

DEPARTMENT OF HISTORY

COURSES OFFERED BY DEPARTMENT OF HISTORY

Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – III: 750 – 1200

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – III: 750 – 1200	4	3	1	0	12 th Pass	Should have studied History of India- II Fourth century to 750

Learning Objectives

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. 750 – 1200 CE) 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 developments in the cultural sphere, namely Bhakti movement, Puranic Hinduism, Tantricism, architecture and art.

SYLLABUS OF DSC-1

Unit I: Studying early medieval India

1. Sources: texts; inscriptions; coins
2. Perspectives on the early medieval

Unit II: Political structures and processes

1. Evolution of political structures: Rajput polities; Chola state; Odisha
2. Symbols of political power: Brahmanas and temples; courtly cultures
3. Issue of 'Foreign and Indian': Arabs and Ghaznavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes

1. Agricultural expansion and social changes
2. Trade and urbanization

Unit IV: Religious and visual cultures

1. Bhakti, Puranic Hinduism; Tantra; Buddhism and Jainism
2. Art and architecture: temples – regional styles

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit seeks to familiarise students with 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: 12 hrs. approx.)**

- 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. (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'. In *The Feudal Order: State, Society and Ideology in Early Medieval India*. Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, RS 1958. 'Origins of Feudalism in India (c. A.D. 400-650)'. *Journal of the Economic and Social History of the Orient*, vol. 1: 297-328.
- Mukhia, H. 1981. 'Was there Feudalism in Indian History?' *The Journal of Peasant Studies* vol. 8(3): 273-310. Also reproduced in Kulke, Hermann. (ed). 1995. *The State in India, 1000-1700*. New Delhi: Oxford University Press, pp. 86-133.
- Sharma, R.S. 1982. 'The Kali Age: A Period of Social Crisis'. In D.N. Jha (ed). *The Feudal Order: State, Society and Ideology in Early Medieval India*, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjee, (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, 44 Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann and Bhairabi Prasad Sahu (eds). 2022. 'Introduction'. The Routledge Handbook of the State in Premodern India. London and New York: Routledge, pp. 1-43.
- सिंह, उर्ष्वि. 2017. प्राचीन एवं प व-मध्यकालीन भारत का इतिहास: पाषाण-काल से 12वीं शताब्दी तक. नई दिल्ली: पर्यासिन इंडिया एजुकेशन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय वर्णन्यास', पृष्ठ संख्या 588-689.)
- झा, रजिंद्र नारायण (सं.). 2007. भारतीय सामंतवाद: राज्य, समाज और तत्त्वधार. नई दिल्ली: ग्रंथ शिल्पी.
- शर्मा, रामशरण. 1993. भारतीय सामंतवाद. नई दिल्ली: राजकमल प्रकाशन.
- मर्खु खया, हरबंस. 1998. 'क्या भारतीय इतिहास में फ्यलज्म रहा है?'. फ्यतलज्म और गैर-यूरोपीय समाज. (सं.) हरबंस मुख्या, नई दिल्ली: ग्रंथ शिल्पी, पृष्ठ संख्या 1-49.

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: 12 hrs. approx.)**

- Sharma, R.S. [1965] 2006. Indian Feudalism: c. AD 300-1200. 3rd edition, Delhi: Macmillan (Especially relevant are, pp. 67-95.).
- 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 Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann. 1995. 'The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India'. In idem. (ed). The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 233-62.
- Chattopadhyaya, B.D. 1976. 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan'. Indian Historical Review, vol. 3(1): 59-82. Also reproduced in B.D. Chattopadhyaya, The Making of Early Medieval India, Delhi: Oxford University Press, pp. 57-88. Paperback edition, 1997.
- Stein, Burton. 1977. 'The Segmentary State in South Indian History'. In Richard Fox (ed.). Realm and Region in Traditional India. 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 Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 134-61.
- Heitzman, James. 1987. 'State Formation in South India, 850-1280', Indian Economic and Social History Review, vol. 24 (1), pp. 35-61. Also reproduced in Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 162-94.

- Ali, Daud. 2006. 'Chapter 2: 'The Culture of the Court'. In idem. *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, (Especially useful is, 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] 1981. 'Sultan Mahmud of Ghazni'. In K.A. Nizami (ed.) *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2. New Delhi: People's Publishing House, pp. 36-104.
- Thapar, Romila. 2005. *Somnath: The Many Voices of a History*. Penguin.
- Chattopadhyaya, B.D. [1998] 2017. *Representing the Other? Sanskrit Sources and the Muslims (eighth to fourteenth Century)*. Primus Books: Delhi.
- Kulke, Hermann, K. Kesavapany and Vijay Sakhuja (eds). 2009. *Nagapattinam to Su-varnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- शर्मा, रामशरण. 1998. 'भारतीय सामंतवाङ्मय की तना सामंती?'. हरबंस मर्ु खया (सं.). फ्यूडलज्म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 50-86.
- मर्ु खया, हरबंस. 1998 'कृ षक उत्पांि और मध्यकालीन भारतीय समाज', हरबंस मर्ु खया (सं.). फ्यू तलज्म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 310-339.
- चट्टोपाध्याय, बजिलाल. 1978. 'राजपतू ों की उत्पर्ि; पूव-ि मध्ययगु ीन राजस्थान में राजनैर्तक, आर्थिक एवं सामार्जक प्रक्रयाए', एच. डी. संकार्लया आर्ि (सं.). प्राचीन भारत. मैकर्मलन: नई र्िल्ली. पष्ठ सखं या, 136-153.
- हबीब, मोहम्मि. 1992. 'महमि के कार्यों का चररत्र और मल्ू य', इरफान हबीब (स.)ं मध्यकालीन भारत, अंक -4. नई र्िल्ली: राजकमल प्रकाशन, पष्ठ सखं या 9-23.
- थापर, रोर्मला. 2000. 'सोमनाथ और महमि'. सहमत मक्तनाद वषि-2, अंक 1-2. पष्ठ संख्या 37-44.
- थापर, रोर्मला. 2015. *सोमनाथ: इततहास एक, स्वर अनेक*. नई र्िल्ली: ग्रंथशल्पी.
- हबीब, इरफान. 1999. 'भारतीय राष्ट्र के र्णमांि की प्रक्रया और अवधारणा: ऐर्तहासक पररप्रेक्ष्य'. सहमत मक्तसंख्या 26-30. नाद वषि-1, अंक 3. पष्ठ
- चट्टोपाध्याय, बजिलाल. 2012. 'आक्रामकों और शासकों की छर्वयाँ', मीनाक्षी खन्ना (स.)ं मध्यकालीन भारत का सांस्कृ ततक इततहास. नई र्िल्ली: ओररएंठ ब्लैकस्वान, पष्ठ संख्या 107-33.
- शास्त्री, नीलकं ठ. 1979. *चोलवंश*. नयी र्िल्ली: मैकर्मलन .

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: 9 hrs 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, Circa A.D. 400-1300'. In Romila Thapar (ed.). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan, pp. 266- 301.
- Yadava, B.N.S. 1997. 'Immobility and Subjection of Indian Peasantry'. In Bhairabi Prasad 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) as Sharma, R.S. 2001. 'Changes in Social Structure'. In idem. *Early Medieval Indian Society: A Study in Feudalisation*. Hyderabad: Orient Longman, pp. 186-213.
- Chattopadhyaya, B.D. 1994. *The Making of Early Medieval India*. Oxford: Oxford University Press. (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).
- 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'. In idem. (ed). *Trade in Early India*. Delhi: Oxford University Press, pp. 1-101.
- 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. प्रासंगिक हिस्से इस प्रकार हैं: अध्याय-2 : 'उत्तर में शहरी विकास और पतन', पृष्ठ संख्या 25-47; अध्याय-8: 'शहरी पतन की व्याख्या', पृष्ठ संख्या 173-84; अध्याय 10: 'कृषि का प्रसार', पृष्ठ संख्या 213-23.
- शर्मा, रामशरण. 1995. *पूर्व-मध्यकालीन भारत में सामाजिक परिवर्तन*, नई दिल्ली. संशोधित संस्करण शर्मा, रामशरण. 1996. *पूर्व-मध्यकालीन भारत का सामंती समाज और संस्कृति*. नयी दिल्ली : राजकमल प्रकाशन में प्रकाशित है.
- यादव, बी.एन. एस. 1981. 'प्रारंभिक-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अगतिशीलता और स्थिति', इरफान हबीब (सं.). *मध्यकालीन भारत*, अंक-1. नयी दिल्ली: राजकमल प्रकाशन, पृष्ठ संख्या 3-12.

Unit IV. The focus of this unit will be on the religious 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: 12 hrs. approx.)**

- Champakalakshmi, R. 1996. 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars'. In R. Champakalakshmi and S. Gopal (ed). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 135-63.
- Narayanan, M.G.S. and K. Veluthat. 2000. 'Bhakti Movement in South India'. In Jha, D.N. (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar, pp. 385-410. The essay was originally published in S.C. Malik. (ed.). 1978. Indian Movements: Some Aspects of Dissent, Protest and Reform. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in D.N. Jha. (ed). 1987. Feudal Social Formation in Early India. Delhi: Chanakya Publications.
- Mahalakshmi, R. 2000. 'Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti', Studies in History, vol. 16(1): pp. 17-40.
- Chakrabarti, Kunal. 1996. 'Texts and Traditions: The Making of the Bengal Puranas'. In R. Champakalakshmi and S. Gopal (eds). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 55-88.
- Desai, Devangana. 1989. 'Social Dimensions of Art in Early India'. Presidential Address (Ancient India Section). Proceeding of the Indian History Congress, 50th session, Gorakhpur: pp. 21-56.
- नंिी, रमेन्द्रनाथ. 1998. प्राचीन भारत में धर्म के सामाजिक आधार. नई र्िल्ली: ग्रंथशिल्पी.
- सिंह, उर्पनरि. 2017. प्राचीन एवं प व-मध्यकालीन भारत का इतिहास: पाषाण काल से 12 वीं शताब्दी तक. नई र्िल्ली: पर्यसिन इर् डया एजुके शन. प्रासंगिक भाग है, अध्याय 10: 'उभरता क्षेत्रीय र्वन्यास', पृष्ठ संख्या 588-689.

Suggestive readings

- Bosworth, C.E. 1966. 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature'. Iran. vol. 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin. in Encyclopaedia of Is-lam, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, New Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 2003. 'The Study of Early India'. In idem. Studying Early India. Delhi: Permanent Black, pp. 3-25.
- Desai. Devangana. 1974. 'Art under Feudalism in India (c. A.D. 500-1300)'. The Indian Historical Review vol. 1(1): pp. 10-17. Reprinted in Jha, D.N. 1987. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 487-496.
- 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 David Gil-martin and Bruce B. Lawrence (eds). Beyond Turk and Hindu: Rethinking

Religious Identities in Islamicate South Asia. New Delhi: India Research Press, pp. 246-81. The article can also be accessed in Eaton, Richard M. 2000. Essays on Islam and Indian History, New Delhi: Oxford University Press.

- Huntington, Susan. 1985. The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill.
- Jha, D.N. 2000. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar Publishers.
- Kulke, Hermann. 2001. 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms'. In idem. Kings and Cults: State Formation and Legitimation in India and Southeast Asia. Delhi: Manohar, pp. 1-16.
- Kulke, Hermann and B. P. Sahu. 2018. History of Precolonial India: Issues and Debates. Delhi: Oxford University Press, pp. 141-278.
- Pollock, Sheldon. 1998. 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500'. Daedalus, vol. 127(3). 1998: pp. 41-74.
- Ramaswamy, Vijaya. 1982. 'Peasant, State and Society in Medieval South India: A Re-view Article', Studies in History, vol. 4, pp. 307-19.
- Sahu, B.P. (ed). 1997. 'Introduction'. In idem. Land System and Rural Society in Early India. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism?'. The Journal of Peasant Studies, vol. 12 (2-3), pp. 19-43. A revised and updated version of this article is to be found in, Kulke, Hermann (ed). 1995. The State in India 1000-1700. New Delhi: Oxford University Press, pp. 48-85.
- Singh, Upinder. (2008). 'Chapter 10: Emerging Regional Configurations, c. 600-1200 CE'. In idem. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Education, 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. vol. 12 (1): pp. 42- 56.
- Subbarayalu, Y. 2011. South India under the Cholas. New Delhi: Oxford University Press. (Especially important are chapters titled 'Introduction', '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 D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 179-96.

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – I

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course		
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		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Rise of the Modern West – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarizes the student with important transitions and transformations in the economy, polity, and socio-cultural life from mid fifteenth century to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contacts 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 relation-ship 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

On completion of this course students will be able to:

- Outline important changes that took place in Europe from the mid fifteenth century.
- 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.

SYLLABUS OF DSC- 2

Unit 1: Transition from Feudalism to Capitalism

1. Issues and debates
2. Question of Eurocentricism

Unit II: Early colonial Expansion

1. Trade and Empire-Mines and Plantations
2. Labour Systems-Indigenous populations and African Slaves

Unit III: Renaissance

1. Origins
2. Humanism in Italy and its spread in Europe, Art

Unit IV: Origins, course and results of the European Reformation

Unit V: Economic development of the sixteenth century

1. Shift of economic balance from the Mediterranean to the Atlantic
2. Price Revolution

Unit VI: European State Systems: with any two case studies-Spain, France, England and Russia

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: 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: 9 hrs. approximately)**

- Aston, T.H. and C.H.E. Philpin, (Eds.). (2005). The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe. Cambridge/Delhi: Cambridge University Press, 1st South Asian Edition.
- 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. 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.

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: 6 hrs. approximately)

- 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: 9 hrs. approximately)

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/NewYork: 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: 6 hrs. approximately)**

- 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.
- MacCulloch, 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: 9 hrs. approximately)**

- 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.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books.
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. 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: 6 hrs. approximately)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition.
- 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.
- Kumin, Beat, (Ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

Suggestive readings (if any)

- 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.
- Hilton, Rodney. (2007) Samantvaad se Poonjivaad mein Sankraman. 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. (2nd edition)
- 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.
- Verma, Lal Bahadur. (2008). Europe ka Itihaas. Bhaag 9. (Delhi: Prakashan Sansthan)
- Wiesner-Hanks, Merry E. (2006). Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press.
- Wood, E.M. (2002). The Origin of Capitalism: A Longer View. London: Verso, (rev. ed.).

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern China (1840 – 1950s)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern China (1840 – 1950s)	4	3	1	0	12 th Pass	NIL

Learning 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 the 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 dis-courses on 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.

SYLLABUS OF DSC-3

Unit I: Late Imperial China and Western Imperialism

1. Confucian Value System; Society, Economy, Polity
2. Opium Wars and the Unequal Treaty System (9 lectures)

Unit II: Popular Movements and Reforms in the 19th century

1. Taiping and Boxer Movements – Genesis, Ideology, Nature
2. Self-Strengthening Movement; Hundred Days Reforms of 1898 (13 lectures)

Unit III: Emergence of Nationalism

- The Revolution of 1911: Nature and Significance
- The May Fourth Movement of 1919 (10 lectures)

Unit IV: Communist Movement in China

1. 1921-1927: Formation of the CCP and the First United Front

2. 1928-1949: Evolution of Maoist Strategy and Revolutionary Measures in Kiangsi and Yenan ; Communist victory (13 lectures)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the students to the salient features of Late Imperial China and its confrontation with Western Imperialism. As a backdrop, it will discuss Confucianism. **(Teaching Time: 9 hrs. approx.)**

- Chesneaux, J. (Ed.). (1972). Popular Movements and Secret Societies in China 1840-1950. Stanford: Stanford University.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 9).
- Hsu, C. Y. Immanuel, (1970) The Rise of Modern China, Oxford University Press.
- Sharma, K. R. (2022). The Third Birth of Confucius: Reconstructing the Ancient Chinese Philosophy in the Post-Mao China. New Delhi: Manohar. (Chapters 1-5).

Unit II: This unit examines the nature and consequences of popular movements and reforms attempted by the ruling elite. **(Teaching time: 12 hrs. approx.)**

- Pfeffer, N. (1994). The Far East- A Modern History. New Delhi: Surjeet Publications, (Chapter 6 & Chapter 7).
- 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 2).
- 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).
- Greenberg, M. (1951). British Trade and the Opening of China. Cambridge: Cambridge University Press.
- Michael, F.H. (1966-1971). The Taiping Rebellion: History and Documents. Seattle: University of Washington Press.
- Purcell, V. (1963). The Boxer Rebellion: A Background Study. Cambridge: Cambridge University Press, (Chapter 6, Chapters 9, Chapter 10 & Conclusion).
- Tan, Chester C. (1967). The Boxer Catastrophe, New York: Octagon Books.
- Teng, S.Y. (1971). The Taiping Rebellion and the Western Powers: A Comprehensive Survey. Oxford: Clarendon Press.
- Tan Chung. (1986). Triton and Dragon: Studies on the 19th Century China and Imperialism. New Delhi: Gian Publishing House.
- Shih, Vincent. (1967). Taiping Ideology: Its Sources, Interpretations and Influences. Seattle: University of Washington Press.

Unit III: This unit examines the history of the emergence of nationalism in China; nature, character and significance of the Revolution of 1911 and the May Fourth Movement. **(Teaching time: 12 hrs. 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.
- 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 1, Chapter 14).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapters 11 and 13).
- Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984). *The 1911 Revolution in China: Interpretive Essays*. Tokyo: University of Tokyo Press, pp. 3-13.

Unit IV: This unit examines the emergence of Communism in China, the relations between the CCP and the KMT (Nationalist Party) and the evolution of the distinctive traits of Maoist Strategies of Revolution. **(Teaching Time: 12 hrs. approx.)**

- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 3 -4).
- Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985, Part Three*. London: Chatto and Windus, (Chapters 12-14).
- Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921- 1972*, London: Macmillan, (Chapter 2-3 & Chapter 9).
- Isaacs, H. (1961). *The Tragedy of the Chinese Revolution*. Stanford: Stanford University Press, (Preface, Chapters 1-4 & 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 6).
- Sheridan, J.E. (1975). *China in Disintegration: The Republican Era in Chinese History 1912-1949*. London: Free Press, Collier Macmillan Publishers, (Chapter 4).
- 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).
- 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.

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, Jean et. al. (1976). *China from the Opium Wars to the 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.
- 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.
- 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 2).
- Lovell, J. (2011). *The Opium War: Drugs, Dreams, and the Making of China*, London: Picador.
- 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.
- Spence, J.D. (1972). *The Gate of Heavenly Peace*. London: Faber and Faber Limited.
- Twitchett, D. and J.K. Fairbank. (1978). *The Cambridge History of China*. Cambridge: Cambridge University 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.
- पुणतांबेकर, . ीकृ 1ण व3कटेश.(1967) ए>शया क@ अवकासोँमुख एकता. लखनऊ : कहँिN स>मOत, सच उORVिेश. ना अवभाग,
- अवनाके , हरे िड, एम. (1974). पवZ ए>शया का आधOनक इOतहास. लखनऊ: कहँिN स>मOत सच ना अवभाग.
- ए^सटाइन, इजराइल.(1984). अफ@म युध से मर्ु eततक.KिलN: अँतररा1fNय Vकाशन. चीन का भग ोल, (1985). Aविशी भाषा Vकाशन गह, पेड़ाचग
- पंत, शैला. (2005) आधुOनक चीन का उिय. KिलN : इmडप3ड3ट पनलके शन कं पनी
- >म.,कृ 1णकाँत.(2005).बीसवीं सिN का चीन: रा1fवाि और सापयवाि, qँथ>शापी.
- अवत्यालंकार, सस्यके तु. (2015). ए>शया का आधOनक इOतहास, मसरु N: . ी सरत्वती सिन. सराओ, के . टN. एस. (2015) आधO Oनिशालय. नक चीन का इOतहास. KिलN अवववAवत्यालय: कहँिN माwयम कायाZँवय
- मोहतं ी, मनोरंजन.(2017) माओ sसे-तंग का राजनीOतक िचतन. KिलN : qँथ>शापी.
- पांडेय, धनपOत. (2017). आधOनक ए>शया का इOतहास. KिलN: मोतीलाल बनारसीिास.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Global Environmental History

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

The objective of this course is to introduce the students to the emerging field of global environmental history. It will explore the transformations in the relationship between society and nature in various places and various time periods around the world. Drawing on environmental, political ecology, and historical geography studies perspectives, the course will introduce the concepts, methods and ideas of global history. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-environmental histories. The course adopts a chronological approach to address issues such as human interactions with other living species, modes of resource use, technologies of energy harnessing, migration, modes of transportation, nature protection, pollution, use of fossil fuel and carbon emission, and global warming, among others. Each unit focuses on a general period in history, based on major patterns and large-scale changes in the relationship between societies and the natural world. The role of human agency and unequal power relations in organizing, exploiting, and transforming the natural world will be the central focus of the course. This will enable students to critically assess how historical experiences provide insights in understanding what is happening to human-nature interactions today and to explore ways to achieve socially inclusive ways of addressing climate crisis.

Learning outcomes

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

- Understand the interconnected histories of the relationship between social formations and environmental transformations around the globe from prehistory to the present.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a socio-political framework.

- Identify the historical roots of current climate crisis.
- Apply interdisciplinary methods of Humanities and Social Sciences to understand the past.
- 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
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.
- Problematised the notion of a pristine past and of perfect balance between human societies and nature in pre-modern times.

SYLLABUS OF DSC-3

Unit I: Thinking Globally in the Era of Climate Crisis

1. What is Global Environmental History
2. Interdisciplinary Approaches: Archaeology, Anthropology, Historical-Geography, Political Ecology

Unit II: Ecologies of Subsistence in the Early Societies

1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Into the Early Modern Condition

1. Emergence of the European Empires as Ecological Process; The Columbian Exchange
2. Early Colonialism and Environmental Transformations of the small islands-St. Helena and Mauritius
3. Global Cooling and General Crisis in the Seventeenth Century.

Unit IV: Fossil Fuel, Capitalism, and Planetary Environmental Changes

1. Industrial Agriculture
2. Steam Ships and Hydraulic Engineering
3. Cities and Environment

Unit V: The Great Acceleration and the Anthropocene

1. Carbon Politics; the Middle East Crisis
2. Anthropogenic Natural Disasters; Fukushima
3. The Anthropocene Debate

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the important themes and perspectives within the emerging field of global environmental history. The readings and discussion will help

the students to understand the interdisciplinary methodologies developed by environmental historians to examine source materials. **(Teaching time: 9 hrs. approx.)**

- McNeil, J. R. and Mauldin, E. S. (2012), *A Companion to Global Environmental History*. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), *What is Global History*. Princeton: Princeton University Press, pp. 1-17, ["Introduction"].
- Corona, Gabriella (2008), "What is Global Environmental History?" *Global Environment*, No. 2, pp. 228-249.
- Bayly, C. A, et al., "AHR Conversation: On Transnational History," *The American Historical Review*, Vol. 111, No. 5, pp. 1440-64.
- Hughes, Donald J. (2001), *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. London: Routledge, pp. 242-248 ["Bibliographical Essay: Writing on Global Environmental History"]

Unit II: This unit provides an overview on the nature and dynamics of human interactions with the environment in the pre-modern world. By focusing on the changing technologies and modes of energy harnessing, the themes discussed in this unit expects the students to explore how the relationship of humans with the animals, plants, landforms and water bodies in turn shaped social relationships, ideas and beliefs. **(Teaching time: 9 hrs. approx.)**

- Radkau, Joachim (2008), *Nature and Power: A Global History of the Environment*. Cambridge: Cambridge University Press, pp. 45-54 [Chapter 2.2; "Humans and Animals: Hunting and Domestication"].
- Smil, Vaclav (1994), *Energy in World History*. Colorado: Westview, 1994 [Chapter 2 "Energy in Prehistory", pp. 15-27; Chapter 3 "Traditional Agriculture," pp. 28-91; Chapter 4 "Pre-Industrial Prime Movers and Fuel, 92-156].
- Bulliet, Richard (2005), *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, pp. 205-224.
- Edmund Burke III. "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, 2009. pp. 33-53.

Unit III: The first rubric of 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 explores how the colonial plantations resulted in rapid socio- environmental changes on oceanic islands, with special focus on the small islands-St. Helena and Mauritius. The third rubric explores the social and cultural impacts of the "Little Ice Age", or the global cooling that continued from the thirteenth through the eighteenth century, with special focus on interlinking climate change and the intensification of famines, and spread of epidemics in the seventeenth century. **(Teaching time: 9 hrs. 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.
- Grove, Richard H. (1995), *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Brooke, John L. (2014), *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death"].
- Parker, Geoffrey (2013), *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, pp. xxi-xxix ["Introduction: The 'Little Ice Age' and the 'General Crisis'"].

Unit IV: This unit studies the new energy regimes of the modern world, with a special focus on industrialization and a major shift towards fossil fuel. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, urbanization of natural resources, and industrial pollution. **(Teaching time: 9 hrs. approx.)**

- McKittrick, Meredith (2012), "Industrial Agriculture", In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.
- Carse, Ashley (2014), *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal*. Cambridge, MA: The MIT Press, [Chapter 3: Making the Panama Canal Watershed, pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water, 93-120; Chapter 13: "A Demanding Environment, 129-222].
- 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.
- McNeill, John R. (2000), *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, New York, pp. 50-83 [Chapter 3: "The Atmosphere: Urban History"].

Unit V: This unit provides a critical historical perspective on contemporary environmental issues including the global-imperial competition to control oil resources, environmental issues created by nuclear plants, and issues related to carbon emission and global warming. This unit also introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. **(Teaching time: 9 hrs. approx.)**

- Jones, Toby C. (2012), "America, Oil, and the War in the Middle East," *Journal of American History*, Vol. 99, No. 1, pp. 208-218.
- Mitchell, Timothy. (2011). *Carbon Democracy: Political Power in the Age of Oil*. London: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Smil, Vaclav (2005), "The Next 50 years: Unfolding Trends," *Population and Development Review*, Vol 31, No. 4, pp. 605-643.

- Pritchard, Sara B. (2013), "An Envirotechnical Disaster: Negotiating Nature, Technology, and Politics at Fukushima," In Ian Jared Miller, et al. eds., *Japan at Nature's Edge: The Environmental Context of a Global Power*. Honolulu: University of Hawaii Press, 2013, pp. 255-279.
- 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.

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 Middleton, Karen. (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 (2021), *The Climate of History in a Planetary Age*. Chicago: The University of Chicago Press.
- Crist, Eileen. And Helen Kopina (2014), "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, pp. 387-396.
- 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
- 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.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Freese, Barbara (2003), *Coal: A Human History*. Cambridge: Perseus Publishing, Chapter 8: "A Sort of Black Stone", pp. 199-232.
- Guha, Ramachandra. (2000). *Environmentalism: A Global History*. New York: Longman.
- Kalof, Linda. (2007). *Looking at Animals in Human History*. London: Reaktion Books. pp. 1-71
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol.519(12March), 171-80.
- 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

- Moore, Jason W. (ed.) (2016) Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism. Oakland: PM Press. pp. 173-195.
- Moore, Jason W. (2015), Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London: Verso, pp. 241-290 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century"]
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene", Seminar, No. 673, 75- 80.
- Nunn, Nathan and Qian, Nancy (2010) "The Columbian Exchange: A History of Disease, Food, and Ideas", Journal of Economic Perspectives, Vol. 24, No.2, pp. 163–188.
- Radkau, Joachim (2008), Nature and Power: A Global History of the Environment. Cambridge: Cambridge University Press.
- Sayre, Nathan F. (2012). "The Politics of the Anthropogenic", Annual Review of Anthropology, Vol. 41, pp. 57-70.
- Urry, John. (2013) Societies Beyond Oil: Oil Dregs and Social Futures. London: Zed Books, pp. 202 -240.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): History of South East Asia – I

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning 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 the 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

SYLLABUS OF DSC-3

Unit I: Introducing maritime and mainland Southeast Asia

1. Environments, Language, Cultures and People; the macro region
2. Sources and the study of Southeast Asian History
3. Perceptions of the Region, historiographical trends

Unit II: Early State formations

1. The religion, architecture, economy and state formation: Pagan, Khmer
2. The maritime trade and political formations in Sea Asia: Champa, Srivijaya-Java

Unit III: Religion in Early Southeast Asia

1. Localisation of Buddhism and Hinduism; The Epics and Buddhist texts

Unit IV: Early modern in South East Asia

1. Majapahit Empire, regional formations

Unit V: Religion in Early Modern Southeast Asia

1. Localisation of Islam: The Hikayats
2. Christianity in Pre Colonial Southeast Asia

Practical component (if any) - NIL**Essential/recommended readings**

Unit I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. She/he will become familiar with various aspects of the regions micro histories. Recent historiographical debates. In this unit the student will be introduced to the important aspects of the recent historiographical debates. She/he will be familiarised with the questions of social formations linked to the influence of India and China over the region. The student will also engage with recent debates that draw attention to local factors in the regions development. **(Teaching time: 9 hrs. 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 Sea-farers, Adventurers and Cartographers who first mapped the regions between China and India, Singapore: Periplus.
- Hall, D.G.E. (eds.) (1961) Historians of South East Asia, Oxford University Press, London.
- Mabbet, I. W. The 'Indianization' of Southeast Asia, reflections on the Historical Sources, Journal of Southeast Asian Studies, Vol.8, No.2 9Sept., 1977), pp.143-161
- Coedes, George. (1968), The Indianized States of Southeast Asia, Hawaiian University Press, Honolulu.

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: 12 hrs. approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Kenneth R. Hall, (2011). *A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500*, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Tarling, N., ed. (2000). *The Cambridge History of Southeast Asia* (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). *History, Culture and Region in Southeast Asian Perspectives*, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Majumdar, R.C. (1927) *Ancient Indian Colonies in the Far East*, Vol. 01, Modern Greater India Society: Lahore
- Coedes, George, (1968), *The Indianized States of Southeast Asia*, Honolulu: University of Hawaii Press
- Kulke, Hermann, (2016) *Śrīvijaya Revisited: Reflections on State Formation of a Southeast Asian Thalassocracy*, *Bulletin de l'École française d'Extrême-Orient*, Vol. 102, pp. 45-96
- Kumar, Bachchan, (2011) *Art and Archaeology of Southeast Asia*, Delhi: Aryan Book International

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 6 hrs. approx.)**

- Miksic, John N. and Geok Yian Goh. (2017). *Ancient Southeast Asia*, London: Routledge
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Kulke, H. (1993; 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, New Delhi: Manohar.
- Girard-Geslan, M., M. Klokke, A. Le Bonheur, D.M. Stadtner, T. Zephir, (1998). *Art of Southeast Asia*, London: Harry N. Abrams
- Guy, J., et al. (2014). *Lost Kingdoms: Hindu-Buddhist Sculpture of South and Southeast Asia*. New York: Metropolitan Museum of Art and Yale University Press.
- Aciri, Andrea, Helen Creese and Arlo Griffiths (Eds.). (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden: Brill
- Klokke, M., (Ed.) (2000). *Narrative Sculpture and Literary Traditions in South and Southeast Asia*. Leiden: Brill.
- Majumdar, R.C. (1938), *Ancient Indian Colonies in the Far East*, Vol. 02, Calcutta: Modern Publishing.

Unit IV: By the end of this rubric the students will be able to trace the changing character of political formations and the establishment of a European presence in Southeast Asia. The student will learn about various dimensions of the maritime activity involving communities, commodities and port cities. The student will read about the beginnings of the European presence in the region and its impact on the local polities, patterns of trade and social networks. **(Teaching time: 12 hrs. approx.)**

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

Unit V: The student will be expected to learn about the spread of Islam and Christianity in the region. She/he will develop an understanding of how practitioners of these monotheistic religious traditions interfaced with local beliefs and ritual practices in 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: 6 hrs. approx.)**

- Hill, A.H., (1963) *The Coming of Islam to North Sumatra*, *Journal of Southeast Asian History*, Vol.4, No.1, (Mar), pp.6-21
- Hussein, Ismail, (1966) *The Study of Traditional Malay Literature*, *Journal of the Malaysian Branch of the Royal Asiatic Society*, Vol 39, No 2 (210), December, pp.1-22
- Porath, Nathan, (2011) *Hikayat Patani: The Kingdom of Patani in the Malay and Thai Political World*, *The Journal of the Malaysian Branch of the Royal Asiatic Society*, Vol 84, No 2 (301), December, pp.45-65
- Morgan David O. and Anthony Reid. (2010). *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries*, Vol. 3, Cambridge: Cambridge University Press
- Aritonang, Jan Sihar and Karel Steenbrink (Eds.). (2008). *A History of Christianity in Indonesia*, Leiden: Brill
- Tara Albert. (2014). *Conflict and Conversion: Catholicism in Southeast Asia, 1500- 1700*, Oxford: Oxford University Press
- Reid, Anthony, (2006) *Continuity and Change in. The Austronesian Transition to Islam and Christianity in* Peter Billwood, James J Fox and Darrell Tyron (eds.) *The Austronesians, Historical and Comparative Perspectives*, Perth: Australia National University Press.

Suggested Readings:

- Ahmad, Abu Talib and Tan Liok Ee, (2003). *New Terrains in Southeast Asian History*, Singapore: Singapore University Press
- Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden; Brill
- Borschnerg, Peter. (2010). *The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century*, Singapore: National University of Singapore
- Broese, Frank. (1997). *Gateways of Asia: Port Cities of Asia in the 13th - 20th centuries*, London: Routledge.
- Chaudhuri, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, New Delhi: Munshiram Manoharlal.
- Goh, Robbie B.H. (2005). *Christianity in Southeast Asia*, Singapore: Institute of Southeast Asian Studies
- Hall, K. (1985). *Maritime Trade and State Development in Early Southeast Asia*. Honolulu: University of Hawaii Press.
- Hall, K.R. and Whitmore, J.K. (1976). *Explorations in Early Southeast Asian History: the origins of Southeast Asian Statecraft*. Ann Arbor: Centre for Southeast Asian Studies, University of Michigan. Michigan Papers on South and Southeast Asia,
- 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.
- 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.
- पुरी, बैधनाथ, सुंरू पूवि में भारतीय संस्कृ र्त और उसका इर्तहास, हिं ी सर्मर्त, सनार्वभाग डिर प्रिश।
- Majumdar, R.C. *Ancient Indian Colonies in the Far East*, Vol. 02, Modern Publishing, Calcutta, 1938.

- Majumdar, R.C. Ancient Indian Colonies in the Far East, Vol. 01, Modern Greater India Society, Lahore, 1927
- Kumar, Bachchan, (2005) “The Devaraja Cult and Khmer Architecture”, God and King, the Devaraja Cult in South Asian Art and Architecture: Proceedings of the Seminar 2001, No.2, Delhi: Daya Books
- Kulke, Hermann, (2010) Nagapattinam to Suvarnadwipa: Reflections on the Chola Naval Expeditions to Southeast Asia, Delhi: Manohar
- Ray, Himanshu Prabha (2021) Coastal Shrines and Transnational Maritime Networks Across India and Southeast Asia, Delhi: Routledge.
- Coedes, George, (1966) The Making of Southeast Asia, translated in English by H. M. Wright, London: Routledge & Paul.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -3): Environment in Indian History

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives:

This course aims to introduce the students to the major themes in the environmental history of the Indian subcontinent. A historically informed understanding on how the past societies shaped the natural world shall enable the students to critically situate the environmental issues that we encounter at present. The issues include global warming, contestation over natural resources, changing land use patterns, human interaction with other living species, impacts of agrarian expansion, ecological consequences of imperialism, impacts of mega infrastructure projects, urban pollution, emergence of environmental justice movements and environmental regulations, changing ideas about the natural world, and gendered dimension of environmental degradation. The course has the following broad objectives: a) to introduce the historical studies that explores the long-term trajectories of man-nature interactions and revises the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods; b) to introduce interdisciplinary approaches- cartographic, geological, zoological, ecological knowledges -that helps historians study the crucial role played by ecology in the shaping of the past societies; c) to familiarize the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between humans and the natural world. By the end of this course, the students are expected to develop an in-depth understanding of the interdisciplinary approaches to historical thinking and the significance of the environment in human history.

Learning Outcomes:

After completing this course, students should be able to:

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.
- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have livable cities.
- Locate solutions to environmental problems within a framework of greater democratization of resource use.

Course Content:**Unit I:** What is Environmental History

1. Historiography and Sources
2. Interdisciplinarity

Unit II: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices and Natural Resources

Unit III: Era of Major Agrarian Expansion

1. Pastoralism, Agrarian Expansion
2. Forests and Tribal Groups
3. Irrigation and Canals

Unit IV: Colonialism and Transformation of Nature

1. Changing Land Use Patterns; Railway and Deforestation, Dams and Hydroelectric Power
2. Inland Waterbodies and Fisheries
3. Urbanization and Environment; Delhi

Unit V: Development, Environment, and Migration in Contemporary India

1. Big Dams and Displacement; Narmada and Tehri
2. Gender and Environmental Justice
3. Green Revolution; Biodiversity Loss; Species Extinction

Essential Readings and Unit Wise Teaching Outcomes:

Unit 1: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, sources, and the major sub-fields of environmental history. The second rubric explores how archeological records, literary sources, bio-mass, artistic depictions of nature, material cultural artifacts and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx)**

- Hughes, Donald (2006), *What is Environmental History?* Cambridge: Polity Press. pp. 1-17 [Chapter 1: “Defining Environmental History”]
- Mann, Michael (2013), “Environmental History and Historiography on South Asia: Context and some Recent Publications,” *South Asia Chronicle*, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), *Nature and Nation: Essay on Environmental History*. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: “Introduction: Issues in the Writing of Environmental History”]

Unit II: This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx.)**

- Mishra, V. N. (2008), “Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond,” In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- वी. एन. मिश्रा (2010) जलवायु, सिंधुघाटी सभ्यता के उत्थान - पतन में एक घटक: राजस्थान और पार के तथ्य, महेश रंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Allchin, Bridget (1998), “Early Man and Environment in South Asia,” In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 29-50.
- Lal, Makkhan, “Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains,” In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- मखनलाल, (2010), गंगा के मैदानों में लोहे के उपकरण, वनों की सफाई और नगरीकरण का संबंध, महेश रंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Thapar, Romila (2008), “Forests and Settlements”, In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- रोमिला थापर, वन और बस्ती, महेश रंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली, 2010

- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- महेशरंगाराजन (2010), प्राचीन भारत में वन और खेत, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Chakravarti, Ranabir, "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Oxford: Oxford University Press, 1998, pp. 87-105.

Unit III: This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Singh, Chetan (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 97-106.
- सुमितगुहा (2010) अठारहवींशताब्दीकेमहाराष्ट्रमेंघासऔरचारेपरनियंत्रण: एकऐतिहासिकअध्ययन, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुद्दे, पियर्सन, दिल्ली.
- Singh, Abha (2014), "Irrigating Haryana: The Pre-Modern History of the Western Yamuna Canal", in Habib, Irfan, *Medieval India 1: Researches in the History of India 1200-1750*, Delhi: Oxford University Press, pp.49-61.
- Sengupta, Nirmal (1985), "Irrigation: Traditional vs Modern", *Economic and Political Weekly*, Vol. 20, No.45-47, pp.1919-1938.

Unit IV: This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of water bodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. The third rubric elaborates the environmental problems of urbanization in the context of the colonial city of Delhi. **(Teaching time: 9 hrs. approx.)**

- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- D'Souza, Rohan (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K.

Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550-583.

- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- Reeves, Peter, (1995), "Inland Waters and Freshwater Fisheries: Some Issues of Control, Access and Conservation in Colonial India," In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 260-292.
- 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.
- Sharan, Awadhendra B. (2014), *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press ["Introduction" and Chapter 4: "Pollution: Industrial Landscapes, 1936-2000"].

Unit V: This unit explains how the issues of development such as the construction of big dams and other mega infrastructural projects are often associated with displacement, biodiversity loss, species extinction, and how the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. It offers a historical perspective on increasing the inequality of access to natural resources for women and the poor (**Teaching time: 9 hrs. approx.**)

- Sangvai, Sanjay (2008), "The Tragedy of Displacement," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 437-443.
- संजय संगवई (2010), विस्थापना का एक दर्दनाक किस्सा, महेशरंगाराजन संपादित भारत में पर्यावरण के मुद्दे, पियर्सन, दिल्ली.
- Asthana, Vandana (2012), "Forced Displacement: A Gendered Analysis of the Tehri Dam Project," *Economic and Political Weekly*, Vol. 47, No. 47/48, pp. 96-102.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No.1. pp. 119-158.
- 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.
- McNeill, J. R. (2008), "The Green Revolution," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 184-194.
- Shiva, Vandana (2016), *Stolen Harvest: The Hijacking of the Global Food Supply*. Kentucky: The University Press of Kentucky, [Chapter 1: "The Hijacking of the Global Food Supply"] pp. 5-20.
- Shiva, Vandana (1993), *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, London and New Jersey: Zed Books, pp. 19-60; [Chapter 1: "Science and Politics in the Green Revolution"], pp. 61-102 [Chapter 2: "Miracle Seeds' and the destruction of Genetic Diversity"]; pp. 171-193 [Chapter 5: "The Political and Cultural Costs of the Green Revolution"].

Suggested Readings:

- Erdosy, George (1998), "Deforestation in Pre- and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The*

- Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 51-69.
- Adve, Nagraj (2022), *Global Warming in India: Science, Impacts, and Politics*. Bhopal: Eklavya Foundation.
 - Agarwal, Ravi (2010), "Fight for a Forest," In *Seminar*, No. 613, pp. 48-52 (On Delhi Ridge)
 - Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
 - Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Colombia University Press. pp. 205 -224.
 - D'souza, Rohan (2006), *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. New Delhi: Oxford University Press.
 - Dangwal, Dharendra Datt (2009), *Himalayan Degradation: Colonial Forestry and Environmental Change in India*. New Delhi: Cambridge University Press.
 - Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
 - Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
 - Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185-209.
 - Kapur, Nandini Sinha (2011), *Environmental History of Early India: A Reader*. New Delhi: Oxford University Press.
 - Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
 - Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban environment during the Nineteenth Century," *Studies in History*, Vol. 23, No. 1, pp. 1-31.
 - Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
 - Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.
 - Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
 - Rangarajan, Mahesh ed. (2008), *Environmental Issues in India*. Delhi: Pearson.
 - Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
 - Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -4): Cultures in Indian Subcontinent – I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultures in Indian Subcontinent – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to provide an overview of Indian cultural traditions and cultural experience. It will help students to understand the meaning, perspectives and approaches to the study of culture. The section dealing with Indian languages and literature focuses upon the development of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature respectively. The content of performing arts will help one appreciate the traditions of music, dance and drama in Indian culture through the ages. This also explores the development of different forms of architecture in India since ancient period.

Learning outcomes

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

- understand different perspectives and approaches to the study of culture,
- explain the plurality in Indian cultural traditions,
- learn the growth of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature,
- trace the evolution of and the distinction between the Hindustani and Carnatic music culture,
- identify Indian classical dance forms, musical and theatre cultures,
- explain the rich architectural traditions of India.

SYLLABUS OF DSC-1

Unit I: Definitions of Culture and its various aspects

1. Perspective on Cultures: Indian Cultural tradition: An overview.
2. Plurality of Cultures: Social Content of Culture

Unit II: Language and Literature

1. Sanskrit: Kavya – Kalidasa’s Ritusamhara; Prakrit: Gatha Saptasati.
2. Development of Vernacular language and literature.
3. Indo-Persian literature: Amir Khusro’s works; Urdu poetry and prose: Ghalib.

Unit III: Performing Arts

1. Music: Hindustani, Carnatic Classical Music, Devotional Music: Bhakti and Sufi
2. Dance: Classical and Folk
3. Theatre: Classical, Folk, Colonial and Modern

Unit IV: Architecture: Meanings, Forms and Functions

1. Rock-cut and structural temples: Mamallapuram or Ellora; Khajuraho complex and Tanjavur temple.
2. Fort – Daulatabad or Chittor forts; Palace–dargah at Fatehpur Sikri.
3. Colonial architecture– Lutyens’ Delhi.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit will enable students to understand the meaning of culture and its various perspectives. It will further help them to explain the plural characteristics of cultures in the Indian subcontinent and explore their content which conveys diverse ideas. **(Teaching Time: 9 hrs. approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)

- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi, 2013.

Unit II: This unit will help students to understand the literary traditions of India since ancient times. The section deals with some of the important literary works of Sanskrit and Prakrit literature in ancient India. It also explores about the origin and development of vernacular literature in India along with the development of Indo-Persian literature in medieval times and, Urdu poetry and prose of modern period. **(Teaching Time: 12 hrs. approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit III: This unit highlights various kinds of performing art forms practiced in India since our ancient past. These include music, dance and theatre. This part deals with the musical traditions of north and south India. The focus is also on the devotional music of the Bhakti and Sufi traditions. Classical and folk forms of dance and theatre are also dealt with. **(Teaching Time: 12 hrs. approx.)**

- Thakaran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Unit IV: This unit explains the different architectural forms in India through the ages. It deals with the rock-cut and structural temples of India, fort and palaces of medieval period and the colonial buildings of modern era with special reference to Lutyens' Delhi. **(Teaching Time: 12 hrs. approx.)**

- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.

- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Suggestive readings

- Agrawala, Vasudev Sharan, Kala Aur Sanskriti (in Hindi), New Edition, Prabhat Prakashan, Delhi, 2019.
- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Cohn. Bernard. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004
- Deva, B.C. An introduction to Indian Music, Delhi, 1973.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritic lihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Thakran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)

- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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