts are Chapter 1 (entitled, Sufism) and Chapter 4 (The Textual Formation of Oral Teachings in the Early Chishti Order), pp. 5-17 and pp. 62-84 respectively.)
- Mukul, Akshay. (2015). *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins. (More important portions on pp. 287-344.)
- Pandey, Gyanendra. (2006). 'The Time of the Dalit Conversion', *EPW*, vol. 41, No. 18, May 6-12, pp. 1779+1781-788.
- Rodrigues, Hillary P. (ed.). (2011). *Studying Hinduism in Practice*, Abingdon: Routledge (especially Chapter 4).
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books. (See especially the Chapter on Religion, pp. 20 – 37. And sections on Buddhism, Jainism, Brahmanism, their chronologies and extracts from the Dhammapada. Also, 2.1. – 'Religion in History' and, 2.2. – Bibliographical Note.)
- Thapar, Romila. (1989). 'Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity', *Modern Asian Studies*, vol. 23, part II, pp. 209-223.
- Varma, Supriya and Jaya Menon. (2008). 'Archaeology and the Construction of Identities in Medieval North India', *Studies in History*, vol. 24, no. 2, pp. 173-93

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:

Puranic, Buddhism, Jainism, Ajivikas, Brahmanization, Islamisation

GE-VIII

Inequality and Difference

Course Objective

Even as India evolved a composite culture within a notion of civilizational unity, differences persisted and were maintained. Using a variety of primary and secondary texts, key issues in ancient Indian social history such as varna, jati, class caste, gender and perceptions of cultural difference are explored. In the Middle ages, with the formation of authoritarian regimes, the expansion of agrarian societies, and the emergence of pan-regional market economics, rather unique ways of articulating individual and collective identities, noting differences, formulating, displaying and reproducing social and economic inequalities came into being. In the modern period, under the impact of colonialism and a renewed engagement with tradition by indigenous intellectuals as well as the conscious attempt to frame the history of India in terms of equality and justice, differences were negotiated and transformed. The course looks at the persisting search for equality and for a politics that engages with the idea of difference within evolving political frameworks. Paper makes a conscious attempt to convey historical process through which ‘categories’ emerge and thereby emphasis the fluid character of categories. Paper critically engages with the political mobilization on the basis of inequalities/‘identity politics’ in an era of participatory form of government.

Learning Outcomes:

After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.
- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Outline various initiatives taken by government to prohibit caste-gender atrocities and uplift of deprived sections of society and its limitations.

Course Content:

Unit I:Structure of Inequalities: Caste; Normative and historical experiences

Unit II:Race, Tribe and colonial knowledge

Unit III:Gender, household and Public Sphere

IV:Forms of bondage: Ganikas, slavery and servitude

Unit V:Social distancing and exclusion; Forest dwellers and untouchables

Unit VI:Indian Constitution and questions of Equality

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: This unit introduce students to structures of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities.(Teaching Time:3 weeks Approx.)

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar. pp. 1-25.
- जायसवाल, सुबीरा. (२००४), वर्ण-जातिव्यवस्था: उद्भव, प्रकार्य और रूपांतरण (अनुवादक: आदित्य नारायण सिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ १५-४३.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India" in Veluthat, Keshvan and D R Davis, EDS., *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.
- Singh, Yogender. (1977). "Sociology of Social Stratification", in Yogender Singh, *Social Stratification and Change in India*. Delhi: Manohar. pp.1-90
- Documentary film by V Stalin, "India Untouched".

Unit-2: In their efforts to govern Colonial power tried to map the social relations and social systems in India. Furthermore, relying on understanding of their own society, often they used categories which were alien to the region. This colonial knowledge needs to be unpacked. (Teaching Time: 3 weeks Approx.)

- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Vol.-III. 4. Cambridge: Cambridge University Press, pp.66-112 & 113-159.
- नंदी, आशिस. (२०१९). जिगरी दुश्मन: उपनिवेशवाद के साये में आत्म-छय और आत्मोद्धार. (अनुवादक: अभय कुमार दुबे). नई दिल्ली: वाणी प्रकाशन. पृष्ठ, ९५-१५६.
- Singh, Chetan. (1988), Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India. *Indian Economic and Social History Review*, Vol. 23, No.2, pp. 319-340.
- Xaxa, V. (2014). Sociology of Tribes, in Y Singh, *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. pp. 53-105.
- रमणिकागुप्ता, (संपादक), (२००८). आदिवासीकौन. नईदिल्ली: राधाकृष्णप्रकाशन, पृष्ठ, १३-२४, २५-२८ एवं २९-४०.

Unit-3: This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 2 weeks Approx.)**

- Chakravarti, Uma. (2006). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State”, in Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika. pp. 138-55.
- चक्रवर्ती, उमा. (२०११). जातिसमाजमेंपितृसत्ता: नारीवादीनजरियेसे, (अनुवादक: विजयकुमारझा). नईदिल्ली: ग्रन्थशिल्पी. पृष्ठ, ४३-६६.
- Gupta, Charu. (2001). “Mapping the Domestic Domain”, in Charu Gupta, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, Delhi: Permanent Black. pp.123-195.

Unit-4: Differences have often constituted the basis on which inequalities are created, but inequalities are not absolute. Inequalities are defined in terms of socio-political context which by character is dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. **(Teaching Time: 2 weeks Approx.)**

- Kumar, Sunil. (2019). “Theorising Service with Honour: Medieval and Early Modern (1300-1700) responses to Servile labour”, in Nitin Verma, Nitin Sinha and Pankaj Jha (Eds.), *Servants’ Pasts*. Delhi: Orient Blackswan, pp. 227-253.
- Saxena, Monika. (2006). “Ganikas in Early India: Its genesis and dimensions”. *Social Scientist*, Vol. 34(No. 11-12), pp. 2-17.

Unit-5: This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and untouchables. **(Teaching Time: 2 weeks Approx.)**

- Jha, Vivekanand. (1973). Stages in the History of Untouchables. *Indian Historical Review*, Vol.2 (No.1), pp 14-31.
- Punalekar, S P. ‘Dalit Consciousness and Sociology’ in *Social Sciences: Communications, anthropology and sociology*, Ed. Y Singh, Project of History of Indian Science, Philosophy and Culture, Centre for studies in Civilisation, Longman, Pearson, Delhi 2010, pp.491-518.
- Rodrigues, V. Ed. (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press. pp. 1-44.
- आंबेडकर, भीमराव. (२००६). अछूत: कौनऔरकैसे (अनुवादक:जुगलकिशोरबौद्ध). नईदिल्ली: सम्यकप्रकाशन. पृष्ठ३१-४६एवं११७-१२४.

Unit-6: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of constitutional provision through the prism of their stated objectives. **(Teaching Time: 2 weeks Approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. (Introduction).
- Chaube, ShibaniKinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust. pp. 1-67.

SUGGESTED READINGS:

- Banerjee-Dube, Ishita. (Ed.). (2008). "Introduction: Questions of Caste". in Ishita Banerjee-Dube. (Ed.). *Caste in History*. New Delhi: Oxford University Press. pp. xv- lxii.
- Basu, Swaraj. (2016). "Contested History of Dalits", in Swaraj Basu, (Ed.). *Readings on Dalit Identity*. Hyderabad: Orient BlackSwan. pp. 134-150.
- Beteille, Andre. (1966). *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Bombay: Oxford University Press, pp. 1-18, 185-225("Introduction", and "Conclusion")
- Buckler, F.W. (1927). "The Oriental Despot", *Anglican Theological Review*, vol. 10, 11-22, reprinted in M.N. Pearson (1985). *Legitimacy and Symbols: the South Asian Writings of F.W. Buckler*, Ann Arbor: Michigan Papers on South and South East Asian Studies, pp. 176-188.
- Chanana, Dev Raj. (2007). *Slavery in Ancient India: As Depicted in Pali and Sanskrit Texts.* In AlokaParasher Sen. (Ed.). *Subordinate and Marginalized groups in early India*, New Delhi: Oxford University Press, pp. 96-124.
- Cohn, Bernard. (2008). "The Census, Social Structure and Objectification in South Asia", in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press. pp. 28-38.
- Dirks, Nicholas. (2004). "The Ethnographic State", in Saurabh Dube, (Ed.). *Postcolonial Passages*. New Delhi: Oxford University Press, pp 70-88.
- Ghure, G S. (2008). Caste and British Rule, in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.
- Hardiman, David. (2011). "Introduction", in *Histories for the Subordinated*. Ranikhet: Permanent Black, pp. 1-17.
- Kumar, Dharma. (2015). "Caste and Landlessness in South India", in Sumit Sarkar and Tanika Sarkar, (Eds.). *Caste in Modern India*, Ranikhet: Permanent Black, vol.2, pp 30-63.
- Narain, Badri. (2016). Inventing Caste History: Dalit Mobilisation and Nationalists Past, in Swaraj Basu, (Ed.). *Readings on Dalit Identity*, Hyderabad: Orient BlackSwan. pp. 81-110.
- Parasher-Sen, Aloka. (2007). Naming and Social Exclusion: The Outcaste and the Outsider, in Patrick Olivelle, (Ed.). *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press. 415-455.

- Risley, H H. (2008). Caste and Nationality, in Ishita Banerjee-Dube, ed., *Caste in History*. New Delhi: Oxford University Press, pp. 70-75.
- Sharma, K L. (2014). Caste: Continuity and Change, in Y Singh, eds., *Indian Sociology: Emerging concepts, structural and change*. New Delhi: Oxford University Press. pp 197-262.
- शर्मा, रामशरण. (१९९०), प्राचीनभारतमेंभौतिकप्रगतिएवंसामाजिकसंरचनाएं(अनुवादक: पूरनचंदपंत). नईदिल्ली: राजकमलप्रकाशन. पृष्ठ, २९-५२.
- सरकार, सुमित. (२००९). सामाजिकइतिहासलेखनकीचुनौती (अनुवादक: एन. ए. खां'शाहिद'). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ, ३७७-४०९.

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:

Inequalities, Race, Gender, Bondage, Untouchables, Constitution

GE –IX

Delhi through the Ages: From Colonial to Contemporary Times

Course Objectives:

This course examines 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 segment 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 locates '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, 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: OUP. Also available at:
http://www.columbia.edu/itc/mealc/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 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:

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

Skill Enhancement Course

SEC I

Understanding Heritage

Course Objectives:

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why and it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and the ways in which its institutional framework developed. Accessing monumental or cultural heritage can be a very difficult task and economic and commercial consideration play an important role. The paper will be of particular value to those who are interested in seeking a career in the travel industry and art and cultural studies.

Learning Outcomes:

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

- Explain the complex character of heritage.
- Analyse the historical processes which result into the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Illustrate how heritage can be a medium to generate revenue
- Discern the nuances of heritage and will appreciate its importance.

Course Content:

Unit I: Defining heritage:

Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

Unit II: Evolution of heritage legislation and the institutional framework:

- [a] Conventions and Acts -- national and international
- [b] Heritage-related government departments, museums, regulatory bodies
- [c] Conservation initiatives

Unit III: Challenges facing tangible and intangible heritage

Development, antiquity smuggling, conflict (specific cases studies)

Unit IV: Heritage and travel:

- [a] Viewing heritage sites
- [b] The relationship between cultural heritage, landscape and travel; recent trends

Unit V: A visit to a heritage site is an essential part of this course.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit will introduce the meaning/s of heritage and associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’. **(Teaching time: 4 weeks Approx.)**

- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge: Cambridge University Press.
- Lahiri, N. (2012). *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapter 4 and 5)
- Singh, U. (2016). *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*. New Delhi: Sage. (Chapters 7, 8).

Unit-II: This unit deals with the history of heritage legislation. It also elaborates upon the institutional framework which manages heritage in India and at the global level. It will also examine the nature and relevance of conservation initiatives. **(Teaching time: 4 weeks Approx.)**

- Biswas, S.S. (1999). *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH,
- Layton, R.P. Stone and J. Thomas. (2001). *Destruction and Conservation of Cultural Property*. London: Routledge.

Unit-III: This unit addresses the challenges posed in the conservation of tangible and intangible heritage. It also elaborates on the global character of the smuggling of antiquities and challenges faced by the national governments. **(Teaching time: 3 weeks Approx.)**

- Biswas, S.S. (1999). *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH.
- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge: Cambridge University Press.

Unit-IV: This unit deals with social efforts to identify heritage as something personal or national. Over time antiquities have frequently ‘travelled’ from their place of origin, the questions of ‘belonging’ are contentious and complex. **(Teaching time: 3 weeks Approx.)**

- Agrawal, O.P. (2006). *Essentials of Conservation and Museology*. Delhi: Motilal Banarsidas.

- Chainani, S. (2007). *Heritage and Environment*. Mumbai: Urban Design Research Institute.

SUGGESTED READINGS:

- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Defining Heritage, National and International legislation, Government departments, Conservation, Tangible and intangible heritage, Travel

SEC-II

Archives and Museums

Course Objective:

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

Learning Outcomes:

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

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

Course Content:

Unit 1: The Archive:

- a. Early Manuscript Collections (Jain, Persian, Sitamau Library)
- b. Colonialism and collections
- c. National project and the archive
- d. Taxonomies and cataloguing
- e. Project work: learn the cataloguing system of your college library and compare with the catalogue of a major collection (see online catalogues of Etne and Rieu).

Unit 2: The Museum

- a. The colonial gaze
- b. Artefacts

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

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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

- Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: OUP
- Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material*. Paris: UNESCO 1973
- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi" in Geeti Sen, (ed.), *India: A National Culture*. Delhi: Sage.
- Carol Breckenridge. (1989). "Aesthetics and Politics of Colonial Collecting India at World Fairs", *Comparative Studies in Society and History*, vol. 31, No 2 April, pp. 195-216
- Ravindran, Jayaprabha. (2013). 'Liberalization of access policy and changing trends of research in the National Archives of India, 1947–2007', *Comma*, vol. 2013, Issue 2, pp. 103-19. (<https://doi.org/10.3828/comma.2013.2.11>)
- Aziz, Sana. (2017). 'The Colonisation of Knowledge and Politics of Preservation', *Economic and Political Weekly*. Vol. 52, No.16 pp.

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

- Guha-Thakurta, Tapati. (2004). *Objects, Histories: Institution of Art in Colonial India*, New York: Columbia University Press.
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: AgamPrakashan.
- Aggarwal, O. P. (2006). *Essentials of Conservation and Restoration and Museology*, Delhi: Sundeep Prakashan.
- Nair, S. N. (2011). *Bio-Deterioration of Museum Materials*, Calcutta: AgamPrakashan

- Mathur, Saloni.(2000). “Living Ethnological Exhibits: The Case of 1886”, *Cultural Anthropology*, Vol. 15 No. 4, pp 492-524
- Mathur, Saloni. (2007).*India by Design: Colonial History and Cultural Display*.Berkley: University of California.

Teaching Learning Process:

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

Assessment methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

SEC-III

Indian Art and Architecture

Course Objective

This course aims to provide an understanding of Indian art forms from ancient to contemporary times, fostering appreciation of its diversity and plurality of aesthetic richness. The course begins with how Indian art was perceived in the west and the construction of the orientalist canon, laying stress on the primacy of religion and race in Indian art and superiority of Western aesthetics. It also explores the nationalist response, underlining the transcendental and metaphysical aspects of Indian art, which gave it its 'Indianess' and reviews new concerns in Indian art studies regarding its social context. The course studies three vital manifestations of Indian art, keeping in view the transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patterns of patronage, representation of gender and the study of iconography of different works of art.

Learning Outcomes:

At the end of the course, the student should be able to:

- Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.
- Through specific examples the student will be able to identify the historical context, socio-economic processes that went in the formation of art and architectural forms.
- Identify the stylistic features of different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/courtly art, popular art/folk, and tribal art.
- Point out the continuity in patterns and regional variations.
- Elaborate patronage patterns, artist-patron relations and representation of gender.

Course Content

Unit I: Perspectives on Indian Art and Architecture.

- a. Historiography of Indian art: orientalist, nationalist and the making of 'Indian' art.
- b. Categories of classical/high/elite and popular/folk/tribal art and crafts; regional variations.

Unit II: Sculpture: styles, iconography.

- a. Gandhara and Mathura.
- b. Chola bronzes.
- c. Terracotta art.

Unit III: Architecture: forms, contexts.

- a. Sanchi: stupa and monastery architecture, pattern of patronage.
- b. Brihadeshwara: the Dravida style, imperial iconography.
- c. Khajuraho temple complex: the Nagar style, iconic scheme, patterns of patronage.
- d. Jama Masjid: the mosque of Shahjahanabad.
- e. Humayun's Tomb: Timurid prototype, introduction of the Persian chaharbagh.
- f. Sufi Dargahs: Nizamudin Auliya dargah at Delhi.
- g. Construction of New Delhi and the imperial vision.

Unit IV: Painting: styles, representation, popular and folk.

- a. Ajanta Murals: characteristics, material culture.
- b. Mughal painting: formation of the school, features, themes, artist-patron relationship.
- c. Kangra painting: spectatorship and femininity.
- d. Colonial art and modernism in India: Raja Ravi Verma; the Bengal school; Amrita Sher-Gil; M. F. Husain.
- e. Folk, tribal art: Maithili painting.

Unit V: Field trips as a part of the Project work are strongly recommended: Visit the National Museum to see the differences in the treatment of:

- a. the human figure in Gandhara and Mathura art;
- b. iconography of Chola bronzes, religious and secular; terracotta figurines from different regions and time spans.
- c. Visit the National Museum to do a study of the sculptures from the gateway of the Sanchi stupa; temple sculptures from different regions.
- d. Visit the National Museum to study the palm leaf Buddhist illustrations and their comparison with Ajanta tradition.
- e. Visit the National museum to compare Mughal with other art of the book schools to understand their themes and aestheticism; to document the representation of the feminine in Kangra painting.
- f. Visit the National Gallery of Modern Art to study the original works of academic art of Raja Ravi Verma, the Bengal school and the modernists.
- g. Visit the National Crafts museum for folk arts and crafts, especially the work of Gangadevi, the Maithili artist.

- h. Visit DilliHaat/Surajkund Mela for studying the themes and technique of Maithili paintings.
- i. Field trips to modern day temples, like the Birla Mandir and the Malai Mandir. Consider how they are different or similar to the Khajuraho assemblage and the Brihadeshwara?
- j. Field trip to Jama masjid to study the architectural features and its comparisons with earlier mosques of Delhi.
- k. Do the Sufi dargah trail in Delhi.
- l. Compare Humayun's tomb with Nizamuddin dargah.
- m. Compare Humayun's tomb with Tughluq and Lodi tombs in Delhi, bringing out the new Mughal architectural features.
- n. Visit Mughal gardens at Rashtrapati Bhawan for modern renditions of the Persian chaharbagh.
- o. Field trip to Lutyens Delhi for a sense of a carefully designed capital. Compare with a post-independence neighbourhood – Model Town, for example.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I: This unit introduces student to the historiographical issues related to study of Indian Art and how these have altered over time. Students will also be introduced to different categories of art; classical/high/elite and popular/folk/tribal art and crafts. **(Teaching Time: 2 Weeks Approx.)**

- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press
- Dhar, P. P. (2011). ed. *Indian Art History Changing Perspective*, New Delhi: DK. (Introduction)
- Mitter, Partha. (1977). *Much Maligned Monsters: A History of European Reactions to Indian Art*, New Delhi: Oxford University Press

Unit-II: This unit examines historical development in the evolution of sculpture with special reference to stone, metal and terracotta. **(Teaching Time: 3 Weeks Approx.)**

- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*, New York and Tokyo: John Weather Hill Inc.
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press
- Gupta S. P. (2006). *Elements of Indian Art*, Delhi: D.K. Print world
- Sivaramamurti C. (1962). *Indian Bronzes*, Bombay: Marg Publications
- Michell, George. (1977). *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications

- Dahejia, Vidya. (1992). 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250, in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi: OUP

Unit-III: This unit examines developments in architecture in India with reference to temples, mosques, forts and colonial buildings. Students are also introduced to the differing ideological underpinnings noticeable in architectural constructions. **(Teaching Time: 5 Weeks Approx.)**

- Thapar, Romila. (1992). "Patronage and Community", in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi: Oxford University Press
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press
- Trainor, Kevin. (1996), 'Constructing a Buddhist Ritual Site: Stupa and Monastery Architecture', in Vidya Dehejia, ed., *Unseen Presence: The Buddha and Sanchi*, Bombay: Marg Publications
- Willis, Janice D. (1992). 'Female Patronage in Indian Buddhism', in Barbara Stoler Miller. (Ed.). *The Powers of Art: Patronage in Indian Culture*, New Delhi: Oxford University Press
- Champakalakshmi, R. (2011). 'Iconographic Programme and Political Imagery in Early Medieval Tamilakam: The Rajasimhesvara and Rajarajeshvara', in R. Champakalakshmi, *Religion, Tradition, and Ideology: Pre Colonial South India*, New Delhi: Oxford University Press
- Desai, Devangana. (1992). 'The Patronage of Lakshamana Temple at Khajuraho', in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi: Oxford University Press
- Desai, Devangana. (2013). 'The Temple as an Ordered Whole – The Iconic Scheme at Khajuraho', in Devangana Desai, ed., *Art and Icon – Essays on Early Indian Art*, New Delhi: Aryan Books International
- Asher, Catherine B. (1992). *The New Cambridge History of India: Architecture of Mughal India, I.4*, Cambridge: Cambridge University Press
- Dehlvi, Sadia. (2012). *The Sufi Courtyard – Dargahs of Delhi*, New Delhi: Harper Collins
- Metcalf, Thomas R. (1986). 'Architecture and Empire – Sir Herbert Baker and the Building of New Delhi' in R. E. Frykenberg, ed., *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Delhi: OUP
- Sharma, Y. D. (2001). *Delhi and its Neighbourhood*, New Delhi: ASI (also in Hindi: *Dilli Aur Uska Aanchal*, Delhi: ASI).

Unit-IV: This unit deals with the traditions of Painting in India with reference to Mural, miniature; Mughal and Rajputs. It also examines major trends of painting during the national movement and in contemporary India. **(Teaching Time: 4 Weeks Approx.)**

- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*, New York and Tokyo: John Weather Hill Inc.
- Gupta S. P. (2006). *Elements of Indian Art*, Delhi: D.K. Print world
- Verma, S. P. (2005), *Painting the Mughal Experience*, Delhi: Oxford University Press
- Chaitanya, Krishna. (2002). *A History of Indian Painting: Pahari Traditions*, Delhi: Abhinav Publications
- Jain, Jyotindra. (1994). 'Gangadevi: Tradition and Expression in Mithila (Madhubani) Painting', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, New Delhi: AIIS, Oxford University Press
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press

SUGGESTED READINGS:

- Dhar, Parul Pandya. (2011). "Introduction – A History of Art History: The Indian Context", in Parul Pandya Dhar, (Ed.). *Indian Art History: Changing Perspectives*, New Delhi: D. K. Printworld and National Museum Institute
- Thakurta, Tapati Guha. (1994). "Orientalism, Nationalism and the Reconstruction of 'Indian' Art in Calcutta", in Catherine B. Asher and Thomas R. Metcalf. (Eds.). *Perception of South Asia's Visual Past*, New Delhi: AIIS, Oxford University Press, pp. 46-65.
- Desai, Devangana. (1990). 'Social Dimensions of Art', *Social Scientist*, vol. 18, no. 202, pp. 3-32.
- Ray, N.R. (1974). *An Approach to Indian Art*, Chandigarh: Publication Bureau
- Nehru, Lolita. (1989). *Origins of the Gandhara style: A study of Contributory Influences*, Delhi: Oxford University Press
- Dar, S. R. (1994). 'Classical Approaches to the Study of Gandhara Art', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, New Delhi: AIIS, Oxford University Press
- Srinivasan Doris M. (1989). (Ed.). *Mathura: The Cultural Heritage*, New Delhi: American Institute of Indian studies and Manohar Publishers
- Sivaramamurti, C. (1962). *Indian Bronzes*, Bombay: Marg Publications
- Poster, Amy G. (1986). *From Indian Earth: 4000 Years of Terracotta Art*, New York: the Brooklyn Museum
- Misra, Neeru and Tanay Misra (2003). *The Garden Tomb of Humayun: An Abode in Paradise*, Delhi: Aryan Books International
- Metcalf, T. R. (1989). 'New Delhi: The Beginning of the End', in T. R. Metcalf, *An Imperial Vision, Indian Architecture and Britain's Raj*, Delhi: OUP. pp 211-39.
- M.K. Dhavalikar, M. K. (1994). *Ajanta: The Perception of the Past* in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, New Delhi: AIIS, OUP

- Aitken, Molly Emma. (1997). 'Spectatorship and Femininity in Kangra Style Painting', in Vidya Dehejia ed., *Representing the Body: gender issues in Indian Art*, New Delhi: Kali for Women in association with the Book Review Literary Trust
- Mitter, Partha. (1999). *Art and Nationalism in Colonial India 1850-1922: Occidental Orientations*, Delhi: Cambridge University Press
- Gupta, Dr. Parmeshwari Lal. (2006). *Bhartiya Vastukala*, Varanasi: VishvidalayaPrakashan
- Singh, Arvind Kumar and Shivakant Dwivedi. (2005). *Bhartiya Vastutatha Kala ke Mooltatva*, Bhopal: M. P. Hindi Granth Academy
- Agarwal, Dr. Vasudeva. (2008). *Pracheen Bharatiya Stupa, Guha aivam Mandir*, Patna: Bihar Granth Academy
- Srinivas, K. R. *Dakshin Bharat ke Mandir*, Delhi: NBT
- Dev, Krishna. *Uttar Bharat ke Mandir*, Delhi: NBT
- Guide Books published by ASI on Ajanta, Sanchi.
- Shivramamurthy, C. *Bharatiya Chitrakala*, Delhi: NBT.
- Tarak Nath Barediya, Tarak Nath. (2004), *Bharatiya Chitrakala Ka Itihas*, Delhi: National Publishing House
- Goswami, Premchand. (1999). *Bharatiya Chitrakala ka Itihas*, Jaipur: PanchsheelPrakashan
- Thakran, R. C., Shiv Kumar and Sanjay Kumar. (2013). (Eds.). *Bharatiya Upmahadwipki Sanskritiya*, Vol. I & II, Delhi: Hindi Madhyam Karyanvaya Nideshalaya
- Kashyap, Krishna Kumar and Shashbala. *Mithila Lokchitra*, Delhi: NBT.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Indian Art, Sculpture, Gandhara, Mathura, Chola Bronze, Architecture, Sanchi, Dravida and Nagara, Jama Masjid (Shahjahanabad), Humayun's Tomb, Dargahs Paintings, Murals, Ajanta, Miniature, Mughal, Kangra, Raja Ravi Verma, Amrita Sher-Gil, M.F. Husain, Painting

SEC-IV

Understanding Popular Culture

Course Objective:

The course aims to provide an overview of the various forms of the subcontinent's popular cultural practices, expressed through oral, visual and other mediums. Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize learners to the rapidly evolving domain of popular culture. The course will enable students to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society.

Learning Outcomes:

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

- Discuss the range of theoretical perspectives that define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them
- Interpret these theoretical concerns through a case study,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- With specific reference to art, media and cinema, examine the processes through which a pattern of 'public cultural consumption' emerged in contemporary times

Course Content:

Unit 1: Defining Popular Culture: Popular Culture as Folk Culture, Mass Culture- High Culture, People's culture

Unit 2: Visual expressions: folk art, calendar art, photography, advertisements

Unit 3: Oral culture/ performances: folktales, folk theatre with social messages and themes- *swang* and *nautanki*; music- folksongs and folkdances

Unit 4: The audio-visual medium: cinema, television and internet

- (a) Indian cinema: major themes and trends like freedom struggle and nation building
- (b) Television: Case study of televised serials, Ramayana, Women and Family

Unit 5: Fairs, festivals and rituals, pilgrimage: disentangling mythological stories; patronage; religion as culture

Unit 6: Food Cultures: Regional cuisines and the National Project

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit will introduce students to the ways popular culture has been defined and also make them understand different sub-categories of popular culture. **(Teaching Time: 3 weeks Approx.)**

- Storey, J. (2001). *Cultural Theory and Popular Culture*. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Burke Peter, (1978). *Popular Culture in Early Modern Europe*. New York: New York University Press. pp. 3-88. (Chap. 1, 'The Discovery of the People'; Chap. 2, 'Unity and Variety in Popular Culture' Chap. 3, 'An Elusive Quarry')

Unit II: This unit will explore the Visual expressions with specific reference to folk art, calendar art, photography, and advertisements to explain the manifestations of popular culture. **(Teaching Time: 3 weeks Approx.)**

- Princy C. (1998). *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago Press. (Introduction and Conclusion)
- Uberoi Patricia. (2006). 'Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art', in Dilip M. Menon (ed), *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press, pp.113-153
- ओबेरॉय,पेट्रीशिया. (2010). 'अनेकतामेंएकता?भारतीयकैलेंडरआर्टमेंराष्ट्रीयताकीदुविधा' inदिलीप. एम. मेनन, आधुनिकभारतकासांस्कृतिकइतिहास, देहली:ओरियंटब्लेकस्वान.
- Jayakar, Pupa. (1980). *The Earthen Drum : an Introduction to the Ritual Arts of Rural India*, Delhi: National Museum of India.
- <http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>
- <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>
- <http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/>

Unit III: This unit will introduce students to the world of Oral culture and performances. Multiple mediums like folktales, folk theatre; *swang* and *nautanki*, along with folksongs and folk-dances will be examined. **(Teaching Time: 2 weeks Approx.)**

- शुक्लध्रुव. (2015). 'लोक - आख्यान : यशकीघोषणा', तानाबाना, प्रवेशांक, pp. 19-26
- Islam, Mazharul. (1985). Folklore, "The Pulse of the People (in the context of Indic Folklore)", *Ranchi Anthropology Series – 7*, New Delhi: Concept Publishing Company.
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35
- <http://ccrtindia.gov.in/performingart.php>

Unit IV: This unit will explore the audio-visual medium: cinema, television and internet. In what ways has the audio-visual medium shaped the popular? **(Teaching Time: 3 weeks Approx.)**

- Raghavendra, M.K. (2016). *Bollywood, Oxford India Short Introductions*, Delhi: OUP.
- श्रीवास्तव, संजीव. (2013). 'समय, सिनेमा और इतिहास: हिंदी सिनेमा के सौ साल', नई दिल्ली: प्रकाशन विभाग, सूचना और प्रसारण मंत्रालय, भारत सरकार.
- Chakravarty Sumita S. (2006). 'National Identity and the Realist Aesthetic' in Dilip M. Menon ed, *Readings in History: Cultural History of Modern India*, Delhi: Social Science Press, pp. 81-112.
- चक्रवर्ती, सुमिता. एस. (2010). 'राष्ट्रीय पहचान और यथार्थवाद: दीर्घासौन्दर्य बोध' in दिलीप. एम. मेनन, आधुनिक भारत का सांस्कृतिक इतिहास, देहली: ओरियंट ब्लैकस्वान, pp. 101-29.
- Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema, A Narrative of Cultural Change*. New Delhi : Orient Longman,
- Fiske, John. (2001). *Television Culture: Popular Pleasures and Politics*. London: Routledge. (This edition published in the Taylor & Francis e-Library, 2001) Chap. 1, pp. 1-20
- Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

Unit V: This unit will explain the complex relationship between religion, myth and popular culture and discuss how fairs, festivals, rituals and pilgrimage have shaped popular culture. **(Teaching Time: 2 weeks Approx.)**

- Jha, Makhan. *Dimensions of Pilgrimage, An Anthropological Appraisal*. New Delhi: Inter – India Publications.
- Bharadwaj, R.M. (2015). *Vratas and Utsavas in North and Central India*, New Delhi: Eastern Book Linkers.

- Visual Pilgrim Project: Mapping Popular Visuality with Devotional Media at Sufi Shrines and other Islamic Institutions in South Asia

Unit VI: This unit will examine the multiple ways in which regional cuisines have marked cultural and social diversity and the ways in which these have been appropriated in the process of nation making. **(Teaching Time: 1 week Approx.)**

- Appadurai, Arjun. (1988). 'How to Make a National Cuisine: Cookbooks in Contemporary India', *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24
- Ray, Utsa. (2014). *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press.

SUGGESTED READINGS:

- Ahmed, Omar. (2015). *Studying Indian Cinema*, UK: Auteur.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*, Delhi: Yoda Press.
- Gujral, Diva and Nathaniel Gaskell. (2019). *Photography in India: A Visual History from the 1850s to the Present*. London: Prestel
- Henderson, Carol. E. (1954). *Culture and Customs of India*. Westport: Greenwood Press, South Asian edition.
- Kasbekar, Asha. (2006). *Popular Culture India!: Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO, 2006
- Oberoi, Patricia. (2009). *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi: Oxford University Press.
- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*, Edinburgh: Edinburgh University Press.
- Vatuk, Ved Prakash. (1979). *Studies in Indian Folk Traditions*, New Delhi: Manohar, 1979.
- Vidyarthi, L. P. ed. (1973). *Essays in Folklore* (Papers presented at the Centenary Festival of Rai Bahadur S. C. Roy). Calcutta: Indian Publications.
- कुमार, इला (2015). 'संस्कृतिकामूल्यबोध', तानाबाना, प्रवेशांक, pp. 102-104.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work

towards pointing out the advantages of an interdisciplinary approach as students come in contact with field work and step into the shoes of critical observers of the remnants of the past and complex present conditions.

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Folk Culture, High Culture, Folk Art, Photography, Cinema, Television, Regional and National Cuisine

Skill Enhancement Paper V

Historian's Craft

Course Objective:

This course aims to familiarise students with what it means to historicize human activities. It seeks to equip students with an understanding of what historians do, i.e. exploring causation, contingency, understanding human experiences, comprehending factors affecting human life and its surroundings, identifying structuring social forces. It examines how historians choose a historical frame, contextualize, and use different social categories like class, caste, gender, race, region, religion when producing a historical narrative. The course also discusses how to locate a source for history writing, check the credibility of sources, and distinguish between different kinds of sources. By familiarising the students with the essential tools of historical analysis, the course shall enable them to examine primary sources and their application to address a historical issue, problem or interpretation.

Learning outcomes:

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

- Outline / illustrate the need for historical perspective
- Explain the historical nature of all human activities and social sphere
- Distinguish essential features of historical inquiry
- Identify a social phenomenon and use a historical perspective to contextualize the concerned phenomenon, i.e. trace its changing nature / dynamics.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between sources and assess their credibility in defining a historical development
- Demonstrate the ability to interpret sources, and to identify biases and blind spots in a historical narrative.

Contents

Unit 1: Historicizing Human Activities

Unit 2: The Historian's Craft

Unit 3: Sources and interpretations

Unit 4: Primary sources in application

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit shall explore the meaning of historical thinking/historical perspective. **(Teaching time: 2 weeks Approx.)**

- Schlabach, Gerald. *A Sense of History: Some Components*
- <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Bloch, Marc. (1992). *The Historian's Craft*, Manchester University Press. Reprint ("Introduction", pp. 1-19).
- 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").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.

Unit-II: This unit shall help students identify historical contexts, arguments, causation, facts and generalization. **(Teaching time: 3 weeks Approx.)**

- 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").
- Daniels, Robert V. (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.47-61.

Unit-III: This Unit shall introduce students to essential aspects about sources and their application; namely, differing sources, truth, bias, discourse, questions and analytical frameworks. **(Teaching time: 5 weeks Approx.)**

- Jordonova, Ludmilla. (2000). *History in Practice*, London/New York: Arnold and Oxford University Press Inc., pp.27-57, 92-112 and 184-193 (Ch.2, "Mapping the Discipline of History", Ch.4, "The Status of Historical Knowledge", and Ch.7, "Historians' Skills").
- Daniels, R. V. (1981). *Studying History: How and Why*. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, pp.76-97 and 104-110.
- Tosh, J. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman (Ch.4, "Using the Sources").

Unit-IV: This unit shall make students apply their understanding of historical analysis to examine sources from ancient, medieval, modern and contemporary time periods. [*Students are*

to choose from the list of sources given below and should examine any two sources.] (Teaching time: 4 weeks Approx.)

- Buitenen, J.A.B. van. (Trans.) (1973). "Chapters 62 to 69 - Adi parvan." in *The Mahabharata –Volume I, The Book of the Beginning*. Chicago: Chicago University Press; Johnson, W.J. (Trans.) (2001). "Acts 4, 5 and 6." *The Recognition of Śakuntala: A Play in Seven Acts; Śakuntala in the Mahabharata*. Oxford: Oxford University Press. With secondary reading Thapar, Romila. (1999), *Shakuntala: Texts, Readings, Histories*. New York: Columbia University Press, pp. 22-62.
- "Allahabad posthumous stone pillar inscription of Samudragupta." in Fleet, J.F. (Ed.). (1888). *Corpus Inscriptionum Indicarum Vol. III*. Calcutta: Superintendent of Government Printing, pp.1-17. With secondary reading Goyal, S.R. (1967). *History of the Imperial Guptas*. Allahabad: Central Book Depot (Chapter 2).
- Interface between settled communities and the forest as reflected in:
 - (A) "Section CCXXVIII to Section CCXXXI: Khandava-daha Parva." In *Mahabharata*. Available at <https://www.sacred-texts.com/hin/m01/m01232.htm> With secondary reading Thapar, Romila. (2007). "Forests and Settlements, in Mahesh Rangarajan, (ed.). *Environmental Issues in India*. New Delhi: Pearson, pp.33-41 (Also available in Hindi translation). Zimmerman, F. (1987). *Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine*. Berkeley: University of California Press ("Introduction").
 - (B) *Āṅgulimālasutta* of the *MajjhimaNikaya* in *The Collection of the Middle Length Sayings – Three Volumes*. Translated by I.B. Horner. (1957, 1996). Volume II. London: The Pali Text Society, pp. 284-292, n.86. With secondary reading Brancaccio, P. (1999). "Āṅgulimāla or the Taming of the Forest." *East and West* 49 (1/4), pp. 105-118.
- "X 1-90." *Manusmṛiti*. Translated by G. Buhler. (1886). Oxford: Clarendon Press. pp. 401-421. With secondary reading Sahu, B. P. (2009). "Brahmanical Conception of the Origin of Jatis: A Case Study of the Manusmṛiti" in B. D. Chattopadhyaya. (2009). *A Social History of Early India*. Delhi: Pearson Longman, pp. 43-53.
- See the Vijayanagara inscriptions in Rao, T.A. Gopinatha. (1915-16). "Triplicane Plates of Panta-Mailara, dated Saka-Samvat 1350, in the reign of Devaraya II", Vol 13, pp.1-11. See also online:
- <https://ia801606.us.archive.org/9/items/in.ernet.dli.2015.56662/2015.56662.Epigraphia-Indica-Vol13.pdf> – see pp.1-11 in this document. With secondary reading Wagoner, Philip. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara." *Journal of Asian Studies* 55 (4), pp. 851-80.
- Abu'lFazlAllami. *Ain-i Akbari*. Translated by H.S. Jarrett. (1949, 2006). Vol. III. Delhi: Low Price Publications, pp. 1-11, with secondary reading Ali, Athar. (1980). "Sulh-i Kul and the Religious Ideas of Akbar." in *Proceedings of Indian History Congress* 41, pp. 326-39.

- Malik Muhammad Jaisi. *Padumawat*. Translated by V.S. Agrawal (2010). Allahabad: Lok Bharti Prakashan, pp. 508-556. With secondary reading Sreenivasan, Ramya. (2007). *The Many Lives of a Rajput Queen: Heroic Pasts in India C. 1500–1900*. Washington: University of Washington Press (Ch.2, “Sufi Tale of Rajputs in Sixteenth century Avadh”); Saksena, Banarsi Prasad. (1992). “The Khaljis: AlauddinKhalji.” in Mohammad Habib and Khaliq Ahmad Nizami, (Eds.). *A Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*. Second edition. New Delhi: The Indian History Congress / People's Publishing House.
- Emmanuel-Joseph Sieyès (1789). *What is the Third Estate?* [Available at: <https://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf>]. With secondary reading Bossenga, Gail. (1997), “Rights and Citizens in the Old Regime.” *French Historical Studies* 20 (2), pp. 217-243.
- “The 1905 Revolution.” in Gregory L. Freeze (1988). *Supplication to Revolution: A Documentary Social History of Imperial Russia*. Oxford University Press, pp. 274-285.
- The Azimgarh Proclamation (25 August 1857).” in Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press, pp. 23-27. With secondary reading Mukherjee, Rudrangshu. (2018). *The Year of Blood: Essays on the Revolt of 1857*. N.Y.: Routledge and Social Science Press (“Introduction” and “The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the Northwestern Provinces”).
- “The Personal Becomes Public: Dilliwalas and the Uprising.” In Mahmood Farooqui (2010), (trans.). *Besieged: Voices from Delhi 1857*. New Delhi: Penguin Books/Viking.
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- “Mr. DadabhaiNaoroji at Walthamstow-‘India must be bled’.” (*Poverty and un-British Rule in India*. Available at: http://historydepartmentphilos.weebly.com/uploads/2/6/6/1/26612531/poverty_and_unbritish_rule_in_india_by_dadabai_naoroji.pdf. With secondary reading Chandra, Bipin. (2010), *The Rise and Growth of Economic Nationalism in India*, Har-Anand Publishers, revised edition.
- “Chapter 14: Statement in the Sessions Court” (Bhagat Singh’s writings). In *Inquilab: Bhagat Singh on Religion and Revolution*. Irfan, Habib, S. (Ed.). (2018). Delhi: Yoda Press.
- “Chapters 2, 3 and 7.” *Report of the Kanpur Riots Enquiry Committee, 1931*. Delhi: National Book Trust, pp. 19-52 and pp.123-140. With secondary reading Chandra, B. (2008). *Communalism in Modern India*. Delhi: Har-Anand, and Pandey, G. (1994). in David Arnold and David Hardiman, (ed.). *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press, pp.195-203 (“Prose of Otherness”).

- Begum Anis Kidwai. *Azadi ki Chaon Mein*. Translated by Ayesha Kidwai. (2011). In *Freedom's Shade*. New Delhi: Penguin, pp. 19-34; 215-246 and pp. 281-296. With secondary reading Pandey, G. (1994). in David Arnold and David Hardiman, (eds.). *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. New Delhi: Oxford University Press, pp.213-221 ("Prose of Otherness").
- B.R. Ambedkar, *Twenty-Two Vows Administered on Conversion*. in Omvedt, Gail. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. New Delhi: Sage Publications, pp. 261–262, with secondary reading Rodrigues, V. (Ed.). (2002). *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press.
- Press note on the special camp in Kasturba Hospital, inaugurated on Dec. 26, 1975; Press note on the application of incentives to sterilization, Apr. 19, 1976; Office order on measures to be taken to ensure officers comply with sterilization laws, Apr. 15, 1976, with sterilization targets for Apr. 14 to 30, 1976; Request of sterilization certificate made to all Civil Line Municipal Corporation's eligible employees, Apr. 26, 1976, uploaded by John Dayal on <https://qz.com/india/296395/heres-proof-that-india-has-been-in-a-state-of-emergency-for-37-years/>. With secondary reading Tarlo, Emma. (2000). in Veronique Dupont et al, (eds.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar Publishers and Distributors, pp.75-94 ("Welcome to History: A Resettlement Colony in the Making"). (r) "Introduction". *Report of Justice Verma Committee, 2013*. Available at <http://apneap.org/wp-content/uploads/2012/10/Justice-Verma-Committee-Report.pdf>. With secondary reading, i.e. Cagna, Paola and Nitya Rao. (2016). "Feminist Mobilisation for Policy Change on Violence Against Women: Insights from Asia." *Gender and Development* 24 (2), pp. 277-290.

SUGGESTED READINGS:

- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman ("Historical Awareness", Ch.5, "The Themes of Mainstream History" and Ch.6, "Writing and Interpretation").
- Becker, Carl. (1931). *American Historical Review* 37 (January), pp. 221-36, reprinted in Adam Budd (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge ("Everyman His Own Historian", Presidential Address).
- Bloch, Marc. (1992). *The Historian's Craft*, Manchester: Manchester University Press, reprint, pp. 190-197; 60-69 and 138-144.
- 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" and "Ch.7, "Historians' Skills").
- 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").

- 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.”)
- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Smith, Bonnie G. (1998). *The Gender of History: Men, Women and Historical Practice*. Cambridge, M.A.: Harvard University Press, reprinted in Adam Budd. (Ed.). (2009). *The Modern Historiography Reader*. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 (“What is a Historian?”).
- Hobsbawm, Eric J. (1998). *On History*. UK: Abacus (Ch. 21, “Identity History is Not Enough”).
- Kosambi, D.D. (2005). *Combined Methods in Indology and Other Writings*, compiled, edited and introduced by Brajadulal Chattopadhyaya. New Delhi: Oxford University Press.

Teaching Learning process:

The course will be taught through classroom lectures which will cover subjects on historical awareness, sense of the past, contours of the historical approach, varied nature of sources and categories/historical frames used by historians. These lectures shall be combined with group discussions on specific readings, screening of interviews of historians who explain how they began researching on/revisiting a particular issue/period/event, etc. Regular student presentations, short write-ups and a project shall be assigned on themes like myth and history; history and memory; the past vs study of the past, history as a social science; delineating sources that can be used for a historical inquiry on themes such as everyday life in a bustling city, an educational institution, labour migration, censorship and Indian cinema, the Aravallis, the Northern Ridge (Delhi), family heirloom, an industrial tragedy, Ghazipur landfill, refugee communities in Delhi, etc.; and experience with reading a primary source.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Student presentation/group discussion and two written submissions; one of which could be a project, will be used for final grading of the students. Students will be assessed on their ability to distinguish the historical perspective and explain important tools of historical analysis.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Historical Thinking, Perspectives, Facts, Historical Contexts, Interpretation of Sources, Discourses, Analysis

SEC-VI
History, Sociology and Anthropology

Course Objective

The purpose of this course is to introduce students to the interdisciplinary field of Sociological-Anthropological History. Through this course students will (a) explore the historical relationship between History, and Sociology-Anthropology, and (b) familiarise themselves with the challenges of archival and field-work for historical research. The course will equip students to undertake historical study that is sensitive to the underlying structures and meanings of texts, practices/performances and oral traditions of historical value.

Learning Outcomes:

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

- Analyse the cultural meanings of texts and undertake field-work relating to oral and social practices
- Distinguish between the history, theory and practice of Sociological-Anthropological History.
- Discuss the relevance of historical ethnography applicable to a variety of vocational areas.
- Describe the significance of Sociological-Anthropological History to examine the questions of gender, religion and environment.

Course Content

Unit 1: The Field of Sociological-Anthropological History: Beginnings, history and present configurations, with special reference to nature of archives, oral traditions, and dynamics of ritual practice and performance.

Unit 2: Sociological-Anthropological Histories: State, Society and Economy

Unit 3: Sociological-Anthropological Histories: Religion, Gender and Environment

Unit 4: Case Study

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: In this unit, students will be introduced to a brief history of the field of Sociological-Anthropological History through a study of its origins, developments and present directions. They will be given a sense of the field's interdisciplinarity, and importance for historical research and study. **(Teaching time: 4 weeks Approx.)**

- Dube, Saurabh. (2009). *Historical Anthropology*. (“Introduction)
- Cohn, B. (1980). “History and Anthropology: The State of Play,” *Comparative Studies in Society and History*, vol. 22 (2), pp. 198-221.
- Geertz, C. (1990). History and Anthropology. *New Literary History*, 21(2), 321-335.
- Mathur, S. (2000). History and Anthropology in South Asia: Rethinking the Archive. *Annual Review of Anthropology*, 29, 89-106.

Unit 2: In this unit, through a study of three well-known articles on the anthropological histories of state, society and economy, the students will be given a view of how questions are framed and answered through research in this field. **(Teaching time: 4 weeks Approx.)**

- Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press.
- Dirks, Nicholas (2009). *The Hollow Crown: The Ethnohistory of an Indian Kingdom*. Cambridge: Cambridge University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society*. Delhi: Oxford University Press.

Unit 3: In this unit, through a study of four articles on anthropological histories of three themes – religion, gender and environment – the students will be given a view of how questions are framed and answered through research in this field. **(Teaching time: 3 weeks Approx.)**

- Das, Veena ed.(1990). *Mirrors of Violence: Communities, Riots and Survivors in South Asia*. Delhi: Oxford University Press.
- Butalia, Urvashi. (1998) *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin India.
- Skaria, Ajay. (1999). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society*. Delhi: OUP.

Unit 4: In this unit, keeping what has been studied in mind, students will eventually be asked to undertake research on one of the themes of their choice from those discussed in units 2 and 3, which will involve either a close reading of a historical document or ethnographic fieldwork in relation to a historically rich social practice. **(Teaching time: 3 weeks Approx.)**

- As required by case study, to be decided in consultation with teacher.

Teaching Learning Process

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Archive, Oral Traditions, Ritual Practices, State, Religion, Gender and Environment

HISTORY DEPARTMENT FACULTY MEMBERS ASSOCIATED WITH COURSE REVISIONS

The list below includes the names of faculty members of the Department of History who were involved in different ways in the LOCF Course Revision exercise of the History CBCS Undergraduate Honours and Programme curricula. Other than these members, members of the faculty of College Teachers met in two General Body meetings on 15th March 2019 and 10th June and there were wide ranging discussions regarding these courses. Unfortunately we could not record the names of all those participants but would like to record our gratitude for their help and support. This work was possible with the help and cooperation of the Departmental Administrative Support Staff listed below; we would like to record our gratitude:

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Durga Rai
Ankita
Madhu Chanda Yadav
Shivprasad
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Narottam Vinit (Dyal Singh College)
Nayana Dasgupta (Lady Shri Ram College for Women)
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Rashmi Pant (Indraprastha College for Women)
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दिल्लीविश्वविद्यालय
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

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. History Programme offers students access to recent historiography in the field organised in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving. The B.A. Programme is flexible to their needs and works with the objective of trying to achieve observable intellectual outcomes through its three year duration.

The University of Delhi hopes that the LOCF approach of the B.A. History Programme will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life.

1 Introduction to BA History Programme:

The Department of History is one of the founding departments of the University of Delhi and its Honours and Programme courses are regarded as the strongest in the country. It is a source of some pride that almost all reputed Departments of History in the World have teachers and students that received instruction in History at the University of Delhi.

We believe that History is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

2. Learning Outcome based Curriculum Framework in BA History Programme

The B.A. History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. With its mix of Core, Discipline Specific

Electives and Skill Enhancement Courses it provides multiple points where students can participate in inter-disciplinary reflections on cross-cutting themes.

2.1 Nature and Extent of the Programme:

The duration of the BA History Programme is three academic years. Each academic year is divided into two semesters. The B.A. History Programme therefore spans six semesters. Each semester is for the duration of sixteen weeks.

The teaching and learning modalities in the B.A. History Programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, class reports, discussions and project work. These are built into the teaching and assessment of many courses.

2.2 Aims of Bachelor Degree Programme in BA History Programme

At a general level, our courses are structured with the **objective** of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. In the B.A. Programme these details are carefully parsed so that students can follow the narrative within particular papers and themes without feeling over-burdened. The care in framing these courses is evident in that the objective of guiding students into the foundations of the discipline remains undiluted. The expected **outcome** is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions,

written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

3. Graduate Attributes in BA History Programme:

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that are important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

- 1) Knowledge of multiple perspectives through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence.
- 2) Familiarity with the significant patterns of development in certain parts of the modern and early modern world as well as certain non-Indian ancient societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Greater ability to distinguish between that which is historical -- that is time-place-context driven, hence changeable and challengeable -- from that which is not.
- 6) Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues

7) Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values

8) Skill of picking up disparate sets of information from varied sources and weaving them into a coherent argument with a view to reveal identifiable patterns of development

9) Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

10) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.

4. Qualification Descriptors for Graduates in BA History Programme:

Upon successful completion of the course, the students receive a degree in the B.A. History Programme. The curriculum includes majors in Core Courses (CCs), of which four Core Courses are in the discipline of History while the remaining are from other subjects in which the B.A. Programme student is enrolled. A student of B.A. History Programme would also need to complete two Discipline Specific Elective Courses (DSEs) in History, and two Inter-disciplinary Generic Electives offered by cognate disciplines. Each of the Core Courses, Discipline Specific Elective Courses and Generic Elective Courses are of six credits each. The B.A. History Programme also includes minors in four discipline-centred Skill Enhancement Courses, with each of these four courses carrying four credits. BA Programme students of non-history stream and students of B.Com Programme can also opt for the History courses specifically designed in lieu of M.I.L. These courses are of six credits and are offered in the first/second and third/fourth Semester.

Thus, it is an undergraduate degree that initiates the student into essentials of the discipline of history on the one hand, and exposes her/him to the rigors of a couple of other cognate disciplines of her/his choice.

5. Programme Learning Outcomes for Graduates in BA History Programme

B.A. Programme graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

Teaching	Administration
Research	Social Work
Politics	Law
Journalism	Management
Media	Policy Making
Performing Arts	Human Resource Development
International Relations	

6. Structure of BA History Programme:

The programme consists of six and four credit courses. The six credit courses will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of class-room instruction per week

To acquire a degree in B.A. Programme with History a student must study twelve Core Courses (CC), of which four are in the discipline of History. The four Core Courses in History are spread over semester 1, 2, 3 and 4; with one Core Course offered in each of the four semesters. The Core Courses are six credits each.

The student also needs to take two Discipline Specific Elective Courses (DSE) in History. DSE papers are elective and out of the six such papers offered by the History Department, students have to select any two – one each in semesters 5 and 6. DSE courses are of six credits each.

Students are also required to take two interdisciplinary Generic Electives (GE) courses. GE papers are elective, and students can opt for any two such Generic Elective Courses offered in cognate disciplines by the different departments in their colleges. They have to opt for one such Generic Elective Course in semester 5 and another Generic Elective Course in semester 6. The Department of History offers six Generic Elective Courses of six credits each. From these students can opt for two Generic Elective Courses.

Students are expected to take four discipline centred Skill Enhancement Courses (SEC), of which two Skill Enhancement Courses can be in History. Skill Enhancement Courses are offered in semester 3, 4, 5 and 6. There are eight Skill Enhancement Courses offered by the Department of History over these four semesters and students can opt for any two. The Skill Enhancement Courses are of four credits each.

Additionally they must also take two Ability Enhancement Compulsory Courses (AECC), one each in semesters 1 and 2. The AECC papers are of four credits each. Please note that AECC papers are not in History. The two courses are: AECC 1, English/ Hindi/ Urdu Communication, and AECC 2, Environmental Sciences.

BA Programme students of non-history stream and students of B.Com Programme can also opt for the History courses specifically designed in lieu of M.I.L. These courses are of six credits and are offered in the first/second and third/fourth Semester.

6.1 Credit distribution for B.A. History Programme

CORE COURSES			
Semester	Course Code	Name of the Course	Credits
I		History of India from earliest times up to c. 300 CE.	5+1
II		History of India c. 300-1200	5+1
III		History of India c. 1200-1700	5+1
IV		History of India c. 1700-1950	5+1

DSE PAPERS			
Semester	Course Code	Name of the Course	Credits
V DSE I		Europe from the Middle Ages to the Renaissance (7th to 16th century) Or	5+1

		Economy and Politics: Histories of Capitalism and Colonialism-I Or	
		Issues in twentieth Century World History I	
VI DSE II		History of Europe 1500-1848 Or	5+1
		Economy and Politics: Histories of Capitalism and Colonialism II Or	
		Issues in Twentieth Century World History II	

GE PAPERS			
Semester	Course Code	Name of the Course	Credits
V GE I		Women in Indian History Or	5+1
		Gender in Modern World Or	
		Culture and Everyday Life in India	
V GE II		Nature in Human History Or	5+1
		Investigating Inequalities Or	
		Delhi Through the Ages	
SEC PAPERS			
III SEC I		Heritage and Tourism Or	4
		Introduction to Art in the Indian Subcontinent	
IV SEC II		History and Archaeology Or	4

		Archives and Museum	
V SEC III		Popular Culture Or	4
		Language, Literature and Region in Early Modern Times	
VI SEC IV		Understanding Text, Rituals and Orality in Indian History Or	4
		Radio and Cinema in India: A Social History	

AECC PAPERS			
Semester	Course Code	Name of the Course	Credits
I AECC I		English / Hindi/ MIL Communication Or Environmental Science	4
II AECC II		English / Hindi/ MIL Communication Or Environmental Science	4

6.2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
1	History of India from earliest times up to c. 300 CE				English / Hindi/ Communication Or Environmental Science
	Second Discipline				
	English/ Hindi/MIL-I (Communicating Culture: Tellings, Representations and Leisure)				

2	History of India c. 300 to 1200				English / Hindi/ MIL Communication Or Environmental Science
	Second Discipline				
	English/ Hindi/MIL-I (Communicating Culture: Tellings, Representations and Leisure)				
3	History of India c. 1200-1700			Choice of SEC I papers	
	Second Discipline				
	English/ Hindi/MIL-II (History of Inequalities)				
4	History of India c. 1700-1950			Choice of SEC II papers	
	Second Discipline				
	English/ Hindi/MIL-II (History of Inequalities)				
5		Choice of DSE I-A papers	Choice of GE I papers	Choice of SEC III papers	
		Choice of DSE I-B papers			
6		Choice of DSE II-A papers	Choice of GE II papers	Choice of SEC IV papers	
		Choice of DSE II-B papers			

7. Courses for BA History Programme

Core Courses:

CC I: History of India from earliest times up to c. 300 CE

CC II: History of India, c. 300 to 1200

CC III: History of India, c. 1200-1700

CC IV: History of India, c. 1700-1950

Discipline Specific Electives:

DSE I: Europe from the Middle Ages to the Renaissance (7th to the 16th century)

DSE II: Economy and Politics: Histories of Capitalism and Colonialism -I

DSE III: Issues in Twentieth Century World History -I

DSE IV: History of Europe 1500-1848

DSE V: Economy and Politics: Histories of Capitalism and Colonialism-II

DSE VI: Issues in Twentieth Century World History - II

Generic Electives

GE I: Women in Indian History

GE II: Gender in the Modern World

GE III: Culture and Everyday Life in India

GE IV: Nature in Human History

GE V: Investigating Inequalities

GE VI: Delhi through the Ages

Skill Enhancement Courses

SEC I: Heritage and Tourism

SEC II: Introduction to Art in the Indian Subcontinent

SEC III: History and Archaeology

SEC IV: Archives and Museum

SEC V: Popular Culture

SEC VI: Language, Literature and Region in Early Modern Times

SEC VII: Understanding Text, Rituals and Orality in Indian History

SEC VIII: Radio and Cinema in India: A Social History

In Lieu of MIL: (Also offered to students of B.Com. programme)

In Lieu I: Communicating Culture: Tellings, Representations and Leisure

In Lieu II: History of Inequalities

7.1 Course Learning Objective

The three year undergraduate History Programme offered by the Department of History in various colleges of the University of Delhi aims to familiarise students with significant developments in the history of South Asia and certain other parts of the world, through different time periods. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, European as well as non-European. The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about past is constructed. Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. By the end of the three years of the B.A. programme, students would have obtained a fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on gender and environment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

In the course of their engagement with historical material, we also aim to equip students with an 'appropriate' vocabulary of the discipline, such that they may be able to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work – essays, project/research papers,

etc. as well as in the oral form – presentations, debates, discussions, etc. It is our intention to train students to formulate cogent arguments, presenting the necessary evidence to establish these, all based on a training in the rigorous methods of the discipline of History.

Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme, particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at the same time.

Graduates of the B.A. Programme do branch out to different spheres of knowledge, and domains of professional work, besides pursuing higher studies within the discipline. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live rich, productive and meaningful lives.

7.2 Course Learning Outcomes

After completing the undergraduate programme in B.A. Programme with History, the student is expected to –

A. Construct historical narratives

- Describe significant developments within the historical contexts, covered in the syllabus,
- Identify and analyse the significance of historical changes that take place within a society or culture,
- Explain the patterns of such transitions,

- Assess patterns of continuities within such historical contexts.

B. Formulate arguments based on a historiographical engagement

- Formulate, sustain, and justify a historical argument,
- Support and establish such arguments with historical evidence drawn mainly from secondary sources,
- Situate historical arguments within a larger scholarly narrative,
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretations of the past,
- Exhibit a familiarity with ‘the historian’s craft’ – methods and rigours of the discipline.

C. Engage with scholarly writings and presentations

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History,
- Comprehend, and explain the structure of arguments and claims made in such writings,
- Note the empirical evidence used to establish such claims.

D. Answer questions, write essays and research papers

- Synthesize arguments and facts culled from scholarly writings,
- Articulate a persuasive and well-structured historical argument on the basis of such synthesis,
- Employ multiple forms of evidence in this historical argument,
- Formulate relevant and meaningful historical questions,
- Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism,
- Use proper citations and footnotes within formal written assignments,

- Deliver presentations based on such well – researched material orally as well,
- Participate in debates and other forms of verbal historical discussion.

E. Work collaboratively

- Make presentations,
- Listen attentively to presentations made by peers,
- Participate in discussion and ask thoughtful questions,
- Provide formal feedback to peers in the course of such discussion,
- Learn the formal protocol of academic engagement in a seminar and conference.

7.3 Course Teaching-Learning Process

The pedagogic methods adopted for the B.A. History Programme involves direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with the respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of B.A. History Programme offered in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal

atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side-lined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

7.4 Assessment Methods

Graded assessment of all papers is broadly carried out in two forms:

- a) There is an end of semester [theory] examination which covers the entire syllabus. Students are asked ten questions and are required to answer five in three hours. The end of semester examination comprises 75% of the final grade.
- b) The second assessment is through internal evaluation of term papers, presentations, exams, and project work which is carried out throughout the term and comprises 25% of the final grade.

8 Keywords

History, History of India, World History, History of Europe, History of Ancient India, History of Medieval India, History of Modern India, Political History, Social History, Economic History, Cultural History, Archaeology, Gender, Art, Anthropology, Languages, Literatures, Environment Studies, Cinema, Music, Documentaries, Radio, Fieldwork, Museums, Archives, Chronicles, Inscriptions, Monuments, Coinage, Heritage, Historiography, Historical Analysis, Interdisciplinary studies, Caste, Class, Religion, Agrarian Economy, Maritime Trade, Taxation, Ideology, Antiquity, Early Medieval, Early Modern, Modernity, Periodisation, Women, Masculinity, Peasantry,

Merchants, Kingship, Feudalism, Reformation, Despotism, Absolutism, Renaissance,
Enlightenment, Humanism, Capitalism, Colonialism, Imperialism, Fascism,
Democracy,

Discipline Core Courses

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 Dhamma, 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.
- रोमिला ,थापर. (2008). प्रारम्भसे :पूर्वकालीनभारत 1300 ,हिंदीमाध्यमकार्या न्वयनिदेशालय .तक .ई दिल्लीविश्वविद्यालय,.
- 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). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास 12.वीशताब्दीतक पियरसन :नईदिल्ली.
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000). :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुद्रन ,दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय.
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- एस .आर ,शर्मा. (2000). :दिल्ली .प्रारम्भिकभारतका आर्थिकऔरसामाजिकइतिहास दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय.

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.
- के .वी ,जैन. (2008). नईदिल्ली .एकअवलोकन :भारतकाप्रा गैति हासऔरआद्यइतिहास: 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास 12.वीशताब्दीतक पियरसन :नईदिल्ली.
- 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास 12.वीशताब्दीतक पियरसन :नईदिल्ली.
- औरसंकटाप्रसादशुक्ल .के .के ,थपलियाल. (2003). ,उत्तरप्रदेशहिंदीसंस्था न :लखनऊ .सिन्धुसभ्यता संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- के .वी ,जैन. (2008). नईदिल्ली .एकअवलोकन :भारतकाप्रा गैति हासऔरआद्यइतिहास: 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.)**

- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- एस .आर ,शर्मा. (2000). :दिल्ली .प्रारम्भिकभारतका आर्थिकऔरसामाजिकइतिहास दिल्लीविश्वविद्यालय ,हिंदीमाध्यमकार्यान्वयनिदेशालय.
- 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.
- रणवीर ,चक्रवर्ती. (2012). ओरिएंटलैकस्वान :नईदिल्ली ,आदिकाल :भारतीयइतिहास.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- के .वी ,जैन. (2008). नईदिल्ली .एकअवलोकन :भारतकाप्रा गैति हासऔरआद्यइतिहास: 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.)**

- 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.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- रोमिला , थापर. (2008). प्रारम्भसे :पूर्वकालीनभारत 1300 ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .तक .ई दिल्लीविश्वविद्यालय.
- श्रीमाली .एम .एवमके .एन .डी , झा. (2000) ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुद्रन ,दिल्लीविश्वविद्यालय.

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.)**

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

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.)**

- 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे :प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास 12.वीशताब्दीतक पियरसन :नईदिल्ली.

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.
- एस.आर ,शर्मा. (1990). ,राजकमलप्रकाशन :नईदिल्ली ,प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए दूसरासंस्करण.

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- रणबीर ,चक्रवर्ती. (2012). ओरिएंटलब्लैकस्वान :नईदिल्ली.आदिकाल :भारतीयइतिहास.

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 Prakashan.

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*

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.
- शर्मा .एस .आर. (2000). :दिल्ली .प्रारम्भिक भारतका आर्थिक और सामाजिक इतिहास भूमिअनुदानसे सम्बंधित अध्याय) दिल्ली विश्वविद्यालय ,हिंदी माध्यम कार्यान्वयन निदेशालय)
- 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). पाषाणकाल से प्राचीन एवं मध्यकालीन भारत का इतिहास 12:नई दिल्ली .वी शताब्दी तक 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.
- रणवीर ,चक्रवर्ती. (2012). ओरिएंटलैकस्वान :नईदिल्ली.आदिकाल :भारतीय इतिहास.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- एस.आर .शर्मा. (1990). ,राजकमल प्रकाशन :नईदिल्ली .प्राचीन भारत मे राजनीतिक विचार एवं संस्थाएं दूसरा संस्करण.
- 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.
- एस .आर .शर्मा. (2009). :नईदिल्ली .पूर्वमध्य कालीन भारत का सामंती समाज और संस्कृति 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.
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000). ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुद्रन ,दिल्लीविश्वविद्यालय.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- रोमिला ,थापर. (2008). प्रारम्भसे .पूर्वकालीनभारत 1300 ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .तक .ई दिल्लीविश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- रणबीर ,चक्रवर्ती. (2012). ओरिएंटलब्लैकस्वान :नईदिल्ली.आदिकाल :भारतीयइतिहास.

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).
- श्रीमाली .एम .एवमके .एन .डी ,झा. (2000). ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .प्राचीनभारतकाइतिहास पुनर्मुद्रन ,दिल्लीविश्वविद्यालय.
- 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.
- उपिन्दर ,सिंह. (2016). पाषाणकालसे .प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास 12:नईदिल्ली .वीशताब्दीतक 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.
- रोमिला ,थापर. (2008). प्रारम्भसे .पूर्वकालीनभारत 1300 ,हिंदीमाध्यमकार्यान्वयनिदेशालय :दिल्ली .तक .ई 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

Core Course III

History of India, c. 1200-1700

Course Objective:

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the interconnectedness of the subcontinental region in its transition to the Early Modern period.

Learning Outcomes:

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

- Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and Sufi movement.
- Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned.
- Delineate the development of trade and urban complexes during this period.

Course Outline:

Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century: Expansion; *Iqta* system; administrative reforms; nobility

Unit II. Regional political formations: Vijayanagara

Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century: Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

Unit IV. 17th century transitions: Marathas; Sikhs

Unit V. Art and architecture in medieval India: Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting

Unit VI. Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha-Nama*.

Unit VII. Economy and integrated patterns of exchange: Rural and urban linkages; maritime trade and non-agrarian production

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit would have taught students about the politics, political economy and administrative transitions under the various Sultanate regimes. **(Teaching Time: 3 weeks approx.)**

- Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press.
- Ray Chaudhuri, T and I. Habib (Ed.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 45-101.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan*. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*, 7 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2*, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Kumar, Sunil. (2014). “*Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries*” in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.

Unit II: This unit introduces students to recent historiography on the politics, society and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state. **(Teaching Time: 2 weeks approx.)**

- Stein, Burton. (1989). *The New Cambridge History of India I.1, Vijayanagara* Cambridge: Cambridge University Press.
- Fritz, John M. (1986). “Vijayanagara: Authority and Meaning of a South Indian Imperial Capital”. *American Anthropologist, New Series*, vol. 88 no.1, pp. 44-55
- Sinopoli, Carla. (2003). *Political Economy of Craft Production: Crafting empire in South India c.1350-1650*. Cambridge: Cambridge University Press. (“The South Asian State” and “Vijayanagara: The Historical Setting”)

- Wagoner, Phillip B. (1996). "Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara". *Journal of Asian Studies*, vol.55 no.4, pp. 851-80.

Unit III: This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb. **(Teaching Time: 3 weeks approx.)**

- Alam, M., and S. Subrahmanayam. (1998). *The Mughal State 1526-1750*. Delhi: Oxford University Press.
- Richards, J F. (1996). *The New Cambridge History of India: The Mughal Empire*. Cambridge: Cambridge University Press.
- Ray Chaudhuri, T. and I. Habib. (Eds.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 163-192.
- Bhargava, Meena. ed. (2010). *Exploring Medieval India: Sixteenth to the Eighteenth centuries*, Delhi: Orient Blackswan.
- Habib, I. (Ed.). (1997). *Akbar and his India*, Delhi: Oxford University Press.
- Habib, I. (Ed.). (2016). *Akbar aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
- Verma, H.C. (Ed.). (2003). *Madhyakalin Bharat, Bhag 1&2*, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
- Ali, M. Athar. (1996). *Mughal Nobility under Aurangzeb*, Delhi: Oxford University Press.
- Habib, I. (1999). *The Agrarian System of Mughal India, 1554-1707*. Delhi: Oxford University Press.
- Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.
- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," *Modern Asian Studies* vol. 41 no.1, pp. 77-120.

Unit IV: In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 2 weeks approx.)**

- Gordon, S. (1993). *The New Cambridge History of India: The Marathas, 1600-1818*. Cambridge: Cambridge University Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient Longman, pp. 51 – 65.
- Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs*. Delhi: Cambridge University Press.

- Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

Unit V: This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings. **(Teaching Time: 2 weeks approx.)**

- Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 39-98 (Ch.3, “The Age of Akbar”)
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” *Art journal* vol. no.4, pp.370-378.
- Verma, Som Prakash. (2009). *Interpreting Mughal Painting: Essays on Art, Society, and Culture*. Delhi: Oxford University Press.

Unit VI: This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South. **(Teaching Time: 2 weeks approx.)**

- Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
- Schomer, Karine and W.H. McLeod. (Eds.). (1987). *The Sants Studies in Devotional Traditions in India*. Delhi, Motilal Banarasidas.
- Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down Language." *History of Religions* vol. 22, pp. 313-37.
- Hawley, John Stratton. (2005). *Three Bhakti Voices, Mira Bai, Kabir and Surdas in their Times*. Delhi: Oxford University Press.
- Manushi (1989). *Special Issue*. Nos. 50-51-52 (Jan-June). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Digby, Simon. (1986). “The Sufi Shaikh as a Source of Authority in Medieval India”. *Purusartha (Islam and Society in Medieval India)* vol. 9, pp. 57-77.
- Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” *History of Religion* vol. 14, pp.117-127. (Also available as *Essays on Islam and Indian History*. Delhi: Oxford University Press, pp.189-199.)

- Pinto, Desiderio S.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.
- Lawrence, Bruce B. (1986). "The Earliest Chishtiya and Shaikh Nizam al-Din Awliya." in R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp. 104-128.

Unit VII: Students will learn about the gradual integration of agricultural and artisanal production in this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charted from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy. **(Teaching Time: 2 weeks approx.)**

- Ray Chaudhuri, T and I. Habib. (Eds.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 214-434
- Chandra, Satish. (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). *Exploring Medieval India: sixteenth to the eighteenth centuries*. Delhi: Orient Blackswan
- Prakash, Om. (1998). *The New Cambridge History of India: European Commercial Enterprise in Pre-Colonial India*. Delhi: Cambridge University Press
- Gupta, Ashin Das and M.N. Pearson. (1997) *India and the Indian Ocean 1500-1800*. Delhi: Oxford University Press.

Suggested Readings:

- Asher, Catherine B. and Cynthia Talbot. (2006). *India before Europe*. Cambridge: Cambridge University Press.
- Aquil, Raziuddin. ed. (2010). *Sufism and Society in Medieval India*. Delhi: Oxford University Press.
- Chandra, S. (2004). *Medieval India: From Sultanate to the Mughals, Part 1&2*. Delhi: Haranand Publications.
- Chandra, S. (2004). *Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1& 2. Delhi: Jawahar Publishers.
- Chandra, S. (2007). *History of Medieval India (800-1700)*. Delhi: Orient Longman.
- Chandra, S. (2007). *Madhyakalin Bharat: Rajniti, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.

- Digby, Simon. (2004). "Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century." *Journal of the Economic and Social History of the Orient* vol. 47no.3, pp. 298-356
- Ernst, Carl W. and Bruce Lawrence. (2002). "The Major Chishti Shrines" in *Sufi Martyrs of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, pp.85-104.
- Flood, Finbarr Barry (Ed.). (2008). *Piety and Politics in the Early Indian Mosque*. Delhi: Oxford University Press.
- Eaton, Richard M. (1996). *The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India*. Princeton: Princeton University Press.
- Faruqi, Munis D. (2012) *The Princes of the Mughal Empire, 1504-1719*. Cambridge: Cambridge University Press
- Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford University Press.
- Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas Ek Sarvekshan*. Delhi: Rajkamal, 2003.
- Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat*. 7 volumes. Delhi; Rajkamal.
- Hasan, S. Nurul. (2008). *Religion, State and Society in Medieval India*. Delhi: Oxford University Press.
- Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
- Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
- Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development (1526-1858)*. Delhi: Primus.
- Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black.
- Lefèvre, Corinne. (2007). "Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahāngīr (r. 1605-1627) in His Memoirs", *Journal of the Economic and Social History of the Orient* vol. 50 no.4, pp. 452- 489
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.
- Orsini Francesca and Samira Sheikh (Eds.). (2014). *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). *Muslim Revivalist Movements in Northern India during 16th and 17th centuries*. Delhi: Munshiram Manoharlal.
- Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries)*. Delhi: Munshiram Manoharlal.
- Verghese, Anila. (2002). *Hampi*. Delhi: Oxford University Press.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings shall be the format. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall focus on tracing broad historical trends so that the students develop an overview of the Indian subcontinent during the time period under study. Given that the students are also pursuing another discipline, the process shall consistently emphasize what is meant by the historical approach and delineate the contributions/ importance of historical analysis. With an expanding exposure to historical view points, the BA Programme student shall increasingly imbibe an interdisciplinary approach.

Assessment Methods:

Students will be assessed on the basis of their analytical answers, critical understanding of historical debates and class room comprehension as well as readings. Two written submissions as well as at least one presentation will be considered essential for the final assessment of a student's overall performance.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Delhi Sultanate, *Iqta* System, Nobility, Gujarat Sultanate, Vijayanagara, Mughal State, Mansabdari, Jagirdari, Imperial Ideology, Marathas, Sikhs, Architecture, Miniature Painting, Bhakti, Sufism, Agrarian Economy, Maritime Trade

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;
- [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.
- सेखर ,बंद्योपाध्याय. (2012).आधुनिकभारतकाइतिहास :प्लासीसेविभाजनतक. Hyderabad: Orient Longman.
- आर.एल. ,शुक्ल. (Ed). (1987). आधुनिकभारतकाइतिहास, Delhi: हिन्दीमाध्यमकार्यान्वयनिदेशालय, 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.
- एल .बी ,ग्रोवर. (1995). आधुनिकभारतकाइतिहास. New Delhi: S. Chand & Co.
- सेखर ,बंद्योपाध्याय. (2012).आधुनिकभारतकाइतिहास :प्लासी सेविभाजनतक. 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.
- सब्यसाची ,भट्टाचार्य (2008).राजकमल :दिल्ली .आधुनिकभारतकाआर्थिकइतिहास.
- सेखर ,बंद्योपाध्याय. (2012).आधुनिकभारतकाइतिहास :प्लासी सेविभाजनतक. Hyderabad: Orient Longman.
- आर०एल ,शुक्ल, (ed.). (1987). आधुनिकभारतकाइतिहास Delhi: हिन्दीमाध्यमकार्यान्वयननिदेशालय, 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.
- सेखर ,बंद्योपाध्याय. (2012). आधुनिकभारतकाइतिहास :प्लासीसेविभाजनतक. Hyderabad: Orient Longman.
- आर०एल ,शुक्ल, (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.
- सेखर ,बंद्योपाध्याय. (2012). आधुनिकभारतकाइतिहास :प्लासी सेविभाजनतक. Delhi: Orient Longman, relevant chapters.
- आर०एल ,शुक्ल. (Ed.). (1987). हिन्दीमाध्यमकार्यान्वयनिदेशालय) आधुनिकभारतकाइतिहास. 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.
- सुमित ,सरकार (2009). आधुनिकभारत. Delhi: राजकमल, relevant chapters.
- सेखर ,बंद्योपाध्याय (2012). आधुनिकभारतकाइतिहास : प्लासी सेविभाजनतक. 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.
- सुमित ,सरकार (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 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.

Discipline Specific Elective

DSE I

Europe from the Middle Ages to the Renaissance (7th to the 16th century)

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and those of European history. The idea is to give them a European perspective of themes involved.

Learning Outcomes: After completing this Course, students will be able to:

- Interpret the importance and implications of periodization
- Explain the development of what are conventionally called modern sensibilities in politics and the arts
- Discuss the development of important institutions such as the Church and political formations such as the city-states
- Point out the category of the 'Renaissance'.

Course Content:

Unit I: Periodization and its implications: Antiquity; Middle Ages/Dark Ages; the Renaissance; Late Antiquity and the Early Medieval: Charlemagne and the Holy Roman Empire

Unit II: Making of the Papacy, cult of saints and monasticism

Unit III: Christianity, the Church and the State:

- [a] Church and the three Orders;
- [b] Feudalism and the agrarian economy

Unit IV: The Mediterranean world and the crusades

Unit V: City States and the Renaissance

Unit VI: Art, Science and Literature

- [a] Humanism in art and literature
- [b] Developments in science and philosophy
- [c] Renaissance beyond Italy

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss and familiarize the students with the essential historiographical concerns stemming from periodization in the European context. **(Teaching Time: 2 weeks approx.)**

- Anderson, P. (1996). *Passages From Antiquity To Feudalism*. London and New York: Verso.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M. M. Postan. (Ed.). *The Cambridge Economic History of Europe*. Volume 1: *The Agrarian Life of the Middle Ages*. Cambridge: Cambridge University Press, pp. 224-77.
- Brown, E.A.R. (1974). "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review* vol. 79, pp. 1063-1088.
- Cipolla, C.M., (Ed.). (1976). *Fontana Economic History*. Volume I: *The Middle Ages*. New York: Harvester Press/Barnes and Noble.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell (Introduction).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.1).

Unit II: This Unit shall trace the emergence of the institution of the papacy and social-cultural practices revolving around monasticism. **(Teaching Time: 3 weeks approx.)**

- De Jong, M. (1995). "Carolingian Monasticism: The Power of Prayer." in R. McKitter, (ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Duby, G. (1977). *The Chivalrous Society*. (trans. Cynthia Postan). Berkeley: University of California Press.
- Noble, Thomas F.X. (1995). "The Papacy in the 8th and 9th centuries." in R. McKitter, (Ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Brown, P. (1982). *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press.
- Innes, M. (2008). *Cambridge History of Europe – Volume 1- Europe from Antiquity to the Twelfth Century (Part I)*. Cambridge: Cambridge University Press.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell.

Unit III: This Unit shall highlight the evolution of the church and state relations, and the socio-economic structure that developed within the rural countryside. **(Teaching Time: 4 weeks approx.)**

- Power, D. (Ed.). (2006). *The Central Middle Ages: 950-1320*. Oxford: Oxford University Press.
- Duby, G. (1974). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. Ithaca: Cornell University Press.
- Le Goff, J. (1999). *Medieval Civilisation 400-1500*. (Trans. by Julia Barrow.) Oxford: Blackwell. (Reprint.)
- Swanson, R.N. (Ed.). (2015). *The Routledge History of Medieval Christianity: 1050-1500*. London/New York: Routledge.
- Bloch M. (1961). *Feudal Society*. Volume I, Chicago: University of Chicago Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall provide an overview of the key historical developments of the Mediterranean world, leading up to the crusades. **(Teaching Time: 2 weeks approx.)**

- Swanson, Robert. (2006). *Cambridge History of Europe – Volume 1-Medieval Europe 1100-1450 (Part II)*. Cambridge: Cambridge University Press.
- Riley-Smith, J. (Ed.). (1995). *The Oxford Illustrated History of the Crusades*. Oxford: Oxford University Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit V: This Unit shall familiarize students with the historical context which paved the way for the advent of the Renaissance. It shall also help students identify the key socio-political and economic milieu of the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit VI: This Unit shall discuss key developments in the realms of art, science and literature during the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Martines, L. (1988). *Power and Imagination: City-States in Renaissance Italy*. Baltimore: John Hopkins University Press.
- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.

- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

SUGGESTED READINGS

- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Goldthwaite, R. (1993). *Wealth and the Demand for Art in Italy: 1300-1600*. Baltimore: John Hopkins University Press.
- Huizinga, J. (2017). *The Waning of the Middle Ages*. Reprint. London: Stellar Classics.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Pocock, J.G.A. (1975). *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. New Jersey: Princeton University Press.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations*. Volume II. New York/London: W.W. Norton & Co.
- Wiesner-Hanks, M.E. (2013). *Early Modern Europe, 1450-1789*. Cambridge: Cambridge University Press.
- देवेश, विजय (सं.). (2010). यूरोपीयसंस्कृति, दिल्ली:हिंदीमाध्यमकार्यान्वयनिदेशालय, 2010
- सिन्हा,अरविन्द. (2009). संक्रांतिकालीनयूरोप.नईदिल्ली:ग्रन्थशिल्पी.

Teaching Learning Process:

Classroom teaching will concern key concepts and discussions of important readings. As this is a paper tracing aspects of World history and Europe, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Antiquity, problem of periodisation, three orders, dark ages, feudalism, city states and renaissance, Christianity church and state, humanism.

DSE II

Economy and Politics: Histories of Capitalism and Colonialism - I

Course Objective:

The paper familiarizes the students with the basic concepts of Capitalism, Imperialism and Colonialism. It also introduces the strategies of European capitalism and the importance of slave trade, plantation economies in the emergence of Capitalism. It provides the student with an opportunity to analyze capitalism and the global economy.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define what is meant by capitalism, colonialism and imperialism.
- Delineate the crucial linkages between Atlantic slavery and European capitalism,
- Explain the global interconnectedness of capital.
- Examine the process of colonial expansion via trade.
- Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.
- Describe the significance of the American Revolution.

Course Content:

Unit I: Key Concepts and their implications: Understanding capitalism, colonialism and imperialism

Unit II: Atlantic slavery and European capitalism

Unit III: Dutch and English East India Companies and colonial expansion

Unit IV: Commodities, capital and empire: Sugar, tea and cotton

Unit V: The American Revolution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall familiarize the students with the key concepts. It shall enable the students to outline the essential differences as well as connections between the concepts of capitalism, colonialism and imperialism. **(Teaching Time: 4 weeks approx.)**

- Hilton, Rodney. (2006). *The Transition from Feudalism to Capitalism*. Delhi: Aakar Books. [Available in Hindi].
- Bottomore, Tom. (1991). *Dictionary of Marxist Thought*. New Delhi: Blackwell (entries on “Capitalism”, “Colonialism” and “Imperialism and World Market”).
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.1).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit 2: This Unit shall highlight the centrality of the African slave trade in European economic development. **(Teaching Time: 3 weeks approx.)**

- Williams, Eric. (1994). *Capitalism and Slavery*. Reprint. Chapel Hill: University of North Carolina.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton, pp. 178-186, 200-204.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.1)
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit 3: This Unit shall familiarize the students with the important features of commercial trading companies and their colonial expansion into resource-rich regions and vibrant non-European economies. **(Teaching Time: 3 weeks approx.)**

- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.1, Ch.3 and Ch.6).
- Zwart, Pim de. (2016). *Globalization and the Colonial Origins of the Great Divergence: Intercontinental Trade and Living Standards in the Dutch East India Company's Commercial Empire c. 1600-1800*. Leiden, Boston: Brill (Ch.1, “Introduction”).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present - Volume 1*. New York, London: W.W. Norton, pp. 248-252.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit 4: This Unit shall use case studies of important commodities to trace the interconnectedness of the emerging capitalist economies and other economies linked to the world market. Using relevant case studies, this Unit shall equip students with global history of capitalism. **(Teaching Time: 3 weeks approx.)**

- Beckert, Sven. (2014). *Empire of Cotton: A Global History*. New York: Vintage Books (“Introduction” and Ch.2. Ch.5 and Ch.6).
- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.12).
- Mintz, S.W. (1985). *Sweetness and Power: The Place of Sugar in Modern Industry*. New York: Penguin (Ch.2, pp.32-72, Ch.4).
- Ellis, M.; R. Coulton and M. Mauger. (2015). *Empire of Tea: The Asian Leaf that Conquered the World*. London: Reaktion Books (Ch.3, Ch.4, Ch.8 and Ch.10).

Unit 5: This Unit shall discuss the importance of the American Revolution in the coming of age of capitalism. This case study shall help students to identify important developments involving colonial settlers and the metropole. **(Teaching Time: 3 weeks approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States, 2 volumes*. New York, Lincoln, Shanghai: iUniverse, Inc.
- Beaud. Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.2)
- Dattar, K. (1997). *America Ka Itihas*. Delhi:University of Delhi, Directorate of Hindi Medium Implementation Board.

Suggested Readings:

- Brenner, Robert. (1976). “Agrarian Class Structure and Economic Development in Pre-Industrial Europe.” *Past & Present* vol. 70, pp. 30-75.
- Ralph, Davis. (1973). *The Rise of Atlantic Economies*. Ithaca, N.Y: Cornell University Press.
- Drescher, S. (1997). “Capitalism and Slavery After Fifty Years.” *Slavery and Abolition* vol 18 no.3, pp. 212-227.
- Dutta, Arup Kumar. (1992). *Cha Garam: The Tea Story*. Guwahati. Paloma Publications.
- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. (1990). *Europe since 1870: An International History*. Fourth edition. London: Penguin (Ch.4, “Imperialism”). [Available in Hindi].
- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer). Princeton and Oxford: Princeton University Press (Chs.1-3).
- Moxham, Roy. (2003). *Tea, Addiction, Exploitation and Empire*. New York: Carroll and Graff.

- Ormrod, D. (2003). *The Rise of Commercial Empires: England and the Netherlands in the Age of Mercantilism*. Cambridge: Cambridge University Press.
- Porter, A. (1994). *European Imperialism, 1860-1914*. London: Palgrave Macmillan.
- Rappaport, E. (2017). *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton and London: Princeton University Press (Ch.3 and Ch.5).
- Roy, Tirthankar. (2012). *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin.
- Smith, Andrew F. (2015). *Sugar: A Global History*. London: Reaktion Books (Ch.2, "New World Sugar to 1900).
- Sweezy, Paul M. (1970). *Theory of Capitalist Development*. New York: Monthly Review Press.
- Wallenstein, Immanuel. (1989). *Modern World System- III*. Berkeley: University of California Press.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso ("Introduction", and Ch.4, Ch.5, Ch.6 and Ch.7).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Capitalism, colonialism, imperialism, Atlantic slavery, American Revolution, trans-Atlantic trade, East India Companies.

DSE III

Issues in Twentieth Century World History-I (the 20th Century)

Course Objectives:

This course aims to provide an understanding of 20th century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define world history and explain the evolving polities.
- Categorise the economies and cultures of the twentieth century world.
- Define the making of the geopolitical order and ‘North-South’ distinctions.
- Delineate the complex character of modernity and its differences.
- Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

Course Content:

Unit I: The Concept and Definition: What is World History?

Unit II: First World War:

- (a) Consequences in Europe and the world,
- (b) League of Nations

Unit III: 1917 Russian Revolution:

- (a) Formation of the USSR;
- (b) Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism and Nazism: Germany and Japan and Second World War

Unit V: Modernity, Rights and Democracy:

- (a) The suffragette movement (England)
- (b) Anti-colonial struggles (Indonesia)
- (c) The formation of the United Nations

(d) Art and politics (Picasso)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall introduce the students to the concept and definition of world history. **(Teaching Time: 2 weeks approx.)**

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395. <https://www.jstor.org/stable/205420>
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

Unit II: This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time: 3 weeks approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056-1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली : लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Unit III: This Unit will provide the students a broad outline of the history of the USSR post the 1917 October Revolution and shall familiarize them with the functioning of the Comintern. **(Teaching Time: 3 weeks approx.)**

- Nove, Alec. (1992). *An Economic History of the USSR 1917-1991*. London: Penguin.
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes- अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Mahajan, Sneh. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवींशताब्दीकाविश्वइतिहास: एकझलक(भाग-२). दिल्ली: लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे: बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन.

Unit IV: This Unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 3 weeks approx.)**

- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). *European Dictatorships 1918-1945*. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duiker, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.
- Henig, R. (2005). *The Origins of the Second World War 1933-1941*. Lancaster Pamphlets Series. Second edition. London, New York: Routledge.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवींशताब्दीकाविश्वइतिहास: एकझलक(भाग-२). दिल्ली: लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे: बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन.

Unit V: This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies. **(Teaching Time: 5 weeks approx.)**

- Lang, Sean. (2005). *Parliamentary Reform 1789-1928*. Second edition. London, New York: Routledge. (Ch.8, “Votes for Women”).
- Thomson, D. (1990). *Europe Since Napoleon*. London: Penguin (Ch.32).
- Perry, Marvin et al. (2016). *Western Civilization: Ideas, Politics, and Society: Since 1400*. Eleventh edition. Canada: Cengage Learning (Ch. 27 – section on Picasso).
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवींशताब्दीका विश्व इतिहास: एक झलक (भाग-२). दिल्ली : लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Suggested Readings:

- Atkin, N. and M. Biddis. (2009). *Themes in Modern European History, 1890–1945*. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). *A Companion to Europe 1900-1945*. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). *Themes in Modern European History Since 1945*. London, New York: Routledge (Ch.1 and Ch.2).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from

the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war, Suffragette Movement, anti-colonial struggles, United Nations

DSE IV

History of Europe 1500-1848

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and to give them a European perspective of themes involved.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define the role of Europe in the world during the period under study.
- Describe Reformation.
- Explain the scientific 'discoveries'.
- Outline the contemporary state and politics.

Course Content:

Unit I. Reformation:

- [a] The Papacy and its critics
- [b] The Protestant reformation: Calvinism; the English Reformation
- [c] Catholic Reformation

Unit II. Science, Navigation and the ' Discoveries'

- [a] Voyages
- [b] Reflections on the scientific method
- [c] Hobbes, Locke and the Philosophes
- [d] Despotism and the limits of Enlightenment

Unit III. State and Politics:

- [a] King and Parliament in 17th century England
- [b] Absolutism and the peasantry in Eastern Europe

Unit IV. Gender, Literature and Art

- [a] Literary trends from Dante to Shakespeare
- [b] Art from Baroque to Rococo and Neo Classicism
- [c] Women Family and the Public Sphere

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: At the completion of this unit students would have learnt about the ascendancy of the Church and Papacy, the Reformation in Europe and England and its impact on Catholicism and Protestantism. **(Teaching Time: 3 weeks approx.)**

- Elton, G.R. (1990). *Reformation Europe, 1517-1559*. London: Fontana Press.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books.
- Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.3).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit II: At the completion of this unit, students would have learnt about the shifts in human history that were a result of the 'Enlightenment' and the Renaissance. **(Teaching Time: 4 weeks approx.)**

- Parry, J. H. (1963). *Age of Reconnaissance*. London: Weidenfield & Nicholson.
- Pagden, Anthony. (2013). *The, Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.8).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit III. At the completion of this unit, students would have learnt about the making of the modern state, its early representative systems and their exclusions. **(Teaching Time: 4 week approx.)**

- Kumin, Beat (ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.
- Wolf, Eric R. (2010). *Europe and the People without History*. Berkeley: University of California Press.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.7).

Unit IV. At the Completion of this unit, students would have learnt about the social changes in Europe history through interventions in the field of gender, literature and art. **(Teaching Time: 5 weeks approx.)**

- Rogers, Pat (Ed.). (2001). *The Oxford Illustrated History of English Literature*. Oxford: Oxford University Press, pp. 59-159.
- Landes, J.B. (1988). *Women and the Public Sphere in the Age of the Revolution*. New York: Cornell University Press.
- Power, E. (1997). *Medieval Women*. Cambridge: Cambridge University Press.
- Hauser, Arnold. (2005). *The Social History of Art, Vol. III: Rococo, Classicism and Romanticism*. London: Routledge.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.

Suggested Readings:

- Anderson, M.S. (1976). *Europe in the 18th century*. New York: Longman
- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition.
- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Eisenstein, E. (1980). *The Printing Press as an Agent of Change*. 2 Vols. Cambridge: Cambridge University Press.
- Gay, Peter. (1966). *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf.
- Greaves, R. L., Robert Zallor and J. T. Roberts. (1994). *Civilizations of the West: From 1660 to the Present*. New York., Harper and Collins College Publishers.
- Kearney, Hugh. (1971). *Science and Social Change, 1500-1700*. University of Wisconsin-Madison: McGraw-Hill.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations, Vol. II*. New York, London: W.W. Norton & Co.
- Wiesner, Merry E. (2013). *Hanks, Early Modern Europe, 1450-1789*. New York: Cambridge University Press.
- विजय, देवेश (सं.). (2010). यूरोपीयसंस्कृति, नईदिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय
- सिन्हा, अरविन्द. (2009). संक्रांतिकालीनयूरोप, नईदिल्ली: ग्रन्थशिल्पी.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall

focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Reformation, the Papacy, Catholic reformation, discoveries, theory of social contract, despotism, absolutism, enlightenment, Neo-classicism, public sphere

DSE V

Economy and Politics: Capitalism and Colonialism-II

Course Objective:

The course familiarizes the students understand the process of transformation and the uniqueness of Capitalism and Imperialism. It will introduce the student to the impact of imperialist economic policies in China, South Africa and Southeast Asia. The student will also study the impact of the Imperialist interventions in Africa and West Asia. The students will also study the development of capitalism outside the Atlantic economy and examine the rise of Japan as an important economic power.

Learning Outcomes:

- Demonstrate the implications of capitalist developments and their socio-economic impacts in the colonial world.
- Distinguish the nature of imperialist expansion and exploitation of weaker nations.
- Explain the impact of imperialism on various colonies.

Course Content:

Unit I: The Civil War and the emergence of USA as a capitalist power

Unit II: Finance Capital and Imperialism:

[a] Theories of Capitalism; Hobson, Lenin and Schumpeter

[b] Railways (China) / Gold (South Africa) / Rubber (Southeast Asia)

Unit III: Capitalist developments in Japan (1868-1920s)

Unit IV: Colonialist partition of Africa

Unit V: West Asia 1914-1930s:

[a] Ottoman Empire and the first world war

[b] Redrawing the Map: The British and French mandates

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit will highlight the development of capitalism in USA in the latter half of the nineteenth century and accordingly contextualize the Civil War. **(Teaching Time: 3 weeks approx.)**

- Randall, J. G. and David Herbert Donald. (1969). *Civil War and Reconstruction*. U.S.A.: D.C. Heath & Company.
- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States*. 2 vols. New York, Lincoln, Shanghai: iUniverse, Inc.
- Barrington, M. Jr. (2015). "The American Civil War: The Last Capitalist Revolution." *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Datar, K. (1997). *America Ka Itihas*. Delhi: Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit 2: In this Unit the students will be provided an overview of the key theories of imperialism and shall proceed to look at a case study of one of the regions of imperialist competition. **(Teaching Time: 4 weeks approx.)**

- Brewer, Anthony. (1990). *Marxist Theories of Imperialism*. London, New York: Routledge (Ch.1, Ch.4 and Ch.6).
- Joll, J. (1990). *Europe since 1870: An International History*. Fourth edition. London: Penguin (Ch.4, "Imperialism"). [Available in Hindi].
- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer.) Princeton and Oxford: Princeton University Press (Ch.4).
- Beaud. Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.3, and Ch.4).
- Jean Chesneaux et al. (1977). *China from the 1911 Revolution to Liberation*. New York: Pantheon Books.
- Chung, Tan. (2013). *Triton and Dragon: Studies on the Nineteenth Century China and Imperialism*. Reprint. Delhi: Gyan Publishing (Ch.6 and Ch.7).
- Tarling, Nicholas. (2001). *Imperialism in Southeast Asia: 'A Fleeting, Passing Phase'*. London and New York: Routledge (Ch.6).
- Osborne, Milton. (2002). *South East Asia: An Introductory History*. Sydney: Allen and Unwin
- Meredith, M. (2007). *Diamonds, Gold and War: The Making of South Africa*. Simon & Schuster.

Unit 3: This Unit shall provide the students a detailed overview of how an Asian power, Japan, developed along capitalist and imperialist lines from the second half of the nineteenth century. **(Teaching Time: 3 weeks approx.)**

- Allen, G. C. (2003). *A Short Economic History of Modern Japan, 1867-1937*. London: Routledge.
- Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition.
- Hane, Mikiso. (2000). *Japan: A Short History*. Great Britain: Oneworld Publications.
- Norman, E H. (2000). *Japan's Emergence as Modern State*. Canada: UBC Press.

Unit 4: This Unit shall familiarize the students with the land grab and aggressive partitioning of the African continent by advanced imperialist powers. **(Teaching Time: 3 weeks approx.)**

- Klein, Herbert S and Ben Vinson. (1986). *African Slavery in Latin America and Caribbean*. Oxford: Oxford University Press.
- Hobsbawm, E. J. (1975). *Age of Capital, 1848-1875*. London: Phoenix Press.
- Joll, James and Gordon Martel. (2006). *Origins of the First World War*. London, New York: Routledge.
- Roth J.J. (Ed.). (1968). *World War I: A Turning Point in Modern History*. Second edition. New York: Knopf.
- Mazrui, Ali A. (1993). *UNESCO General History of Africa, Africa since 1935*. Vol. 8. California: UNESCO.
- Mackenzie. J. (1983). *The Partition of Africa and European Imperialism of the Nineteenth Century*. London, New York: Methuen.
- Wolf, Eric. (2010). *Europe and the People without History*. California: University of California Press.
- वर्मालालबहादुर, यूरोपकाइतिहासe-book: <https://epustakalay.com/book/67721-europ-ka-itihas-by-lal-bahadur-varma/>

Unit 5: This Unit shall provide the students an overview of the key developments that unfolded in West Asia from the period of First World War to the end of the Second World War. **(Teaching Time: 3 weeks approx.)**

- Aksakal, Mustafa. (2008). *The Ottoman Road to War in 1914: The Ottoman Empire and the First World War*. London, New York, Singapore, Delhi: Cambridge University Press (“Introduction”, Ch.3 and Ch.4).
- Provence, Michael. (2017). *The Last Ottoman Generation and the Making of the Modern Middle East*. Cambridge: Cambridge University Press (pp. 56-100; 190-260).
- Fieldhouse, D.K. (2006). *Western Imperialism in the Middle East 1914-1958*. Oxford: Oxford University Press (sections on Britain and Mesopotamia/Transjordan/Syria-Lebanon, and the French).

Suggested Readings:

- Austen, Ralph. (1987). *African Economic History*. London: James Currey.
- Davies, Norman. (1998). *Europe: A History*. New York: Harper Collins.
- Faulkner, H. U. (1958). *American Economic History*. New York: Harper Bros.
- Galbraith, J.K. (1993). *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers.
- Hobsbawm, E.J. (1987). *The Age of Empire 1875-1914*. New York: Pantheon Books.
- Jelavich, Charles and Barbara Jelavich. (1977). *Establishment of the Balkan National States 1840 – 1920*. Seattle/London: University of Washington Press.
- Kemp, Tom. (1967). *Theories of Imperialism*. London: Dobson Books.
- Lowe, Norman. (1997). *Mastering Modern World History*. Third edition. Delhi: Macmillan India Ltd.
- Martel, G. (Ed.). (2006). *A Companion to Europe 1900-1945*. Malden, M.A. and Oxford: Blackwell.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 2. New York, London: W.W. Norton.
- Pedersen, Susan. (2015). *The Guardians: The League of Nations and the Crisis of Empire*. Oxford: Oxford University Press (pp. 17-106).
- Porter, A. (1994). *European Imperialism, 1860-1914*. London: Palgrave Macmillan.
- Stephens, J.J. (2003). *Fuelling the Empire: South Africa's Gold and the Road to War*. New Jersey: Wiley.
- Tarling, Nicholas. (Ed.). (1992). *Cambridge History of South-East Asia*. Vol. II. Cambridge: Cambridge University Press.
- Tran, Binh Tu. (1985). *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. (Trans. by John Spragens Jr.) Ohio City: Centre for Research in International Studies, Ohio University.
- Wesseling, H.L. (1996). *Divide and Rule: The Partition of Africa, 1880-1914*. Michigan: Praeger.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from

the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

American civil war, Theories of capitalism, Imperialism, Africa, China., Southeast Asia, Capitalist Japan, the Ottoman empire and the first world war.

DSE VI
Issues in Twentieth Century World History-II

Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

- Define world history.
- Discuss and explain the evolving politics, economies and cultures of the twentieth century world.
- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

Course Content:

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria

Unit III: Popular Movements:

- (a) Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal
- (b) Student Movements: Paris 1968
- (c) Anti-apartheid movements in S. Africa and Civil Rights Movement USA
- (d) Women's Movements: Issues and Debates/Women and Work Place-Vishakha Guidelines

Unit IV: Leisure and Entertainment

- (a) Spectator Sports (football/Olympics)
- (b) Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall discuss the global impact of the Cold War through specified case studies.
(Teaching Time: 3 weeks approx.)

- Dickinson, Edward Ross. (2018). *The World in the Long Twentieth-Century, An Interpretive History*. USA: University of California Press.
- Lightbody, Bradley. (1999). *The Cold War*. New York and London: Routledge.
- McMahon, Robert. (2003). *Cold War-A very Short Introduction*. USA: Oxford University Press.
- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.31).
- Anderson, David L. (2005). *The Vietnam War*. New York: Palgrave Macmillan.
- Stueck, W. (2010). “The Korean War.” in M.P. Leffler and O.A. Westad, (Eds.). *The Cambridge History of the Cold War*. Volume 1. Cambridge: Cambridge University Press.

Unit 2: This Unit shall familiarize the students with the decolonization process and with the politics of persisting colonial interests through a prescribed case study from the African/South American region. **(Teaching Time: 3 weeks approx.)**

- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.36).
- Whitfield, Lindsay. (2018). *Economies after Colonialism: Ghana and the Struggle for Power*. Cambridge: Cambridge University Press, pp. 133-177.
- Choi, Sung-Eun. (2016). *Decolonization and the French of Algeria: Bringing the Settler Colony Home*. New York: Springer (Introduction).
- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Duiker, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली : लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

Unit 3: This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century. **(Teaching Time: 6 weeks approx.)**

- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

- Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
- Burkett, Elinor. (YEAR). "Women's Rights Movement - Political and Social Movement." *Encyclopaedia Britannica* (<https://www.britannica.com/topic/womens-movement>).
- Flavia Agnes. (2001). *Law and Gender Equality: The Politics of Women's Rights in India*. Delhi: Oxford University Press (relevant sections in Part-II).
- 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)
- McNeill, J. R. (2001). *Something New Under the Sun: An Environmental History of Twentieth-Century World*. New York & London: W.W. Norton & Company. (Especially Introduction)
- Mitchell, Timothy. (2013). *Carbon Democracy: Political Power in the age of Oil*. London & New York: Verso (Introduction).
- Skinner, R. (2017). *Modern South Africa in World History: Beyond Imperialism*. London: Bloomsbury (Ch.6 and Ch.7).
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली : दिल्ली विश्वविद्यालय प्रकाशन

Unit 4: This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies. **(Teaching Time: 4 weeks approx.)**

- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes*, translated into Hindi : अतिरेकों का युग : बीसवीं शताब्दी का इतिहास : 1914-1991; अनुवादक, प्रकाश दीक्षित ; मेरठ : संवाद प्रकाशन
- Duikar, William J. (2005) *Twentieth-Century World History*. USA: Wadsworth Cengage Learning.
- Leab, D.L. (1998). "Introduction: The Cold War and the Movies." *Film History* vol. 10 no.3, pp. 251-53.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

Suggested Readings:

- Chapman, James. (2005). *Cinemas of the World--Film and Society from 1895 to the Present*. London: Reaktion Books.
- Cumings, Bruce. (2010). *The Korean War: A History*. New York: Modern Library.
- Falola, Toyin and Achberger, Jessica. (Eds.). (2012). *The Political Economy of Development and Underdevelopment in Africa*. New York and London: Routledge.
- Forbes, Geraldine. (1999). *Women in Modern India. The New Cambridge History of India – Volume 4*. Cambridge: Cambridge University Press (Chs.7-8).
- Grosfoguel, Ramon and Cervantes-Rodriguez, Ana Magarita (Eds.). (2002). *The Modern/Colonial/Capitalist World-System in the Twentieth Century: Global Processes, Antisystemic Movements, and the Geopolitics of Knowledge*. USA: Greenwood Press.
- Guelke, Adrian. (2005). *Rethinking the Rise and fall of Apartheid-South Africa and World Politics*. New York: Palgrave Macmillan.
- Guttmann, A. (1986). *Sports Spectators*. New York: Columbia University Press (Chs. 4-6).
- John, M. (2014). "Fears and Furies of Sexual Harassment." *The Economic and Political Weekly* vol. 49 no.15, 29-32.
- Klimke, M. and J. Scharloth. (Eds.). (2008). *1968 in Europe: A History of Protest and Activism 1956-1977*. Basingstoke: Palgrave Macmillan.
- Kumar, Radha. (1993). *The History of Doing*. Delhi: Zubaan (Chs.6-12).
- McNeill, J. R. and Erin Stewart Mauldin (Eds.). (2012). *A Companion to Global Environmental History*. West Sussex: Wiley-Blackwell.
- Moore, Jason W. (2015). *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London & New York: Verso.
- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Rathbone, Richard. (2000). *Nkrumah and the Chiefs: The politics of Chieftaincy in Ghana 1951-60*. Athens: Ohio University Press, pp 1-28, 89-150.
- Schofield, John, Johnson, William Gray and Beek, Colleen M. (Eds.). (2002). *Material Culture-the Archaeology of Twentieth Century Conflict*. New York and London: Routledge.
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective." Policy Research Report on Gender and Development Working Paper Series No. 9. (World Bank), pp. 20-46.
- Sorlin, Pierre. (1998). "The Cinema: The American Weapon for the Cold War." *Film History* vol. 10 no.3, pp. 375-381.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching, Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Cold war, Decolonisation, Vietnam War, Anti-apartheid movement, students' movement: Paris 1968, Chipko Movement, Bhopal gas tragedy, Vishakha Guidelines, sports, cinema

Generic Elective

GE- I

Women in Indian History

Course Objectives:

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning Outcomes: After successful completion of the course, students will be able to:

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Course Content:

Unit I. Theory and Concepts

- a) Understanding gender and patriarchy

Unit II. Women in Ancient India

- a) Historiographic Overview
- b) Evolution of Patriarchy with focus on Brahmanical patriarchy
- c) Women and property
- d) Women and work: voices from Tamilakam

Unit III. Women in Medieval India

- a) Historiography and the politics of the harem and the household
- b) Case studies: Razia Sultan, Nur Jahan, Jahanara
- c) Women Bhaktas

Unit IV. Women in Modern India

- a) Gender debate in Colonial India: a case study of sati / women's education
- b) Gandhi, Women's participation and Indian Nationalism
- c) Partition, Refugee Women and Rehabilitation – taught through the movie 'Pinjar'.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 2 weeks approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 5 weeks approx.)**

- Chakravarti, Uma. (1993). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State". *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India". Kumkum, Roy (Ed.). *Women in Early Indian Societies*. New Delhi: Oxford University Press.
- Shah, Shalini. (2012). "Patriarchy and Property", in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women. **(Teaching Time: 4 weeks approx.)**

- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800*. Oxon: Routledge.
- Habib, Irfan. (2000). "Exploring Medieval Gender History". *IHC 61st Session, Symposia Paper No.23*, Calicut. pp. 263-75.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
- Ramaswamy, Vijaya. (2011). "Gender and the Writing of South Indian History". in S. Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography*, Delhi: ICHR and Primus. pp.199-224.

- Sharma, Sunil. (2009). "From 'Ā' esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.
- Sangari, Kumkum. (1990). "Mirabai and the Spiritual Economy of Bhakti". *Economic and Political Weekly*. vol. 25/27, pp. 1461-75.

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 5 Weeks approx.)**

- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, [Introduction].
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kali for Women, pp. 3-29.
- Sharma, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues*. 5th Annual Conference, Nalanda.

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:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement, Partition

GE- II

Gender in the Modern World

Course Objectives:

The course seeks to introduce to learners, location of Gender in historical past of modern world. The focus is on specific processes across regions. Through analysis of rubrics, complexities of historical issues involving women and state will be unfolded.

Learning Outcomes:

After the completion of the course, the students will be able to:

- Discuss the issues related to gender in world history in a comparative frame.
- Analyze gender realities in larger International context.
- Describe the main facets of Suffrage movement in Britain or in the USA.
- Delineate the role of women in anti-apartheid movement in South Africa.
- Trace the role of women in the Russian revolutions.
- Critically discuss the women's participation in Chinese revolution.

Course Content:

Unit I.	Historicizing Gender: Patriarchy and feminism
Unit II.	Gender in the French Revolution: Women participation; iconography
Unit III.	Women's Suffrage movement in Britain or USA
Unit IV.	Women and anti-Apartheid movement in South Africa
Unit V.	Women in the Russian Revolution
Unit VI.	Engendering the Chinese Revolution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with special focus on patriarchy and feminism. **(Teaching Time: 2 Weeks)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History* vol. 1 no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapter 1 and 10).

- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press.
- Smith, Bonnie G. (Ed.). (2008). *Encyclopaedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.

Unit II. The focus in the unit is on the significant role played by the women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 3 Weeks)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of suffrage movement in two states across the Atlantic; Britain and USA in late 19th and early 20th centuries. This bears testimony to growing feminist consciousness especially in the fields of politics and power. **(Teaching Time: 3 Weeks)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press.
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press.

Unit IV. The unit focuses on anti-apartheid resistance in South Africa a very crucial role played by women whose agony doubled on account of being both women as well as black. **(Teaching Time: 2 Weeks)**

- Walker, Cheryl. (1982). *Resistance in South Africa*, New York: Monthly Review Press.

Unit V. The focal point in the unit is to analyse location of women both in the Russian Revolution and after formation of Soviet Union and whether they worked towards the spread of the fundamental ideals of Russian Revolution. **(Teaching Time: 3 Weeks)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 370-399.

Unit VI. There is the need to investigate the Chinese revolution from a gendered perspective. Women not just participated in the Chinese Communist movement but worked towards radicalizing it as well, making it a genuine mass movement. **(Teaching Time: 3 Weeks)**

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California 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:

Feminism, Patriarchy, French Revolution, Suffrage movement, Anti-Apartheid movement, Russian revolution, China

GE III

Culture and Everyday Life in India

Course Objective:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for work place, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives and most people have the same sort of everyday experiences. At the same time, however, different people across the world have different sorts of everyday lives that are defined by their society. Further, society itself is defined by peoples' ideas, values customs, beliefs and ways of thinking. All these things may be explained as 'culture'. While there are several definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores the everyday life of people in India through mundane aspects like food, beverage and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstance.

Learning Outcomes: With the completion of this course, the students will be able to:

- Identify the complex nature of relationship between the everyday life and society in urban India.
- Discuss human response to specific historical circumstance.
- Describe the role of Tea, Coffee and betel leave chewing in everyday cultural life and interactions.
- Delineate human interactions with each other in a shrine complex or on the streets.
- Analyze the importance of new avenues of interaction such as Metros, malls or pilgrim centres.
- Discuss the leisurely activities of social groups and resultant spread of ideas.

Course Contents:

Unit I: Culture and everyday life

Unit II: Sustenance and beyond: Chai, coffee and paan

- Unit III: Religion everyday** - at the threshold, shrine & street
- Unit IV: The everyday global in g/local:** Metro, mall & pilgrimage online
- Unit V: Leisure and everyday**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section equips students to locate the complex nature of relationship between the everyday life and society mainly in urban India keeping in mind the nature of culture. **(Teaching Time: 3 weeks approx.)**

- Radhakrishnan, S. (1944). "Culture of India". *The Annals of the American Academy of Political and Social Science* vol. 233 (India Speaking), pp. 18-21.
- Ramanujan, A. K. (1999). "Is There an Indian Way of Thinking? An Informal Essay." in Vinay Dharwarkar, (ed.). *The Collected Essays of A.K. Ramanujan*. New Delhi: Oxford University Press. pp. 34-51.
- Hansen, Kathryn. (2010). "Who wants to be a cosmopolitan? Readings from the composite culture." *The Indian Economic and Social History Review* vol. 47 no.3, pp. 291–308.

Unit II. The segment examines that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized. It explores the everyday life in India through mundane aspects like food, beverage and masticatory habits. **(Teaching Time: 3 weeks approx.)**

- Nandy, Ashish. (2004). "The Changing Popular Culture of Indian Food: Preliminary Notes." *South Asia Research* vol. 24 no.1, pp. 9–19.
- Lutgendorf, Philip. (2012). "Making tea in India: Chai, capitalism, culture." *Thesis Eleven* vol. 113 no.1, pp. 11-31.
- Venkatachalapathy, A. R. (2002). "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu." *The Indian Economic & Social History Review* vol. 39 nos.2–3, pp. 301–316.
- Gowda, M. (1951). "The Story of Pan Chewing in India". *Botanical Museum Leaflets* Harvard University vol. 14 no.8, pp. 181-214.

Unit III. The unit communicates the complex, diverse and everyday location of culture -- performing daily prayers and rituals, getting dressed for work, finding leisure in watching TV, shopping and planning a holiday. People across the world have different sorts of everyday lives that are framed and negotiated within their respective societies. This unit elaborates on how the

social and cultural world is defined by peoples' ideas, values, customs, beliefs and ways of thinking. **(Teaching Time: 4 weeks approx.)**

- Kilambi, Jyotsna S. (1985). "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad." *RES: Anthropology and Aesthetics* vol. 10, pp. 71-102.
- Qureshi, Regula. (1992-1993). "'Muslim Devotional': Popular Religious Music and Muslim Identity under British, Indian and Pakistani Hegemony". *Asian Music* vol. 24 no. 1, pp. 111-121.
- Raj, Selva J. (2008). "Public display, communal devotion: Procession at a South Indian Catholic festival". in A. Jacobson Knut, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 77-91.
- Mini, Darshana Sreedhar. (2016). "Attukal 'Pongala': The 'Everydayness' in a Religious Space". *Journal of Ritual Studies*. vol. 30 no. 1. Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance, pp. 63-73.

Unit IV. The purpose is to apprise students and to help them identify the complex nature of relationships that constitute everyday lives in urban society. This will be useful in stimulating further inquiry and develop ability to analyse culture through multiple frames of reference. **(Teaching Time: 3 weeks approx.)**

- Sadana, Rashmi. (2010). "On the Delhi Metro: An Ethnographic View". *Economic and Political Weekly* vol. 45/46, pp. 77-83.
- Voyce, Malcolm. (2007). "Shopping Malls in India: New Social 'Dividing Practices'". *Economic and Political Weekly* vol. 42 no. 22, pp. 2055-62.
- Scheifinger, Heinz. (2009). "The Jagannath Temple and Online Darshan". *Journal of Contemporary Religion* vol. 24 no.3, pp. 277-90.
- Saeed, Yousuf. (2012). "Jannat ki Rail: Images of Paradise in India's Muslim Popular Culture". in Mumtaz, Currim, (ed.). *Jannat: Paradise In Islamic Art*. Mumbai: Marg Foundation.

Unit V. This segment will take culture to mean the 'whole way of life' of a given group of people who form the urban populace. It explores the everyday life in India through manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. **(Teaching Time: 3 weeks approx.)**

- Lutgendorf, Philip. (2006). "Is There an Indian Way of Filmmaking?". *International Journal of Hindu Studies* vol. 10 no. 3, pp. 227-256.

- Srivastava, Sanjay. (2009). "Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi". *Economic and Political Weekly* vol. 44 no.26/27, pp. 338-45.
- Waghorne, Joanne Punzo. (2014). "Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living". in Mark Singleton & Ellen Goldberg, (ed.). *Gurus of Modern Yoga*. New York: Oxford University Press, pp. 283-307.

Suggested Readings.

- Pant, Pushpesh. (2013). "INDIA: Food and the Making of the Nation". *India International Centre Quarterly* vol. 40 no.2. pp. 1-34.
- Pandya, Samta P. (2016). "Guru' Culture in South Asia: The Case of Chinmaya Mission in India". *Society and Culture in South Asia*. vol. 2 no.2. pp. 204-232.
- Srivastava, Sanjay. (2014). "Shop Talk: Shopping Malls and Their Publics". In Nita Mathur (Ed.). *Consumer Culture, Modernity and Identity*. Delhi: Sage, pp. 45-70.
- Warriar, Maya. (2013). "Online Bhakti in a Modern Guru Organization". In Mark Singleton and Ellen Goldberg (Eds.), *Gurus in Modern Yoga*. New York: Oxford University Press. pp. 308-327. (Chapter 14).

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:

Chai, Coffee, Paan, Everyday Religion, Pilgrimage online, Metro, Mall, Leisure, Yoga

GE IV

Nature in Human History

Course Objectives:

This course proposes to examine the history of change in human-nature interactions. It unpacks standard environmental narratives which reduce environmental concerns to pollution and global warming, on the one hand, and human-nature harmony in pre-colonial era on the other. This will help students understand the usually invisible interplay of political, economic and ideological factors on questions of nature and natural resources. In what ways were environmental concerns mitigated by the class imprint of aspirational consumerism? This course also draws attention to the call of ‘national interest’ while addressing contemporary environmental concerns, often designated by specialists as anthropocene.

Learning Outcomes: After the completion of this Course, the students will 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, in 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
- Problematised the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit I. Society and Nature

- a. Unending quest for Energy resources
- b. Livelihood patterns: Agriculture, Pastoralist

Unit II. Conquest, Colonialisms, and Control

- a. Global Ecological interconnectedness

- b. Conquests, Colonialisms and Control: Forest rights and forest dwellers
- c. Insatiable appetite: agrarian production, commercial plantation

Unit III. Waterscapes

- a. Water harvesting: Conventional vs. Multi Purpose River Valley Projects
- b. Contemporary Urban water disparities
- c. Water rights

Unit IV. Climate Change: Genesis and mitigation

- a. International Cooperation vs. national interests
- b. Debating Anthropocene

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to conflict over natural resources. Changing livelihood patterns and its impact on nature is focus of this unit. **(Teaching Time: 3 weeks approx.)**

- Agarwal, Anil. (1985). "The Politics of Environment I & II." in *The State of India's Environment 1984-85: The Second Citizens' Report*. New Delhi: Centre for Science and Environment. pp. 354-80.[Available in Hindi also].
- McNeill, John. (2000). "Prologue: Peculiarities of a Prodigal Century." in *Something New Under the Sun: An Environmental History of the Twentieth- Century World*. New York: W. W. Norton & Company. pp. 3-17.
- Roy, Dunu. (2007). "Environmentalism and Political Economy." in Mahesh Rangarajan, (ed.), *Environmental Issues in India*. Delhi: Pearson. pp. 521-29.
- रॉय, दुनू. (2010). "पर्यावरणवाद और राजनैति क अर्थव्यवस्था", महेशरं गाराजन (संपादक), भारत में पर्यावरण के मुद्दे: एक संकलन. दिल्ली: पीयरसन. पृष्ठ 331-38.
- Singh, Chetan. (2017). "Forest, Pastoralists and Agrarian Society in Mughal India." in Meena Bhargava, (ed.). *Frontiers of Environment: Issues in Medieval and Early Modern India*. Hyderabad: Orient Blackswan. pp. 71-97.

Unit II: This unit examines the role and impact of colonial power in redefining the character of natural resources exploitation and consequent changes in the livelihood patterns. It also critical examines the significance of discovery of 'new world' and its impact on flora-fauna across the globe. **(Teaching Time: 5 weeks approx.)**

- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World." in David Arnold and Ramachandra Guha, (Ed.). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85.

- Crosby, Alfred W. (1988). "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon." in Donald Worster, (ed.), *The Ends of the Earth* New York: Cambridge University Press. pp.103-117.
- Gadgil, Madhav & Ramachandra Guha. (1992). "Conquest and Control", in *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
- माधवगाडगीळएवंरामचंद्रगुहा. (2010). भारतमेंपारिस्थितिकीसंघर्षऔरपर्यावरणोपयोगीआंदोलन, महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 225-57.
- Tucker, Richard. (2007). "Conclusion: Consuming Appetites." in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers Inc. pp. 217-22.

Unit III: This unit highlights the significance of water management in general and the monsoon ecology of Indian sub-continent in particular. Vagaries of nature, vulnerabilities of human society and resultant contestations focus of the unit. **(Teaching Time: 4 weeks approx.)**

- D'Souza, Rohan. (2003). "Supply-Side Hydrology in India: The Last Gasp". *Economic and Political Weekly* vol. 38 no.36, pp. 3785-90.
- Kumar, Mayank. (2013). "Visibly Invisible: "Ecological Imprints". In *Monsoon Ecologies: Irrigation, Agriculture, and Settlement Patterns in Rajasthan during the Pre-colonial period*. New Delhi: Manohar, pp. 233-64.
- कुमार, मयंक. (2015). "मानसूनसेसामंजस्यबनातासमाज: सन्दर्भराजस्थान". प्रतिमान, अंक-3 संख्या3, पृष्ठ. 602-16.
- Sharan, Awadhendra. (2014). "Contaminated Flows: Water in City, 1868-1956," in *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, pp. 28-67.
- Singh, Chhatrapati. (1991). "The Jurisprudence of Water Rights." in *Water Rights and Principles of Water Resources Management*. Delhi: Indian Law Institute, pp. 62-97.

Unit IV: This unit addresses the complex issue of Climate Change, its genesis, impact and mitigation with special reference to anthropocene. **(Teaching Time: 4 weeks approx.)**

- Dubash, Navroz K., Radhika Khosla, Ulka Kelkar, and Sharachchandra Lele. (2018). "India and Climate Change: Evolving Ideas and Increasing Policy Engagement". *Annual Review of Environment and Resources* vol. 43no.1, pp. 395-424.
- Seffen, Will., Paul J. Crutzen, and J. R. McNeill. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature". *Ambio* vol. 36 no.8, pp. 614-21.

SUGGESTED READINGS:

- Agarwal Anil and Narain, Sunita (Eds.). (1997). *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment. [Available in Hindi also].
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India." *Feminist Studies* vol. 18 no.1, pp. 119-158.
- Bauer, Jordan and Martin V. Melosi. (2012). "Cities and the Environment." in J. R. McNeill and E. S. Maudlin, (eds.). *Companion to Environmental History*. Chichester, United Kingdom: Blackwell, pp. 360-376.
- Baviskar, Amita. (2012). "Written on the Body, Written on the Land: Violence and Environmental Struggles in Colonial India", in Mahesh Rangarajan and K. Sivramakrishnan, (Eds.). *India's Environmental History*, Vol. II: "Colonialism, Modernity and the Nation". Ranikhet: Permanent Black, pp. 517-549.
- Botkin, Daniel B. (2012). *The Moon in the Nautilus Shell: From Climate Change to Species Extinction, How Life Persists in an ever-changing world*. Oxford: Oxford University Press, pp. 3-96.
- Moore, Jason W. (2015). "The Long Green Revolution: the Life and Times of Cheap Food in the Long Twentieth Century." in *Capitalism in the Web of Life: Ecology and Accumulation of Capital*. London: Verso, pp. 241-290.
- Urry, John. (2013). "The Century of Oil", in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 36-52.
- Water Resources Law. (2004). *Indian Juridical Review* 1. Special Issue.
- एस.ऍम ,स्वामीनाथन. (2010). , (संपादक) महेशरंगाराजन , अंतरिक्षयान पृथ्वी पर खेती पृष्ठ . पीयरसन : दिल्ली . एकसंकलन : भारत में पर्यावरण के मुद्दे, 115-33.

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:

Energy Resources, Forest Rights, Water Harvesting, Water, Climate Change

GE- V
Investigating Inequalities

Course Objectives:

This course proposes to examine the meaning, definition and types of inequality, types of inequality. The paper conveys that difference need not necessarily lead to inequalities; differences are often historical and may result in inequalities. The paper shows that inequalities generate sub-ordination and exploitation. The paper examines inequalities in the larger context of socio-politico-economic-legal structures. It makes a conscious attempt to convey historical processes through which differences and inequalities emerge and change; thereby . Paper critically engages with the political-social mobilization on the basis of ‘identity politics’, which are linked to issues of inequalities, in an era of electoral politics.

Learning Outcomes: After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.
- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Critically engage with various initiatives taken by the state to prohibit caste-gender atrocities and upliftment of deprived sections of society.

Course Content:

Unit.I. Inequalities: Caste: Varna, jati/race and untouchables

Unit II. Gender and the Domestic

Unit III. Slavery and Servitude

Unit IV. Tribes and Forest Dwellers

Unit V. Equality and the Indian Constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1: This unit introduces students to structure of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities. **(Teaching Time: 4 Weeks Approx.)**

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.

- जायसवाल, सुबीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्य और रूपांतरण (अनुवादक: आदित्यनारायणसिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ 15-43.
- Jha, Vivekanand. (1973). "Stages in the History of Untouchables". *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India." in Veluthat, Kesavan and D R Davis, (Eds.). *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.
- Singh, Yogender. (1977). "Sociology of Social Stratification." in *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90
- आंबेडकर, भीमराव. (2006). अछूत: कौन और कैसे (अनुवादक: जुगलकिशोरबौद्ध). नई दिल्ली: सम्यक प्रकाशन. पृष्ठ 31-46 एवं 117-124.

Unit-2: This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 3 Weeks Approx.)**

- Chakravarti, Uma. (2006). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State," in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- चक्रवर्ती, उमा. (२०११). जातिसमाजमें पितृसत्ता: नारीवादी नजरिये से (अनुवादक: विजयकुमार झा). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ 43-66.
- Gupta, Charu. (2001). "Mapping the Domestic Domain," in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

Unit-3: Inequalities are defined by their socio-political contexts which are by their character dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. **(Teaching Time: 3 Weeks Approx.)**

- Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries." in Richard Eaton and Indrani Chatterjee, (eds.). *Slavery in South Asia*. Bloomington: Indiana University Press, pp. 83-114.
- Saxena, Monika. (2006). "Ganikas in Early India: Its genesis and dimensions". *Social Scientist* vol. 34 no.11-12, pp. 2-17.

Unit-4: This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and tribes. **(Teaching Time: 3 Weeks Approx.)**

- Singh, Chetan. (1988). "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India". *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). "Colonial transformation of Tribal Society in Middle India". *Economic and Political Weekly* vol. 13 no. 30, pp.1221-32.
- गुप्ता, रमणिका(संपादक). (2008). आदिवासीकौ न. नईदिल्ली: राधाकृष्णप्रकाशन. पृष्ठ, 13-24, 25-28 एवं 29-40.

Unit-5: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of the constitutional provisions through the prism of their stated objectives. **(Teaching Time: 3 Weeks Approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. ("Introduction").
- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups", in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp.187-99.

Suggested Readings:

- Banerjee-Dube, Ishita. (2008). "Introduction: Questions of Caste." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: OUP, pp. xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp.1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.
- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change", in Yogender Singh, (Ed.), *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press, pp. 19-52.
- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Volume III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-59.
- Parasher-Sen, Alok. (2007). "Naming and Social Exclusion: The Outcaste and the Outsider." in Patrick Olivelle, (Ed.), *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press, pp 415-55.
- Risley, H. H. (2008). "Caste and Nationality." in Ishita Banerjee-Dube, (Ed.). *Caste in History*, New Delhi: Oxford University Press, pp. 70-75.
- Rodrigues, V. (Ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.

- Sen, Amartya. (2005). "Secularism and Its Discontents", in *The Argumentative Indian*. New Delhi: Penguin, pp. 294-316.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP. Pp. 106-157.
- Xaxa, V. (2014). "Sociology of Tribes." in Y. Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105.
- नंदी, आशिस. (2019). जिगरीदु श्मनः उपनिवेशवादकेसायेमेंआत्म-छयऔरआत्मोद्धार, (अनुवादकः अभयकुमारदुबे), नईदिल्ली:वाणीप्रकाशन. पृष्ठ. 95-156.
- शर्मा, रामशरण. (1990). प्राचीनभारतमेंभौ तिकप्रगतिंएवसामाजिकसरचनाएं, (अनुवादकः पूरनचंदपंत), नईदिल्ली:राजकमलप्रकाशन. पृष्ठ. 29-52.
- सरकार, सुमित. (2001) सामाजिकइतिहासले खनकीचुनौती, (अनुवादकः एन. ए. खां'शाहिद'). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ. 377-409.

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:

Caste, Gender, Tribes, Ganikas, Equality and the Constitution

GE VI

Delhi through the Ages

Course Objectives:

The aim of this paper is to acquaint the students with the historical evolution of Delhi. Students are introduced to significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period. The paper focuses on how ecological and historical aspects of Delhi contributed to the gradual growth of the city's hybrid cultural milieu.

Learning Outcomes:

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

- Analyze the historical contexts of tangible and intangible heritage of Delhi.
- Discuss the Ecology of Delhi and outline changes in it through the ages.
- Describe the archaeological cultures that flourished in and around Delhi.
- Analyze the processes leading to the establishment of urban settlements of Delhi
- Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.
- Trace the role of Delhi College in the political and literary culture of Delhi.
- Discuss various aspects of the Revolt of 1857 and its consequences for the future development of Delhi.
- Delineate the processes leading to the making of the New Imperial Capital under the British.
- Analyze the impact of Partition on the structure and settlement pattern of Delhi.
- Describe Delhi's importance as economic and cultural centre.

Course Content:

Unit I. Many pasts of Delhi: Ecology, Archaeology and History

Unit II. Cities of Delhi: Urban Settlements from the 13th and 14th centuries – Focus on any two Mehrauli, Siri, Tughluqabad, Firuzabad

Unit III. 18th and early 19th Century Shahjahanabad: Politics, Literary Culture and Delhi College

Unit IV. Delhi in 1857: Revolt and Re-conquest

Unit V. Making of the New Imperial Capital: Delhi 1911-1930

Unit VI. Delhi in 1947: Partition and After

Unit VII. Delhi as economic and cultural centre: Case study (Any Two)

- a. Crafts and artisans

- b. Music
- c. *Hazrat-i Dehli*
- d. Tombs of Delhi
- e. Coronation park

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1. This section should apprise students about the early pasts of Delhi by focussing on its ecology, archaeology and historical Methodology. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi, Social Science Press. (see the articles by Grover and Bakliwal; Dilip K. Chakrabarti and Nayanjot Lahiri; A.K. Sharma; B. R. Mani; and B. D. Chattopadhyaya; pp. 3-25, 36-40, 68-76).
- Singh, Upinder. (Ed.). (2010). *Dilli: Prachin Itihas*. New Delhi: Orient Blackswan (above text published in Hindi, refer to same articles).
- Singh, Upinder. (1999). *Ancient Delhi*. Delhi: Oxford University Press, pp. 46-62, 75-87

Unit-2. In this section the learning outcomes would focus on the readings and field trips that students would plan pertaining to 13-14th century settlements in Delhi with specific focus on any two: Mehrauli, Siri, Tughluqabad, Firuzabad. **(Teaching Time: 3 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi: Social Science Press (articles by B. R. Mani and I. D. Dwivedi; pp. 185-211).
- 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. 123-48.

Unit-3. This segment should apprise students about the politics, literary culture and the role of Delhi College in 18th and early 19th Century Shahjahanabad. **(Teaching Time: 2 weeks approx.)**

- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*. Delhi: Primus Books. (Ch.6, "The Palace and the City", pp. 106-133).
- Naim, C. M. (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. 250-79.

- Ataulлах. (2006-2007). “Mapping 18th Century Delhi: The Cityscape of a Pre-Modern Sovereign City.” *Proceedings of the Indian History Congress*. Session 67, pp. 1042-1057.

Unit-4. The unit should familiarise students about the revolt and the process of British reconquest of Delhi in 1857. It would examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced the city. **(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.

Unit-5. This section examines the motivation, planning and the ideological impact that the British wanted to make through the making of the new Imperial Capital in Delhi. **(Teaching Time: 2 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp 160-182.
- Metcalf, Thomas R. (1986). “Architecture and Empire: Sir Herbert Baker and the Building of New Delhi.” in R. E. Frykenberg, (ed.). *Delhi through the Ages*. Delhi: Oxford University Press. pp. 391-400.

Unit-6. 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, Gyanendra. (2001). *Remembering Partition*. Cambridge: Cambridge University Press, pp. 121-51
- Kidwai, Begum Anis. (2011). *In Freedom's Shade*. (Trans. by Ayesha Kidwai.) New Delhi: Penguin. (Chapters 3 and 4.)
- Tan, Tai Yong and Gyanesh Kudaisya. *The Aftermath of Partition in South Asia*. New York: Routledge (Ch.7, “Capitol Landscapes”, pp. 193-200).

Unit-7. The segment would help students focus on intensive understanding of the city through the essential and suggested readings and fieldwork on any of the two mentioned subjects/sites. **(Teaching Time: 2 weeks approx.)**

Suggested Readings:

- Dalrymple, William. (2004). *City of Djinns: A Year in Delhi*. New Delhi: Penguin, pp. 27-37.
- Koch, Ebba. (2001). "The Mughal Waterfront Garden." *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, pp. 183-202.
- Lowry, Glenn D. (1987). "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture." *Muqarnas* vol. 4, pp. 133-148
- Metcalf, Thomas. (1989). *Imperial Visions*. New Delhi: Oxford University Press, pp. 211-39.
- Pernau, Margrit (Ed.). (2006). *The Delhi College*. New Delhi: Oxford University Press, pp. 1-32.
- Pinto, Desiderio S.J. (2004). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." in Christian W. Troll, (ed.). *Muslim Shrines in India*. New Delhi: Oxford University Press, pp. 112-124.
- Spear, Percival. (2002). *Twilight of the Mughals* (sic). In *The Delhi Omnibus*. Delhi: Oxford University Press. (Chapter IV).
- Tarlo, Emma. (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.

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:

Settlements, Sultanate Delhi, Mughal Delhi, Delhi College, 1857, New Delhi, Partition

Skill Enhancement Courses

SEC I

Heritage and Tourism

Course Objectives:

The objective of this course is to enable the students to understand the social, historic, scientific, aesthetic and economic values that are inherent in a cultural heritage. The template is set with practices of visual representation in colonial India and the institutionalizing of colonial archaeology. In the last quarter of the 19th century, Indian artefacts get museumized with the coming of exhibitions, fairs, collections, setting up of museums and botanical gardens. This making of Indian heritage through the rhetoric of spectacle in the colonial period forms part of the first unit. Moving to the contemporary times, to make the course more conducive to employment opportunities, present day practices of marketing heritage are explored in the next unit. Religious tourism, commercialization of nature tourism, nostalgia tourism and the lived experience of heritage walks as cultural representations are studied here. While there are obvious advantages of Tourism as being economically viable, the last unit deals with the impact of overkill tourism practices. Case studies of three different socio-ecological spaces, as also issues of conservation of heritage sites, making a case for sustainable tourism, are studied in the last unit. The objective of the course, strengthened with project work and field trips, is to equip the students to appreciate the nature of industries associated with heritage and tourism.

Learning Outcomes:

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

- Enhance his/her ability to discern the nature of the cultural heritage of the nation.
- Contextualise his/her country's history of heritage representation, to effectively comprehend the present.
- Draw inference from different aspects of tourism, its varieties and be sensitive to the impact of overkill tourism in different geographical areas with specific local sensibilities, thus making a case for sustainable tourism.
- Equip himself / herself with theoretical knowledge of heritage and tourism.

Course Content:

Unit I: Constitution of heritage in colonial India

Institutionalization and commodification of Indian art and architecture: collections, exhibitions, museums and monumentalization – case study of the Great Exhibition,

London; Kew Gardens, London; Indian Museum, Kolkata; Tranquebar; guide books and travel literature.

Unit II: Tourism: marketing heritage

- a. Religious Tourism: Case studies of Kashi, Sarnath, Ajmer Sharif, Amritsar, Bom Jesus Cathedral of old Goa
- b. Memory and tourism: Raj nostalgia, Indian diaspora's search for roots
- c. Ecotourism: commercialising nature
- d. Exhibiting culture: handicrafts, heritage walks and tours, palaces, heritage festivals

Unit III: Sustainable Tourism

- a. Interface with local sensibilities: case study of Agra, Simla, Goa
- b. Conservation of Heritage: Humayun's Tomb, Ajanta Caves

Unit IV: Field trips/Project work: Some suggestions:

- a. Field Trips to Mathura Museum, National Museum, National Gallery of Modern Art, Rail Museum, Sulabh International Museum of Toilets, National Craft Museum, galleries, exhibitions
- b. Heritage walks/trails to monuments and sites
- c. Visit to light and sound shows and live performances at monuments, sites
- d. Documenting the impact of tourism on heritage sites and local communities
- e. Making a report on the ongoing conservation projects of various sites by the ASI, Aga Khan Trust for Culture, INTACH and other community and private organizations
- f. Food tourism etc.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit explains institutionalization and commodification of Indian art and architecture during colonial period. In what ways collections, exhibitions, Museums etc. were institutionalised during British India to Constitute Heritage. **(Teaching Time: 5 Weeks Approx.)**

- Breckenridge, Carol A. (1989). "The Aesthetics and Politics of Colonial Collecting: India at World fairs". *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216.
- Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens". *American Ethnologist* vol. 6 no.3, pp. 449-65.
- Guha-Thakurta, Tapati, (2004). "The Museum in the Colony: Collecting, Conserving, Classifying." in *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*. Ranikhet: Permanent Black, pp. 43-82.
- Fihl, Esther. (2017). "Collections at the National Museum of Denmark." in Esther Fihl (ed.). *Intercultural Heritage and Historical Identities: Cultural Exchange on the Coromandel Coast of India*. Copenhagen: The National Museum of Denmark, pp. 17-32.

- Mackenzie, John M. (2005). "Empires of Travel: British Guidebooks and Cultural Imperialism in the 19th and 20th centuries." in John K. Walton, (ed.). *Histories of Tourism: Representation, Identity and Conflict*. Buffalo, Toronto: Channel View Publications, pp. 19-38.

Unit II: This unit will examine marketing of heritage as a tourism product. It will examine case study of religious tourism, ecotourism and cultural practices. **(Teaching Time: 5 Weeks Approx.)**

- Bandyopadhyay, Rumki and Kushagra Rajendra. (2018). "Religious Tourism: The Beginning of a New Era with Special Reference to India." in Shin Yesuda, Razaq Raj and Kevin Griffin (eds.). *Religious Tourism in Asia: Tradition and Change through Case Studies and Narratives*. Boston: CABI Publishing, pp. 67-76 (Chapter 8).
- Majumdar, Nandini. (2014). *Banaras: Walks through India's Sacred City*. New Delhi: Roli Books.
- Kejriwal, Om Prakash (Ed.). (2010). *Kashi Nagari Ek: Roop Anek*. New Delhi: Publication Division, Govt. of India.
- Sanyal, Usha. (2007). "Tourists, Pilgrims and Saints: The Shrine of Mu'in al-Din Chishti of Ajmer." in Carol Henderson and Maxine Weisgrau (Eds.). *Raj Rhapsodies: Tourism, Heritage and the Seduction of History*. Hampshire: Ashgate, pp. 183-202; (Ashgate e-book.)
- Kalra, Vikram. (2005). *Amritsar: The City of Spirituality and Valour*. New Delhi: INTACH.
- Rajagopalan, S. (1975). *Old Goa*. New Delhi: Archaeological Survey of India.
- Bandyopadhyay, Ranjan. (2012). "'Raj Revival' Tourism: Consuming Imperial/ Colonial Nostalgia". *Annals of Tourism Research* vol. 39 no.3, pp. 1718-1722.
- Seshadri, Swathi. (2012). "Missing the Woods for the Trees?" *Economic and Political Weekly* vol. 47 no.36, pp. 12-14.
- Karanth K. Ullas and Krithi K. Karanth. (2012). 'A Tiger in the Drawing Room: Can Luxury Tourism Benefit Wildlife?' *Economic and Political Weekly* vol. 47 no.38, pp. 38-43.

Unit III: This unit deals with questions of guest-host relationships and its" impact on tourism potential. It also examines important concerns of conservation concerning heritage sites -- natural as well as manmade. **(Teaching Time: 6 Weeks Approx.)**

- Chakravarty, Surajit and Clara Irazabal. (2011). "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-based Tourism Development in Agra,

- India." *Community Development: Journal of the Community Development Society* vol. 42 no.3, pp. 359-76.
- Batra, Adarsh. (2002). "A Case Study of Major Issues and Sustainable Solutions to Mountain Tourism in the Capital of Himachal Pradesh, Eternal India." *Anatolia: An International Journal of Tourism and Hospitality Research* vol. 3 no.2, pp. 213-20.
 - Pal, Anil and B. K. Pal. (2016) "Tourism and its impact on Socio-Economic Life of Simla District, Himachal Pradesh." *Essence: International Journal for Environmental Rehabilitation and Conservation*. Vol.VII no.2, pp. 1-16.
 - Anon, (1994). "Simla losing its Charm." *India Green File*.
 - Noronha, Frederick. (1997). "Goa: Fighting the Bane of Tourism". *Economic and Political Weekly* vol. 32 no.51, pp. 3253-56.
 - Routledge, Paul. (2000). "Consuming Goa: Tourist Site as Dispensable Space". *Economic and Political Weekly* vol. 35 no.30, pp. 2647-56.
 - For Humayun's Tomb conservation by the Agha Khan Trust for Culture:
https://www.akdn.org/sites/akdn/files/media/publications/2013_09_-_aktc_-_india_-_humayun_tomb_conservation.pdf
 - For Ajanta conservation:
https://www.jica.go.jp/english/our_work/evaluation/oda_loan/post/2007/pdf/project28_full.pdf
<http://ajantacaves.com/Howtoeach/Conservation/>
<https://frontline.thehindu.com/static/html/fl1523/15230650.htm>

Suggested Readings

- Bandyopadhyay, Ranjan. (2018). "Longing for the British Raj: Imperial/colonial nostalgia and tourism." *Hospitality & Society* vol. 8 no.3, pp. 253-71.
- Jafa, Navina. (2012). *Performing Heritage: Art of Exhibit Walks*. New Delhi: Sage Publications (See "Introduction", pp. xxi-xxix.).
- Pubby, Vipin. (1988). *Simla Then and Now*. New Delhi: Indus Publishing Co.
- Thapar, Romila. (2018). *Indian Cultures as Heritage: Contemporary Pasts*. New Delhi: Aleph Book Company.

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.

Keywords:

Institutionalization of Indian Art, Colonial Knowledge, Kew Gardens London, India Museum, Colonial Heritage – Tranquebar & Kolkata, Religious Kashi, Ajmer, Amritsar, Sarnath, Tourism, Nostalgia, Handicrafts, Heritage Walks, Conservation.

SEC II

Introduction to Art in the Indian Subcontinent

Course Objective:

The paper provides a glimpse of the art of India from ancient to contemporary times. Starting with a historiographical enquiry of Indian art, it tries to touch upon the broader aspects and examples of sculpture (stone, metal and terracotta), architecture (temples, mosques, mausoleums and forts) and paintings (ancient to contemporary). The purpose of the paper is to familiarize the students with the basic features of the various art forms of India with the details of representative examples to enhance their skills. This course will familiarize the students with the nuances of various aspects of art like sculpture, architecture and paintings. This will help them in understanding various forms of art and art appreciation.

Learning Outcome:

Upon successful completion of course students shall be able to:

- Identify the diversity of Indian art including sculpture, architecture and paintings cutting across time and space.
- Examine the development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced.
- Explain the traditions of painting in India with reference to Mural, miniature; Mughal and Rajputs.
- Demonstrate the major trends in painting during the national movement and in contemporary India.
- Outline the nuances and intricacies of various forms of art.

Course Content:

Unit I: Indian Art; historiographical issues

Unit II: Sculpture

- (a) Stone: Gandhara and Mathura
- (b) Metal: Chola Bronzes
- (c) Terracotta: Contemporary

Unit III: Architecture

- (a) Evolution of Temples
 - (i) Nagar: Sun Temple, Konark
 - (ii) Dravida: Nataraja Temple, Chidambaram
- (b) Mosques and Mausoleums
 - (i) Quwwat al-Islam mosque, Delhi

- (ii) Taj Mahal, Agra
- (c) Forts
 - (i) Kumbhalgarh Fort
- (d) Colonial
 - (i) Rashtrapati Bhawan, Delhi
 - (ii) Victoria Terminus, Mumbai

Unit IV: Painting

- (a) Mural Tradition: Ajanta
- (b) Miniature Tradition: Mughal and Rajput
- (c) Nationalist Tradition: Bengal School
- (d) Contemporary Tradition: Calendar Art

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to the historiographical issues related to the study of Indian Art. The focus of this Unit is how the study of Indian art has changed over a period of time. **(Teaching Time: 2 Weeks Approx.)**

- Dhar, P. P. (Ed). (2011). *Indian Art History: Changing Perspectives*. New Delhi: DK.
- Mitter, Partha. (2001). *Indian Art*. Oxford: Oxford University Press..
- Huntington, Susan L. (1985). *The Art of Ancient India: Hindu, Buddhist, Jain*. New York: Weather Hill.

Unit II: This unit examines historical development in the evolution of sculpture with special reference to stone, metal and terracotta. **(Teaching Time: 4 Weeks Approx.)**

- Banerjea, J. N. (1975). *The Development of Hindu Iconography*. New Delhi: Munshi Ram Manohar Lal.
- Dehejia, Vidya et al. (2007). *Chola: Sacred Bronzes of Southern India*. London: Royal Academy.
- Huyler, Stephen P. (1996). *Gifts of Earth; Terracottas & Clay Sculptures of India*. New Delhi: IGNCA.

Unit III: This unit examines development in architecture in India with reference to temples, mosques, forts and colonial buildings. The ideological underpinning of architecture is also introduced. **(Teaching Time: 6 Weeks Approx.)**

- Brown, Percy. (1942). *Indian Architecture (Buddhist and Hindu period)*. Delhi: CBS Publishers. (Reprint, 2005).
- Brown, Percy. (1942). *Indian Architecture (Islamic period)*. Bombay: D. B. Taraporevala Sons & Co.
- Thiagrajan, K. (2009). *Meenakshi Temple, Madurai*. Madurai: MSTRC.
- Behera, K. S. (2005). *Konark. The Black Pagoda*. Delhi: Publication Division.
- Tejawani, Amit. (2017). *Wonderful India Kumbhalgarh, The Majestic*. Chennai: Notion.
- Prasad, H. Y. Sharada. (1992). *Rashtrapati Bhawan: The Story of President's House*. New Delhi: Publication Division.
- Rahul Mehrotra et al. (2006). *A City Icon; Victoria Terminus Bombay*. Bombay: Eminence Designs.
- Krishnadeva. (2011). *Uttar Bharat ke Mandir*. Delhi: NBT.
- Shrinivashan, K. R. (2005). *Dakshin Bharat ke Mandir*. Delhi: NBT.

Unit IV: This unit deals with the traditions of painting in India with reference to Mural, miniature; Mughal and Rajputs. It also examines the major trends in painting during the national movement and in contemporary India. **(Teaching Time: 4 Weeks Approx.)**

- Jamkhedkar, A. P. (2008). *Ajanta; Monumental Legacy*. New Delhi: OUP.
- Verma, Som Prakash. (2009). *Aspects of Mughal Painting; Expressions and Impressions*. Volume 1. New Delhi: Abhinav Publications.
- Beach, M.C. (1982). *The New Cambridge History of India: Mughal and Rajput Painting*. Delhi: Cambridge University Press.
- Uberoi, Patricia. (2002-03). "Chicks, Kids and Couples: the nation in calendar art". *India International Centre Quarterly* vol. 29 no.3-4, pp. 197-210.
- Uberoi, Patricia. (1990). "Feminine Identity and National Ethos in Indian Calendar Art". *Economic and Political Weekly* vol. 25 no.17, pp. 41-48.

Suggested Readings:

- Coomaraswamy, Ananda K. (1927). *History of Indian and Indonesian Art*. New York: Dover Publications.
- Gupta, S. P. & Shashi P. Asthana. (2002). *Elements of Indian Art*. Delhi: D. K. Printworld.
- Meister, Michael W. and M. A. Dhaky. (Eds.). (1983). *Encyclopaedia of Indian Temple Architecture, South India: Lower Dravidadesa 200 BC-AD 1324*. New Delhi: American Institute of Indian Studies.

- Meister, Michael W. et al. (Eds.). (1988) *Encyclopaedia of Indian Temple Architecture, North India: Foundations of North Indian Style c. 250 BC-AD 1100*, Volume 2, Part 1. Delhi: American Institute of Indian Studies.
- Mitter, Partha. (1994). *Art and Nationalism in Colonial India 1850-1922; Occidental Orientations*. Cambridge: Cambridge University Press.
- Pandya, Yatin. (2005). *Concepts of Space in Traditional Indian Architecture*. Ahmedabad: Granth Corporation.

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:

Historiographical issues, Art, Sculpture, Architecture, Painting, temples, Mosques, forts

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, ऍम., ऍफ़. फोल्सम. (2008). पुरातत्वविज्ञानकी कहानी. 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
- संजय ,जैन. (2009). कनिकाप्रकाशन :बड़ौदा .एकपरिचय :म्यूजियमएवंम्यूज़िओलोजी.

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

SEC V

Popular Culture

Course Objective:

One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.

Learning Outcomes:

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it,
- Interpret the above theoretical concerns to actual historical studies, through a case study,
- Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie,
- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

Course Content:

Unit I: Understanding Popular Culture: Some Issues

- [a] Defining Popular Culture : Popular Culture as Folk Culture, Mass Culture, as the 'other' of High Culture, People's culture, etc.
- [b] Popular Culture and History: The Historian and the archives
- [c] Popular Culture in Early Modern Europe or the City of Mumbai

Unit II: Some Aspects of Popular Culture in India

(Students should choose any three from the four rubrics [a] – [d] mentioned below)

- [a] Religion and everyday practice
 - (i) Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer / Kumbh Mela
 - (ii) Everyday healing and petitioning the divine: Case studies of Jinns in Delhi / Popular Hinduism / Tantric practices
 - (iii) Sacred Geographies, Sacred Spaces: Pilgrimage and pilgrim practices
- [b] Performative Traditions
 - (i) Orality, Memory and the Popular: Case studies of women's Ramayanas in the oral tradition Andhra/ Rajasthan
 - (ii) Theatre and Dance:
 - (iii) Music: Popular music and Technology; Case studies of Devotional music / the Ghazal and the Cassette
- [c] Food Cultures
 - (i) Recipes and the national project: Popular recipe books
 - (ii) Food and Public Cultures of Eating: Udipi Hotels, Dum Pukht, South Asian food in a global world
 - (iii) Cultures of Consumption: Tea-Coffee and the Indian Middle Class
- [d] Making of a new 'Public'
 - (i) Popular Art: Imagining the nation in Calendar art
 - (ii) Print media: Amar Chitra Katha
 - (iii) Cinema: Constructing Family, Gender and Marriage through popular cinema

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces students to various theoretical dimensions of popular culture coming through more abstract readings on the subject culled from early modern European and contemporary Indian history. This will establish the foundations on the basis of which the student can focus on more detailed case studies of popular culture in the second rubric. **(Teaching Time: 5 weeks approx.)**

- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
- Groot, Jerome de. (2009). *Consuming History: Historians and heritage in contemporary popular culture*. London: Routledge
- Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
- Burke, Peter. (2009). *Popular Culture in Early Modern Europe*. Surrey: Ashgate, pp. 23-132.

or

- Prakash, Gyan. (2010). *Bombay Fables*. Delhi: Harper Collins, pp. 75-156.

Unit II: This rubric introduces students to different aspects of popular culture through precise case studies. These will cover subjects like popular festivals, religious practices, oral traditions, recorded music, recipe books, popular restaurants, consumption of tea/coffee, calendar art, comics and TV serials. Students are required to choose readings to correlate with their three choices from the four available. **(Teaching Time: 11 weeks approx.)**

- Hancock, Mary Elizabeth. (2018). *Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India*. New York: Routledge.
- Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Chicago: University of Chicago Press.
- Taneja, Anand Vivek. (2018). *Jinnealogy: Time, Islam and Ecological Thought in the Medieval Ruins of Delhi*. Stanford: Stanford University Press.
- Mohammad, Afsar. (2013). *The Festival of Pirs: Popular Islam and Shared Devotion in South India*. Delhi: Oxford University Press.
- Waghorne, Joanne Punzo. (2004). *Diaspora of Gods: Modern Hindu Temples in an Urban Middle Class World*, Delhi: Oxford University Press.
- Henn, Alexander. (2014). *Hindu-Catholic Engagements in Goa: Religion, Colonialism and Modernity*. Delhi: Orient BlackSwan, pp. 126-168.
- Rao, Velcheru Narayana. (2016). *Text and Tradition in South India*. Delhi: Permanent Black. (The section on "A Ramayana of their Own", pp. 240-69).
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*. Delhi: Penguin.
- Rege, Sharmila. (2002). "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender, Daily and Popular Culture in India*. Delhi: Oxford University Press.

- Manuel, Peter. (1993). *The Cassette Culture: Popular Music and technology in North India*. Chicago: University of Chicago Press.
- Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India". *Comparative Studies in Society and History* vol. 30 no.1, pp. 3-24.
- Ray, Krishnendu and Tulasi Srinivas (2012). *Curried Cultures: Globalization, Food and South Asia*. Los Angeles: University of California Press.
- Bhadra, Gautam. (2005). *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. Kolkata: CSSSC.
- Venkatachalapathy, A. R. (2006). *In Those Days There Was No Coffee: Writings in Cultural History*. Delhi: Yoda Press.
- Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
- Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.
- Aguiar, Marian. (2013). "Arranged Marriage: Cultural Regeneration in Transnational South Asian Popular Culture". *Cultural Critique* vol. 84, pp. 181-213.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender Family and Popular Culture in India*. Delhi: Oxford University Press.

Online Resources:

- Students should use the online resources from the project entitled "Visual Pilgrim Project: Mapping Popular Visuality and Devotional Media at Sufi Shrines and Other Islamic Institutions in South Asia":
- Abeer Gupta, The Visual and Material Culture of Islam in Ladakh
- Amit Madheshiya and Shirley Abraham, Syncretic posters at the Sailani baba shrine in Maharashtra: Exploring portability of religious iconography through networks of circulation
- Snehi, Yogesh. (2013). "Replicating Memory, Creating Images: Pirs and Darghas in Popular Art and Media of Contemporary Punjab". *South Asia's Islamic Shrines and Transcultural Visuality* (online journal).
- Torsten Tschacher, 'You have to Grant Your Vision': Ideas and Practices of Visuality in Popular Muslim Art in Tamil Nadu

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 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: Definitions of popular culture, History, contemporary Mumbai, Festivals, Navratri, Urs, Jinns, Pilgrimage, Oral traditions, Cassettes, Devotional music, recipe books, Udupi restaurants, Dum Pukht food, Tea and Coffee, Calendar Art, Amar Chitra Katha, Popular television and cinema.

SEC VI
Language, Literature and Region in Early Modern Times

Course Objective:

This course provides students with an understanding of complex historical relationships between development of languages, formation of identities and the politics of region, community and nation. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities.

Learning Outcomes:

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

- Describe the chronology of the emergence and literarization of major languages in India.
- Analyse and articulate the various ways in which scholars have attempted to examine the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities.
- Identify and analyse the larger socio-political implications of the choice of a language, or a particular register of a given language, especially in literature and cinema.
- Justify that language function at multiple levels and in multiple facets of life.
- Examine the differences and why and how these are created has will be identified.

Course Content:

Unit I: Languages in a Multilingual Culture

- a. Regionalization or Vernacularization?
- b. Forms and Histories of Multilingualism

Unit II: Language, Region, Identities: a case study of Telugu

- a. Emergence of Regional identity
- b. Role of Political Patronage

Unit III: Hindi and Urdu in the Age of Nationalism

- a. One Language, Two Scripts
- b. Hindi, Hindui, Rekhta, Urdu, Deccani

Unit IV: Spot the Difference: Language Projects with Literature and Cinema

- a. Language of Premchand, Renu and Hazari Prasad Dvivedi

- b. Sarkari Hindi (Akashvani and GOI official communication) vs. Popular Bollywood Language
- c. Differing Registers in Hindi Films: Barsat (Urdu), Chupke Chupke (Satire), Party (Sarkari Hindi), Pink (Hinglish)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism. **(Teaching Time: 4 Weeks Approx.)**

- Majumdar, R. C. (Ed.) (n.d.). *History and Culture of the Indian People*. Bombay: Bhartiya Vidya Bhawan (Chapter XV: 'Language and Literature').
- Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.). *Early Modernities Special Issue of Daedalus* vol. 127 no.3, pp. 41-74.
- Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note." *Social Scientist* vol. 23 no.10-12, pp. 1-7.
- Jha, Pankaj. (2019). "Multilingualism." *A Political History of Literature: Vidyapati and the Fifteenth Century*. Delhi: Oxford University Press, pp. 58-67.
- Orsini, Francesca. (2012). "How to do Multilingual Literary History." *Indian Economic and Social History Review* vol. 49 no.2, pp. 225-46.

Unit II: This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu. **(Teaching Time: 4 Weeks Approx.)**

- Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: a Case Study of Telugu." *Social Scientist* vol. 23 no.10-12, pp. 8-23.
- Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra." *Social Scientist* vol. 23 no.10-12, pp. 24-40.

Unit III: This unit examines the emergence of Hindi and Urdu in the Age of Nationalism and its histories. It also examines the appropriation of language to reduce it to religious identities and associated politics. **(Teaching Time: 4 Weeks Approx.)**

- Faruqui, S. R. (2003). "A Long History of Urdu Literary Culture". in Sheldon Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, pp. 805-63.
- Rai, Alok. (2001). *Hindi Nationalism*. Delhi: Orient Longman.
- Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti." *Indian Economic and Social History Review* vol. 38 no.3, pp. 223-48.

Unit-IV: This unit suggest that language function at multiple levels and in multiple facets of life. What are the difference and why and how these are created has will be examined through this unit. **(Teaching Time: 4 Weeks Approx.)**

- McGregor, R. S. (2003). "The Progress of Hindi." in Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, Part-I, pp. 912-57.
- One story/essay each of Premchand, Phanishwar Nath Renu and Hazari Prasad Dvivedi.
- Samples of Akashvani Hindi and Gazette of the Government of India for students to observe and comment on the nature of their language
- Watching the films mentioned and to observe and comment on the difference in their languages

Suggested Readings

- Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar's Court". *Social Scientist* vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). *Akbar and His Age*. Delhi: ICHR and Northern Book Centre.)
- An interesting debate between Alok Rai and Shahid Amin can be accessed here: <http://www.urdustudies.com/pdf/20/12AminRai.pdf>
- Bangha, Imre. (2018). "The Emergence of Hindi Literature: From Transregional Maru-Gurjar to Madhyadeśī Narratives", in Tyler Williams, Anshu Malhotra and John Stratton Hawley, (Eds.). *Text and Tradition in Early Modern North India*. New Delhi: Oxford University Press, pp. 3-39.
- Busch, Allison. (2011). *Poetry of Kings: The Classical Hindi Literature of Mughal India*. New York: Oxford University Press. ("Introduction").
- Ernst, Carl W. (2003). "Muslim Studies of Hinduism?: A Reconsideration of Arabic and Persian Translations from Indian Languages." *Iranian Studies* vol. 36 no.2, pp. 173-95.

- Faruqui, Munis. (2014). "Dara Shukoh, Vedanta and Imperial Succession in Mughal India." in Vasudha Dalmia and Munis Faruqui, (Eds.). *Religious Interactions in Mughal India*. Delhi: Oxford University Press, pp. 30-64.
- Pollock, Sheldon. (2001). "The Death of Sanskrit." *Comparative Studies in Society and History*. Vol. 43 no.2, pp. 392-426.
- Shukla, Ramchandra. (1929). *Hindi Sāhitya ka Itihās*. Allahabad: Lokabharati Prakashan (Reprint, 2009).
- Truschke, Audrey. (2016). *Culture of Encounters: Sanskrit at the Mughal Court*. Gurgaon: Penguin Books. ("Introduction: The Mughal Culture of Power").

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 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:

Regions, Vernacular, Multilingualism, One Language two scripts, Rekhta, Deccani, Sarkari Hindi, Bollywood Language

SEC VII

Understanding Texts, Rituals and Orality in Indian History

Course Objectives:

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historical significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

Learning Outcomes:

Upon successful completion of course students shall able to:

- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Course Content:

- Unit 1: Introduction:** Critically understanding historical documents, rituals and orality
- Unit 2: Reading Documents:** Structure and Meaning of Documents
- Unit 3: Exploring Ritual Practices and Performance:** The Dynamics of the Field
- Unit 4: Listening to Oral Narratives:** The Mnemonics of Speech
- Unit 5: Case Study of historical documents, ritual practices and oral traditions**
(with a paper on any one)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This unit, through a few path-breaking articles, will seek to introduce the students to thinking critically about historical documents, rituals and oral traditions. **(Teaching Time: 4 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.

- Skaria, Ajay. (1998). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press.
- Guha, Ranajit, Gayatri Chakravarty Spivak. (1998). *Selected Subaltern Studies*. Delhi: Oxford University Press.

Unit 2: In this unit, a few studies based on the critical use of documents will be read closely so that the students get to experience how historians critically open up the structures and meanings of archival material. **(Teaching Time: 3 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society*. Delhi: Oxford University Press.
- Pati, Biswamoy (Ed.). (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.

Unit 3: Here, students will read researches that seek to understand ritual practice and performance and their historical coding, and become familiar with field-work based histories. **(Teaching Time: 2 Weeks Approx.)**

- Dube, Saurabh. (2009). *Historical Anthropology*. Delhi: Oxford University Press.

Unit 4: In this unit, students will be exposed to works that use oral material to write histories; and therefore to the nature and methods of using orality for historical writings. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarty, Dipesh and Shahid Amin. (1996). *Subaltern Studies No. 9*. Delhi: Oxford University Press.
- Butalia, Urvashi. (2017). *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin.
- Banerjee, Prathama, (2006). "Culture/Politics: The Double Bind of Indian Adivasi". *Indian Historical Review*. vol. 33 no.1, pp. 99-126.

Unit 5: By studying a few documents, rituals and oral narratives, students will develop skills to deal with these sources in a meaningful and critical manner. **(Teaching Time: 3 Weeks Approx.)**

To be decided by students in consultation with teachers according to case studies. Possible Readings: Sections from

- H. H. Risley, *The Report on the Census of India, 1901*
- *The Imperial Gazetteer of India*

- Todd's *Annales and Antiquities*;
- W. G. Archer's *Hill of Flutes*, etc.

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:

Historical documents, rituals, orality, performances, The Mnemonics of Speech,

SEC-VIII
Radio and Cinema in India: A Social History

Course Objectives:

The course will apprise students with the elementary outlines of the history of radio and cinema in India from its beginnings till the 1980s. It will familiarize them with the varied ways in which the Indian state attempted to regulate and conduct radio broadcasting during and after the colonial period. It will also impart an understanding of the basic trends in the development of cinema as a narrative medium that drew from diverse traditions of story-telling already present in the subcontinent. The material as well as the generic contexts of these developments would also be made comprehensible to the students.

Learning Outcomes:

Upon successful completion of course students shall be able to:

- Delineate the historical context within which the beginnings of cinema and radio might be understood.
- Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.
- Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.
- Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.

Course Content:

Unit 1: Broadcasting in India (Colonial period)

- a. Colonial Foundations in Inter-War Years
- b. AIR Programming, Policies and Propaganda
- c. Quit India Movement and Congress Radio

Unit 2: Establishment and Expansion of Akashvani under Keskar

- a. Classical vs. Popular
- b. 'Ban' on Film Music; Radio Ceylon, VividhBharati

Unit 3: Early Years of Indian Cinema

- a. Silent era to Talkies: Social, Historical, Mythological and Action
- b. Women enter Films
- c. Studio Era: AVM and Gemini Studios
- d. Colonial Censorship and Patriotic Creativity

Unit 4: Social Films of Nehruvian Era and its Aftermath

- a. Angry Young Man, Melodrama
- b. Music: song genres

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: At the end of this unit, the students should be able to describe the complex trajectories of the development of Radio under the colonial government. **(Teaching Time: 4 Weeks Approx.)**

- Gupta, Parthasarathi. (2001). "Radio and the Raj." *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*. New Delhi: Permanent Black. Pp. 447-80.
- Lelyveld, David. (1995). "Upon the Subdominant: Administering Music on All India Radio." *Social Text* vol. 39, pp. 111-27.
- Pinkerton, Alasdair. (2008). "Radio and the Raj: Broadcasting in British India, 1920-1940." *Journal of the Royal Asiatic Society* no. 18 no.2, pp. 167-91.

Unit II: Having completed this unit, the students will be able to demonstrate their knowledge of how All India Radio's programming policies especially vis-à-vis music shaped up immediately before and after the independence. **(Teaching Time: 4 weeks approx.)**

- Kripalani, Coonoor. (2018). "All India Radio's Glory Days and Its Search for Autonomy." *Economic and Political Weekly* vol. 53 no.37, pp. 42-50.
- Jhingan, Shikha. (2011). "Re-embodying the Classical: The Bombay Film Song in the 1950s." *Bioscope* vol. 2 no.2, pp. 157-79.

Unit III: After finishing this unit, the learners would be able to trace the development of Indian cinema in its early years, especially as it advanced from the silent era to talkies, and as it experimented with different forms and genres. **(Teaching Time: 4 weeks approx.)**

- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Barnouw, Erik and Subrahmanyam Krishnaswamy. (1963). *Indian Film*. New York: Columbia University Press. (The book is more accessible in its many Indian reprints by Indian publishers.)
- Lakshmi, C.S. (2008). "A Good Woman, A Very Good Woman: Tamil Cinema's Women." in Selvaraj Velayutham. *Tamil Cinema: The Cultural Politics of India's Other Film Industry*. Oxford: Routledge, pp. 16-29.

- Mohan, Reena and Dibya Choudhuri. (1996). "Of Wayward Girls and Wicket Women: Women in Indian Silent Feature Films, 1913-1934." *Deepfocus* vol. VI, pp. 4-14.

Unit IV: At the end of the unit, the students will be able to demonstrate fair degree of familiarity with how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence. **(Teaching Time: 4 weeks approx.)**

- Prasad, Madhava. (1998). "The Aesthetic of Mobilization." *The Ideology of the Hindi Film: A Historical Reconstruction*. Delhi: Oxford University Press, pp. 138-159.
- Punathambekar, Aswin. (2010). "From Indiafm.com to Radio Ceylon: New media and the making of the Hindi film industry." *Media, Culture and Society* vol. 32 no.5, pp. 841-57.
- Doraiswamy, Rashmi. (2008). "The Golden Fifties." *Gurudutt: through Light and Shade*. New Delhi: Wisdom Tree, pp. 7-27.
- Griffiths, Alison. (1996). "Discourses of Nationalism in Guru Dutt's Pyaasa." *Deepfocus*, vol. 6, pp. 24-31.

Suggested Readings:

- Mishra, Vijay. (2002). *Bollywood Cinema: Temples of Desire*. New York: Routledge. (See especially the chapters entitled "Inventing Bombay Cinema" and "Melodramatic Staging".)
- Pandian, M.S.S. (2015). *The Image Trap: MG Ramachandran in Film and Politics*. Delhi: Sage.
- Pillai, Swarnavel Eswaran. (2015). *Madras Studios: Narrative, Genre and Ideology in Tamil Cinema*. Delhi: Sage.
- Raghavendra, M.K. (2016). *Bollywood*. Delhi: Oxford University Press.
- Rajadhyaksha, Ashish and Paul Willemen (Eds.). (1994). *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press.

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 but may not exclude readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Radio, Cinema, All India Radio, Akashvani, VividhBharati, Silent Movies, Talkies, Gemini Studio, Social Films.

COURSE IN LIEU OF MIL (SEMESTER I/II)

Also offered to students of B.Com. programme

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

In lieu of MIL (Semester III/IV)
Also offered to Students of B.Com. Programme

Histories of Inequalities

Course Objective:

The object of the course is to introduce students to the ways historians and sociologists study questions of inequality and difference. Since these concepts have been very critically examined by sociologists and historians, the course carries a blend of readings that reflects both disciplines.

Learning Outcome: Upon successful completion of course, students will be able to:

- Outline how hierarchies and inequalities are a part of their histories and everyday experiences.
- Explain the contexts that produce these inequalities.
- Identify the importance of social justice.
- They learn the difficulty in studying the impoverished and the disadvantaged.
- Delineate the problems associated with the hegemonic historical narratives which are circulated by the elites.

Course Content:

Unit I: Caste: *Varna* and *Jati*

Unit II: Gender and the household

Unit III: Untouchability

Unit IV: Tribes and forest dwellers

Unit V: Equality and the Indian constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-1: This unit examines meaning and definition of inequality along with types of inequality. It is explored by examining Caste, Varna, Race, Gender, Occupation, and Religion. **(Teaching Time: 3 Weeks approx.)**

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.
- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Vol.- III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-159.

- Singh, Upinder. (2014). “Varna and Jati in Ancient India.” in, Kesavan Veluthat and D R Davis, (ed.). *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205- 14.

Unit-2: This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 3 Weeks approx.)**

- Chakravarti, Uma. (2006). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State.” in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- Gupta, Charu. (2001). “Mapping the Domestic Domain.” in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

Unit-3: This unit examines extreme form of social exclusion known as Untouchability. It also examines differentiation in terms of regional variations, cultural practices and communities’ rituals. **(Teaching Time: 3 Weeks approx.)**

- Jha, Vivekanand. (1973). “Stages in the History of Untouchables”. *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Rodrigues, V. (ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.

Unit-4: Through the case study of forest dwellers and tribes this unit examines the ways in which dominant social structures continue to use social distancing and exclusion to reinforce their hegemony.

(Teaching Time: 3 Weeks approx.)

- Singh, Chetan. (1988). “Conformity and Conflict: Tribes and the ‘agrarian system’ of Mughal India.” *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). “Colonial transformation of Tribal Society in Middle India.” *Economic and Political Weekly* vol. 13 no.30, pp. 1221-32.

Unit-5: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. This unit evaluates the functioning of constitutional provision and their stated objectives. **(Teaching Time: 4 Weeks approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. (Introduction).

- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups." in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp. 187-99.

Suggested Readings:

- Banerjee-Dube, Ishita. (ed.). (2008). "Introduction - Questions of Caste." in *Caste in History*. New Delhi: OUP, pp xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp 1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.
- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change." in Yogender Singh, (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp.19-52
- Risley, H.H. (2008). "Caste and Nationality", in Ishita Banerjee-Dube, (ed.) *Caste in History*. New Delhi: Oxford University Press, pp. 70-75.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP, pp. 106-157.
- Singh, Yogender. (1977). "Sociology of Social Stratification." *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90.
- Xaxa V. (2014). "Sociology of Tribes." in Y Singh. (ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105

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:

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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:

Caste, Gender, Untouchability, Tribes Equality, inequality, silencing.

HISTORY DEPARTMENT FACULTY MEMBERS ASSOCIATED WITH COURSE REVISIONS

The list below includes the names of faculty members of the Department of History who were involved in different ways in the LOCF Course Revision exercise of the History CBCS Undergraduate Honours and Programme curricula. Other than those listed below, College Teachers also met in two General Body meetings on 15th March and 10th June 2019 during which there were wide ranging discussions regarding these courses. Unfortunately we could not record the names of all those who participated in this list but would like to record our gratitude for their help and support. Finally, this work was eased considerably because of the help and cooperation of the Department Administrative Staff listed below. We would like to formally record our appreciation.

Department Administrative Staff:

Durga Rai

Ankita

Madhu Chanda Yadav

Shivprasad

Sarita Gupta

Alphabetised list of Faculty Members:

Aditya Pratap Deo (St. Stephen's College)

Alka Saikia (Gargi College)

Amar Farooqui (Department of History, University of Delhi)

Amita Paliwal (Jesus and Mary College)

Amrit Kaur Basra (Delhi College of Arts of Commerce)

Amrita Singh (Shyama Prasad Mukherjee College for Women)

Amrita Tulika (St. Stephen's College)

Anubhuti Maurya (Bharati College)

Aparna Balachandran (Department of History, University of Delhi)

Archana Ojha (Kamala Nehru College)

Archana Verma (Hindu College)

Asha Shukla Choubey (Indraprastha College for Women)
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Charu Gupta (Department of History, University of Delhi)
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Deeksha Bhardwaj (Gargi College)
Gayatri Bhagwat Sahu (Rajdhani College)
Gopika Bhandari (Vivekananda College)
Ismail V. (Lady Shri Ram College for Women)
Justin Mathew (Hansraj College)
Kalpana Malik (Motilal Nehru College)
Khurshid Khan (Shivaji College)
Levin (Bharati College)
Madhuri Sharma (Bharati College)
Mahesh Gopalan (St. Stephen's College)
Manisha Agnihotri (Janki Devi Memorial College)
Manoj Sharma (Kirori Mal College)
Maya John (Jesus and Mary College)
Mayank Kumar (Satyawati College Evening)
Meena Bhargava (Indraprastha College for Women)
Meenakshi Khanna (Indraprastha College for Women)
Meera Khare (Pannalal Girdharlal Dayanand Anglo-Vedic College)
Mihir Kumar Jha (Atma Ram Sanatan Dharma College)
Mita Hussain (Shaheed Bhagat Singh College)
Monika Saxena (Ramjas College)
Mukul Manglik (Ramjas College)
Nagendra Sharma (Pannalal Girdharlal Dayanand Anglo-Vedic College Evening)
Naina Dayal (St. Stephen's College)
Namrata Singh (Rajdhani College)

Narottam Vinit (Dyal Singh College)
Nayana Dasgupta (Lady Shri Ram College for Women)
Neeraj Sahay (Shri Venkateswara College)
Neerja Singh (Satyawati College Evening)
Neeru Ailawadi (Delhi College of Arts and Commerce)
Nirmal Kumar (Shri Venkateswara College)
Nishtha Srivastava (Shivaji College)
O. P. Singh (Delhi College of Arts and Commerce)
Padma Negi (Motilal Nehru College)
Pallavi Prasad (Satyawati College)
Pankaj Jha (Lady Shri Ram College for Women)
Parul Lau Gaur (Ram Lal Anand College)
Prabha Rani (Lady Shri Ram College for Women)
Prabhu Mohapatra (Department of History, University of Delhi)
Pragati Mohapatra (Indraprastha College for Women)
Prem Kumar (Motilal Nehru College Evening)
Puneet Yadav (Kirori Mal College)
Rachna Singh (Hindu College)
Radha Madhav Bharadwaj (Deen Dayal Upadhyaya College)
Radhika Chadha (Miranda House)
Rahul Govind (Department of History, University of Delhi)
Rajesh Kumar (Motilal Nehru College Evening)
Rajiv Verma (Satyawati College Evening)
Rakesh Kumar (Ram Lal Anand College)
Ranjan Anand (Zakir Husain Delhi College Evening)
Ranjan Mehra (Swami Shraddhanand College)
Rashmi Pant (Indraprastha College for Women)
Rashmi Seth (Rajdhani College)
Richa Raj (Jesus and Mary College)
Rim Jhim Sharma (Pannalal Girdharlal Dayanand Anglo-Vedic College)
Saba Khan (Zakir Husain Delhi College)

Sandhya Sharma (Vivekananda College)
Sangeeta Luthra Sharma (St. Stephen's College)
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Shalini Shah (Department of History, University of Delhi)
Sharmila Shrivastava (Hansraj College)
Shobhana Warriar (Kamala Nehru College)
Shobhika Mukul (Sri Guru Nanak Dev Khalsa College)
Shubhra Sinha (Kamala Nehru College)
Smita Sahgal (Lady Shri Ram College for Women)
Sneh Jha (Miranda House)
Snigdha Singh (Miranda House)
Srimanjari (Miranda House)
Sunil Kumar (Department of History, University of Delhi)
Surajbhan Bhardwaj (Motilal Nehru College)
Sutapa Das (Bharati College)
Suvritta Khatri (Deshbandhu College)
Syed Mubin Zehra (Atma Ram Sanatan Dharma College)
Tasneem Suhrawardy (St. Stephen's College)
Vandana Chaudhary (Kirori Mal College)
Vasudha Pande (Lady Shri Ram College for Women)
Vijjika Pandey Singh (Atma Ram Sanatan Dharma College)
Vikas Gupta (Department of History, University of Delhi)
Vikram Chaudhary (Kirori Mal College)
Vinita Malik (Kamala Nehru College)
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