

## SEMESTER – VI

### 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 – VII: 1600 – 1750s

#### 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 – VII: 1600 – 1750s | 4       | 3                                 | 1        | 0                   | Class XII            | Should have studies of History of India I – VI |

#### Learning 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 challenges that the Mughal Empire faced in the process of territorial expansion and regional contestations. Students also get to explore state sponsored art and architecture as a visual expression of authority. They would also be introduced to the nature of the pre-colonial agrarian society as well as Indian participation in the international trade. In addition, the course aims to introduce students to contrasting religious ideologies of the times and their effect on the contemporary political dispensation.

#### Learning outcomes

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

- Critically evaluate the gamut of non-Persian contemporaneous literature available in the form of personal accounts and vernacular tradition.
- 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

- Understand the complexities of medieval Indian rural society and appreciate the resilience of the mercantile communities in furthering the maritime trade of India with long term economic implications.

## **SYLLABUS OF DSC-1**

### **Unit I. Sources**

1. Sanskrit Sources
2. Travelogues- Bernier and Manucci
3. Vernacular Literary Traditions- Mangal Kavya

### **Unit II. Political Developments and State Formation**

1. Rajput State Formation and Negotiations
2. Mughal State- Changes and Crises
3. Maratha State under Shivaji and Peshwas

### **Unit III. Religious Ideas and Visual Culture**

1. Religious ideas of Dara Shikoh; Aurangzeb's policy towards Jizya, Temples and Music
2. Articulation of Imperial Ideology: Mughals and Nayakas
3. Art- Allegory and Symbolism in the Paintings of Rajput and Mughal Paintings
4. Architecture- Shahjahanabad

### **Unit IV. Economy and Society**

1. Rural Society- Village Community; Role of Zamindars
2. Merchant Communities
3. Pattern of India's Oceanic Trade and its impact on the Indian Economy

### **Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit I:** Introduces students to the historical source materials of the seventeenth and the eighteenth centuries other than the official chronicles. Through reading 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: 9 hours Approx.)

- Truschke, Audrey (2016), Culture of Encounters: Sanskrit at the Mughal Court, New Delhi: Penguin Allen Lane, (Introduction, Chapters 5 and 6)
- 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

- 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.
- 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

**Unit II:** Foregrounds issues in the formation and maintenance of political power and its challenges in the Mughal, Rajput and Maratha states. It analyses events of alliances and contestations to sketch an image of state formations in pre-colonial India. (Teaching Time: 15 hours Approx.)

- Alam, Muzaffar. (2013), *Crisis of the Empire in Mughal North India*, Delhi: Oxford University Press. (Introduction)
- Richards, J. F. (2007). *The Mughal Empire: The New Cambridge History of India*, Volume 5, Cambridge: Cambridge University Press
- Richard Eaton (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Introduction, Chapters 6 and 7)
- Moin, Afzar. (2012), *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press. (Introduction, Chapter 5)
- 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.
- Chandra, Satish (1993). *Mughal Religious Policies, Rajputs and the Deccan*, New Delhi: Oxford University Press. (Chapters 1,2 and 4)
- Bhargava, Meena (Ed.,) (2014). *The decline of the Mughal Empire*, Delhi: OUP (Introduction, Chapters 2 and 3)
- 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 Black Swan
- Ziegler, Norman. P. (1998). "Some notes on Rajput Loyalties during the Mughal Period" in J. F. Richards (Ed.) *Kingship and Authority in Southeast 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.
- Sreenivasan, Ramya (2004). "Honoring the family: Narratives & Politics of Kingship in Pre-colonial Rajasthan, in Chatterjee, Indrani, ed., *Unfamiliar Relations: Family and History in South Asia*. New Brunswick, NJ: Rutgers University Press.
- Sreenivasan, Ramya (2014). "Rethinking Kingship and Authority in South Asia: Amber (Rajasthan), Ca. 1560-1615." *Journal of the Economic and Social History of the Orient* 57, no. 4, pp 549–86

- 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 (Chapters 8,9 and 10)
- Wink, Andre (1986), *Land and Sovereignty in India: Agrarian Society and Politics under Eighteenth Century Maratha Swarajya*, Cambridge: Cambridge University Press.

**Unit III:** Contends with state and doctrinal attitudes towards religious belief and practice and their relation to state policy. In addition, the unit also highlights nuances of the visual culture (art and architecture) as a mechanism to promote imperial ideology. (Teaching Time: 12 hours Approx.)

- Faruqi, Munis (2014). "Dara Shukoh, Vedanta and Imperial Succession", in Vasudha Dalmia and MunisFaruqi, (Eds.). "Religious Interaction in Mughal India. Delhi: Oxford University Press, pp.30-64.
- Gandhi, Supriya (2020), *The Emperor Who Never Was. Dara Shukoh in Mughal India*, Harvard University Press. (Introduction, Chapters 6 and 7)
- Chandra, Satish. (1993). *Mughal Religious Policies, the Rajputs and the Deccan*. Delhi: Vikas Publishing House. (Chapter 9 and 11)
- Husain, Azizuddin S M (2000), 'Jizya- Its Reimposition During the Reign of Aurangzeb',
- *Indian Historical Review*, Vol 27, Issue 2, pp 87-121
- 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).
- 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. (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.
- Moin, Afzar. (2012), *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*, New York: Columbia University Press (Chapter 6)
- Beach, M.C. (1992), *Mughal and Rajput Painting, New Cambridge History of India Vol.1. Part 3*. Cambridge: Cambridge University Press.
- Desai, Vishakha N (1990), 'Painting and Politics in Seventeenth-Century North India: Mewar, Bikaner and the Mughal Court', *Art Journal*, Vol 49, No 4, pp 370-378

**Unit IV:** Acquaints students with core elements of the economy and society in pre-Modern India. Alongside dealing with the complex rural society involving peasants and

Zamindars, this unit also highlights the often ignored mercantile communities and their role in facilitating India's overseas trade during the seventeenth and eighteenth centuries. Besides it deals with the activities of the European trading companies in the Indian Ocean trade network and its impact on the Indian economy. (Teaching Time: 9 Hours Approx.)

- Kulkarni, A R, (1991), The Indian Village with special Reference to Medieval Deccan (Maratha Country), General Presidential Address, PIHC, Vol 52, pp 1-43
- Habib, Irfan (1999), The Agrarian System of Mughal India (1556-1707), OUP, New Delhi (Chapter 4)
- 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 (1982), Medieval India: Society, The Jagirdari Crisis and The Village, New Delhi, Macmillan India Limited. (Chapters 3,4 and 6)
- S Nurl Hasan, (2008), Religion, State and Society in Medieval India: Edited and Introduced by Satish Chandra, OUP, New Delhi (Chapters 12 and 21)
- 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
- Das Gupta, Ashin and M N Pearson (eds) (1987), India and the Indian Ocean 1500-1800, Calcutta, OUP
- Pearson, Michael N (1988), 'Brokers in Western Indian Port Cities: their role in servicing Foreign Merchants', Modern Asian Studies, Vol 22, No 3, pp 455-472
- Das Gupta, Ashin (2001), The World of the Indian Ocean Merchant, 1500-1800, OUP
- 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
- 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)

#### **Suggestive readings**

- Faruqi, Munis D (2012), The Princes of the Mughal Empire, 1504-1719, New York, Cambridge University Press. (Introduction, Chapters 4,5 and 6)
- Alam, Muzaffar and S Subrahmanyam (2014). Writing the Mughal World: Studies in Political Culture, Delhi: Permanent Black
- Habib, Irfan. (1995). Essays in Indian History: Towards a Marxist Perspective, Delhi: Tulika.
- 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.

- Dalmia Vasudha & Faruqui, Munis, (ed.) (2014). *Religious Interactions in Mughal India*, Delhi: Oxford University Press, (Chap. 1-2)
- Koch, Ebba. (2001). "The Hierarchical Principles of Shah Jahani Painting" in Ebba Koch,
- *Mughal Art and Imperial Ideology*. Delhi: Oxford University Press.
- 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
- Mukhia, Harbans. (2009). *The Mughals of India*, Delhi: Blackwell Publishing.
- Alavi, Seema. (ed.) (2002). *The eighteenth century in India*. Delhi: Oxford University Press
- Alam Muzaffar and Sanjay Subrahmanyam (1998). *The Mughal state 1526 – 1750*, Delhi: Oxford University Press
- Chenoy, ShamaMitra (1998), *Shahjahanabad*, Delhi: Munshiram Manoharlal
- Dutta, Rajat (2003) "Commercialization, Tribute and the transition from Late Mughal to early Colonial in India" *The Medieval History Journal* , Vol:6 , No 2, pp.259-91.
- Ehlers, Eckart and Krafft, Thomas (2003), *Shahjahanabad / Old Delhi. Tradition and Colonial Change*, Delhi: Manohar
- 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.
- Mukherjee, Anisha Shekhar (2003). *The Red Fort of Shahjahanabad*, New Delhi: Oxford University Press
- Tillotson, G.H.R (1990), *Mughal India*, New Delhi: Penguin Books. (Chapter on Shahjahanabad and Red Fort)
- Bahuguna, R P (2017), 'Religious Festivals as Political Rituals: Kingship and Legitimation in Late Pre-Colonial Rajasthan' in Suraj Bhan Bhardwaj, R P Bahuguna and Mayank Kumar (eds) *Revisiting the History of Medieval Rajasthan. Essays for Professor Dilbagh Singh*, Delhi, Primus Books
- 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.
- Talbot, Cynthia and Asher, Catherine B. (2006). *India Before Europe*, Cambridge; Cambridge University Press.
- Kinra Rajeev. (2009). "Infantilizing Baba Dara: The Cultural Memory of Dara", in *Journal of Persianate Studies*, Vol. 2, pp. 165-93

#### **Readings in Hindi Medium:**

- Chandra, Satish (2018). *Madhyakalin Bharat (Part II), Sultanat se Mughal Ka ITak*, NewDelhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). *Madhyakalin Bharat*, (Vols. 1-8, relevant articles), New

Delhi:Rajkamal Prakashan

- Habib, Irfan. (2017). *Madhyakalin Bharat ka ArthikItihas: Ek Sarvekshan*, New Delhi:Rajkamal Prakashan
- Verma H C. (Ed.) (2017). *Madhyakalin Bharat (Vol. II) 1540-1761*, Hindi MadhyamKaryanvan Nideshalaya, Delhi University

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-2): History of India – VIII: c. 1857 – 1950**

**Credit distribution, Eligibility and Prerequisites 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 – VIII: c. 1857 – 1950 | 4       | 3                                 | 1        | 0                   | Class XII            | Should have studies of History of India I – VI |

**Learning Objectives**

This paper introduces students to broad aspects of formation of identities and the manner in which these identities unfolded themselves during the course of the Indian freedom struggle. It provides an overview of socio-economic and political trends in colonial India from the latter half of the 19th century. The paper 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 community, caste, and national identity 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 partition and independence.
- Discuss the key debates on the making of the Indian Constitution, and need for socio- economic restructuring after independence

**SYLLABUS OF DSC- 2**

**Unit 1: Colonial Economy**

1. Economic critique of colonial rule with special reference to Drain of Wealth
2. Rise of modern industry and capitalist class

**Unit 2: Early Nationalism**

1. Emergence of Indian National Congress (INC)



2. 'Moderates' and 'Extremists' Nationalist
3. Swadeshi and early Revolutionary Movements

**Unit 3:** Emergence and social base of Gandhian Nationalism

1. Foundations of Gandhian Nationalism
2. Gandhi and National Movements
  - a. Champaran, Kheda, Ahmedabad,
  - b. Rowlatt, Khilafat and Non-Cooperation Movements
  - c. Civil Disobedience Movement
  - d. d) Quit India Movement

**Unit 4:** Alternative trends in National Movement

1. Ambedkar and the Dalit Movement, Dravidian movements
2. Hindustan Socialist Republican Association (HSRA) and Revolutionary Movements
3. Gadhar, Singh Sabha and the Akali Movement
4. Peasants, Workers and Tribal movements; Emergence of the Left
5. Subhas Chandra Bose and Indian National Army; Royal Indian Navy Mutiny

**Unit 5:** Towards Independence and after

1. Independence and Partition
2. The Making of the Constitution

**Unit 6:** Formation of Identities

1. Caste
2. Community
3. Nation

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit I:** This unit studies aspects of the colonial economy and its critique particularly with reference to the phenomenon of 'Drain of Wealth. It develops an understanding of the emergence of modern industry and capitalist class in colonial India. **(Teaching Time: 6 hours Approx.)**

- Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905. New Delhi: People's Publishing House (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.

**Unit II:** After the successful completion of this unit, students will be able to understand various aspects of early nationalism and nationalist resistance. (Teaching Time: 6 hours Approx.)

- McLane, J.R. (1977). Indian Nationalism and the Early Congress. Princeton: Princeton University Press, pp.3-21; 89-178
- Tripathi, Amares. (1967). The Extremist Challenge. India between 1890 and 1910. Bombay, Calcutta, Madras, New Delhi: Orient Longmans, Chapters 1-5
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India's Struggle for Independence. Delhi: Penguin Books, chapters 4 to 10.
- 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: स्वदेशी आंदोलन (1903-1908), Chapter 1 and 2.
- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan. chapters III & IV.

**Unit III:** This unit deals with Gandhian mass nationalism and Gandhi's methods of mass mobilization cutting across different social groups in the national movement. (Teaching Time: 9 hours Approx.)

- Mohandas Karamchand Gandhi 'Hind Swaraj'
- Hardiman, David. (2005). Gandhi in his time and ours. Delhi: Orient Blackswan, pp.1-81; 109-184.
- Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press, pp. 55-155.
- Poucheпадасс, 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
- Kumar, Ravinder. (1971). Essays on Gandhian Politics, Rowlatt Satyagraha 1919. Oxford: Clarendon Press, pp. 1-30
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). India's Struggle for Independence. Delhi: Penguin Books.
- Sarkar, Sumit. (1983). Modern India: 1885—1947. Delhi: Macmillan.
- Minault, Gail. (1982). The Khilafat Movement: Religious Symbolism and Political Mobilisation in India. Delhi: Oxford University Press (Introduction, Chapters II, III, IV).

- Amin, Shahid. (1996). *Event, Metaphor, Memory: Chauri Chaura, 1922 – 1992*. Delhi: Penguin. Re- print, 2006, pp. 9-19, 45-56, 69-93.
- 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.
- Pandey, Gyanendra. (1988). *The Indian Nation in 1942*. Calcutta: K.P. Bagchi and Company (Chapters 1,2,3, 4, 8).

**Unit IV:** 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 struggles. **(Teaching Time: 12 hours 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
- Habib, S.Irfan. (2007). *To Make the Deaf Hear: Ideology and Programme of Bhagat Singh and his Com- rades*, 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).
- 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.
- 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.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (1989). *India’s Struggle for Independence*. Delhi: Penguin Books.
- 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
- Mohapatra, Prabhu P. (2005). ‘Regulated Informality: Legal Construction of Labour Relations in Colonial India, 1814-1926’, in Sabyasachi Bhattacharya and Jan Lucassen (Ed.), *Workers in the Informal Sector: Studies in Labour History, 1800-2000*. Delhi: Macmillan India Ltd.

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

**Unit V:** This unit will enable students to analyse the complex developments leading to communal violence, independence and partition. Students will be introduced to the key debates on the making of the constitution of India. **(Teaching Time: 6 hours 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.
- Peter Hardy, *The Muslims of British India*, Cambridge University Press, Cambridge, 1972
- 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).
- Lelyveld, David. (2005). 'The Colonial Context of Muslim Separatism: from Sayyid Ahmad Bareilvi to Sayyid Ahmad Khan,' in Mushirul Hasan and Asim Roy (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.
- 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.
- Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, Sage Publications, New Delhi
- Menon, V.P. (2014). *Integration of the Indian States*. New Delhi: Orient Blackswan. Chapter III,IV,V
- Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939-1945,"
- Past & Present, Vol. 176, pp. 187-221.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee. (2000). *India Since Independence*. New Delhi: Penguin books, chapters 3, 4 and 5

- 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.

**Unit VI: Caste, Community and Nation:** The unit seeks to identify the developments in post-1857 India in terms of the shaping of caste, religious/community and national identities in the late 19th and early 20th centuries and the role of reform and debates in this. **(Teaching Time: 6 hours Approx.)**

- Dirks, Nicholas B, (1997), “The invention of caste: civil society in colonial India” in. H L Seneviratne (Ed.), *Identity, Consciousness and the Past; Forging of Caste and Community in India and Sri Lanka*. Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar. (Eds.). (2013). *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
- Bandyopadhyay, Sekhar. (1997). *Caste, Protest and Identity in Colonial India: the Namasudras of Bengal, 1872-1947*. London: Curzon Press.
- Jalal, Ayesha. (2000). *Self and Sovereignty: Individual and Community in South Asian Islam since 1850*. London: Routledge.
- Rai, Santosh Kumar. (2021). *Weaving Hierarchies: Handloom Weavers in Early Twentieth Century United Provinces*. Delhi: Primus Books.
- Hatcher, Brian A. (2020). *Hinduism Before Reform*. Massachusetts: Harvard University Press.
- Anderson, Benedict. (1994) “Imagined Communities” in J. Hutchinson and A.D. Smith (Eds.) *Nationalism* Oxford: Oxford University Press, pp. 225-231
- Hardgrove, Anne. (2004). *Community and Public Culture: the Marwaris in Calcutta*. New York: Oxford University Press, chapter 1.
- Prakash, Gyan. (2002) ‘Civil society, community, and the nation in Colonial India’ *Etnografica*, Vol. 6 (1), pp.27-40.
- Jones, Kenneth. (1994). *Socio-Religious Reform Movements in British India*. New Delhi: Cambridge University Press, pp.73-101.
- Oberoi, Harjot. (1994). *The Construction of Religious Boundaries: Culture, Identity and Diversity, in the Sikh Tradition*. Chicago: University of Chicago Press, Chapter 4,5,6
- 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.

**Suggestive readings** (if any)

- 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, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, K N Panikkar. (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.
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- 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 Prakshan (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

- Suhrud, Tridip. (2011). The Cambridge Companion to Gandhi. Cambridge: CUP, pp. 71- 92.

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



## DISCIPLINE SPECIFIC CORE COURSE (DSC-3): History of Modern Europe – II

### 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 Europe – II | 4       | 3                                 | 1        | 0                   | Class XII            | Should have studies of History of India I – VI |

### Learning 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:

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

### SYLLABUS OF DSC-3

#### Unit I: Nations and Nationalism in the nineteenth century

1. Theories of Nationalism

2. Nationalist aspirations in Germany, Italy and the Austro-Hungarian Empire / Ottoman Empire
3. State and Politics in post-unification Germany / Italy

**Unit II: The First World War and Revolutions**

1. Theories of Imperialism
2. Causes and Impact of the War: Historiographical debates
3. Revolutions: Russia 1905 and 1917

**Unit III: Europe Between the World Wars**

1. Fascism: Historiographical debates
2. Nature of the State in Fascist Italy / Nazi Germany
3. Origins of the Second World War

**Unit IV: Cultural Transformation of Europe (1850-1939)**

*Choose any two sub themes for study (1) or (2) or (3)*

- Trends in Painting, Architecture and National Art Galleries
- [Emerging Forms of Expression: Photography, Radio and Cinema
- Institutions of Knowledge: Exhibitions, Museums / Archives and History as a discipline

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit I:** At the end of this rubric the student will be expected to comprehend the important theories on nationalism, which are crucial for recognising the nature of different nationalist aspirations that emerged in nineteenth century Europe. The student would also be able to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. Students will be able to trace these complexities into the politics of state formation post unification. **(Teaching time: 12 hours Approx.)**

- Beals, Derek and Eugenio F. Biagini. (2002). *The Risorgimento and the Unification of Italy*. London and New York: Routledge (Chapters 5 to 9)
- Blackbourn, David. (2002). *History of Germany 1780-1918: The Long Nineteenth Century*. Oxford: Oxford University Press. (Chapters 5-9)
- Waller, Bruce (ed.) (1990) *Themes in Modern European History 1830-90*, London: Routledge. (Chapters 5 & 8)
- Eley, Geoff. (1986). *From Unification to Nazism: Reinterpreting the German Past*. London and New York: Routledge. (PLEASE INDICATE CHAPTERS...I DO NOT HAVE THIS BOOK)
- Hutchinson, John and Anthony Smith (eds.). (1994). *Nationalism*. Oxford: Oxford University Press. (Chapters 9 to 12, 14, 16, 25 & 27)
- Mazower, Mark. (2002). *The Balkans: A Short History*, The Modern Library: New York

- Waller, Bruce (ed.), (1990) Themes in Modern European History 1830-90, Routledge: London
- Riall, Lucy. (1994). The Italian Risorgimento: State, Society and National Unification. London and New York: Routledge. (Chapters 5 & 6)
- Sarnoff, Daniella. (2017). "Nationalism: Triumphs and Challenges in the Long Nineteenth Century and Beyond. In Revisiting Modern European History: 1789–1945, edited by Vandana Joshi. Pearson.
- लाल बहादुरि वमालि। यरुपू का इरुतहासः फूासीसं डी कूाकुत से रूितीय वि युदूध तक।
- पाथिसारथी गुपूता (संपाडिक)। यरू डुप का इरुतहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रूिवेश वरूजय, डीना डारिज, वंडिना डूधरी (संपाडिक)। आधरू नक यरू डुप का इरुतहासः आयाम और रूिशारं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit-II:** At the end of this rubric the student will be familiar with the key theories on imperialism which are important for understanding the outbreak of the World Wars and the complex post-War scenarios. The student will also be familiarized with a range of historiographical issues reflected in historical analyses of the First World War. The student will also learn of how revolutionary possibilities emerged during the First World War. In this regard, the economic, social and political issues that led to the fall of the Tsarist regime in Russia and emergence of a socialist state by October 1917 will be explained. **(Teaching time: 12 hours Approx.)**

- Brewer, Anthony. (2001). Marxist Theories of Imperialism. A Critical Survey. London and New York: Routledge. (Chapters 4, 5, 6 & 7)
- Fitzpatrick, Sheila. (1994). The Russian Revolution. Oxford: Oxford University Press. (Chapters 1 & 2)
- Gleason, Abbot (Ed.). (2009). A Companion to Russian History. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)
- Henig, Ruth. (2003). The Origins of the First World War. London and New York: Routledge.
- Jones, Heather. (2013). "Historiographical Review As The Centenary Approaches: The Regeneration Of First World War Historiography." In The Historical Journal Vol. 56 (3): 857-78.
- Kiernan, V.G. (1974). "The Marxist Theory of Imperialism and its Historical Formation." In Marxism and Imperialism. London: Edward Arnold.
- Martel, Gordon (ed). (2006). A Companion to Europe 1900-1945. (Chapter 15, 16, 17 & 18). Malden, Oxford, Victoria: Blackwell Publishing.
- Porter, A. (1994). European Imperialism 1860-1914. Hampshire: Palgrave Macmillan. (Chapters 2,4 & 5)
- Wood, Alan. (2003). The Origins of the Russian Revolution 1861-1917. London and New York: Routledge.

- लाल बहादुरि वमाि। यरू ोप का इर्तहास: फ्ासीसंी क्कार्त से र्ितीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपािक)। यरू ोप का इर्तहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्िवेश र्वजय, मीना भारिज, वंिना चौधरी (संपािक)। आधर्ु नक यरू ोप का इर्तहास: आयाम और र्िशिएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit- III:** The student will be expected to develop an understanding of European politics of the inter-war 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: 12 hours Approx.)**

- Thurlow, Richard. (1999). Fascism. Cambridge: Cambridge University Press. (Chapters 1- 4)
- McDonough, Frank. (1999). Hitler and Nazi Germany. Cambridge: Cambridge University Press.
- Passamore, K. (2002). Fascism: A Very Short Introduction. Oxford: Oxford University Press. (Chapters 1 to 5; Chapters 8 to 10)
- Kershaw, Ian. (1985). The Nazi Dictatorship: Problems and perspectives of Interpretation. London: Edward Arnold. (Chapters 1 and 2)
- McDonough, Frank . (1997). The Origins of the First and the Second World War. Cambridge: Cambridge University Press. (Chapters 4, 6, 7, 11, 13, 15, 17, 24, 26 & 29)
- लाल बहादुरि वमाि। यरू ोप का इर्तहास: फ्ासीसंी क्कार्त से र्ितीय वि युद्ध तक।
- पाथिसारथी गुप्ता (संपािक)। यरू ोप का इर्तहास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- र्िवेश र्वजय, मीना भारिज, वंिना चौधरी (संपािक)। आधर्ु नक यरू ोप का इर्तहास: आयाम और र्िशिएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**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: 9 hours Approx.)**  
Winders, James A. (2001). European Culture Since 1848. New York: Palgrave

- Whitehead, Christopher, (2005) *The Public Art Museum in Nineteenth Century Britain: The Development of the National gallery*, Routledge: London. (Chapters 1,5 and 7)
- Aronsson, Peter and Elgenius, Gabriella, (2015), *National Museums and Nation Building in Europe 1750-2010: Mobilisation and legitimacy, continuity and change*, Routledge: London (Chapters 1, 3, 6 and 7)
- Vincent, David. (2000). *The Rise of Mass Literacy: Reading and Writing in Modern Europe*. New Jersey: Wiley.
- Brettell, Richard. (1999). *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press
- Colquhoun, Alan. (2002). *Modern Architecture*. Oxford: Oxford University Press, pp. 13- 35 & 87-109.
- Clarke, Graham. (1997). *The Photograph*. Oxford University Press, Oxford, 1997 (p. 11- 54)
- Thompson, Kenneth. (1976). *August Comte: the Foundation of Sociology*. New Jersey: Wiley.
- Kuper, Adam. (1975). *Anthropology and Anthropologists*. London: Penguin Books.
- 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.
- Wagner, Kim A., and Roque, Ricardo, (2012) *Engaging Colonial Knowledge: Reading European Archives in World History*, Palgrave Macmillan: London.
- 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.)
- स्नेह महाजन। यूरोप का इतिहास:1870-1914 | प्रगति प्रकाशन ।
- ए.के. मित्तल । आधुनिक यूरोप का इतिहास: 1789 से 1945 तक । साहित्य भवन प्रकाशन
- एररक हॉब्सबॉम, साम्राज्य का युग: १८७५ - १९१४ , अनुवाकिक प्रकाश िीक्षित, संवाि प्रकाशन, मेरठ, २००९

- एररक हॉब्सबॉम, अर्तरेकों का युग: १९१४-१९९१ , अनुवाकिक प्रकाश िीक्षित, संवाि प्रकाशन, मेरठ, २००९
- आधरु नक यूरोप का इर्तहास: आयाम एवं र्िशिएं, (संपार्ित) िवेश वजय, मीना भारिज एवं वंिना चौधरी, हन्िी माध्यम कायािन्वय निशालय, र्िल्ली विवधालय, 2010 ।
- यूरोप का इर्तहास, भाग 1 एवं भाग 2, प्रकाशन संस्थान, 1998।
- आधरु नक वि का इर्तहास, लाल बहारि वमाि, हिी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2013।
- सांस्कृ त्तक इर्तहास एक तुलनात्मक सवेक्षण, िवेश वजय, हन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2009।
- प्रारंभक आधरु नक यरू ोप में सांस्कृ त्तक पररवतिन, संपार्ित िवेश वजय, हन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2006।
- यरू ोप का इर्तहास, पाथि सारर्थ गुप्ता, हन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- यरू ोप 1870 से जेम्स जॉल, स्नेह महाजन (अनुवाकिक) हन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- बीसवीं शताब्िी का वि इर्तहास : एक झलक भाग 1 स्नेह महाजन हन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- वि इर्तहास 1500 1950 , जैन एवं माथुर, जैन प्रकाशन मंरि, 2016
- मास्टररंग मॉडनि वल्डि हसी आधुनक वि इर्तहास नॉमिन लो, (अनुवाकिक) अरुणा गुप्ता एवं डिंु खन्ना, िेव पब्लिशसि, 2020।

**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): Gender in Indian History, c.1500-1950**

**Credit distribution, Eligibility and Prerequisites 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 |                      |                                      |
| Gender in Indian History, c.1500-1950 | 4       | 3                                 | 1        | 0                   | Class XII            |                                      |

**Learning Objectives**

The module will delineate gendered constructs in Early Modern and Modern India. It contextualizes the participation and contribution of women in courtly culture and domestic spaces. While examining questions and debates on law, education, social differentiation and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of family and norms of manhood. The course also tries to give students a critical overview of the tangled paradigms that labels women as victims and agents, and objects and subjects.

**Learning outcomes**

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

- Critically assess popularly held notions about women in Islamic empires.
- Examine critical issues of gender and power in the context of Early Modern and Modern Indian history.
- Examine the issues around the ‘women’s question’ in the modern period of Indian history.
- Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state.

**SYLLABUS OF DSE – 1**

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

Rethinking Courtly and Domestic Spaces: Power, Household and Family  
Constructing Gender Identities: Behaviour and Practices

**Unit II: Women, Colonialism and Modernity: 1750’s to 1950’s**

The Women’s Question: Social Reform, Law and Education  
Women, Work and Social Differentiation  
Gender and Print Culture

**Unit III: Partition and Women: Family, Community and State**



**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit I: Women in Early Modern India: 1500 to 1750's**

The learning outcome of this unit is to question gender stereotypes about women in Early Modern India. It provides for a more contextual and nuanced understanding of how historical and gendered constructions of spaces, institutions and norms helped create sensibilities in Early Modern India. (Teaching time: 18 hours)

- Joshi, Varsha, *Polygamy and Purdah: Women and Society among Rajputs*. Jaipur: Rawat Publications, 1995.
- Lal, Ruby, *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge Studies in Islamic Civilization, 2005, pp. 1-49, 212-226.
- O'Hanlon, Rosalind, "Kingdom, Household and Body: History, Gender and Imperial Service under Akbar", *Modern Asian Studies*, 2007, vol. 41/5, pp. 889-923.
- Peirce, Leslie, *Women and Sovereignty in the Ottoman Empire*. New York: Oxford University of Press, 1993. (Preface, Introduction, Chapter 1, pp vi-27 Conclusion, pp 267-285).
- Sarkar, Nilanjan, "Forbidden Privileges and History-Writing in Medieval India". *The Medieval History Journal*, 2013, 16 (1), pp. 21-62.
- Sreenivasan, Ramya, "Honouring the Family: Narratives and Politics of Kinship in Pre-Colonial Rajasthan" in Indrani Chatterjee, ed., *Unfamiliar Relations: Family and History in South Asia*. Delhi: Permanent Black, 2004, pp. 46-72.

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

This segment enquires into questions of law and education in terms of the women's question. It explores the linkages of gender with various social identities. It further investigates gender histories of print and popular culture. (Teaching time: 21 hours)

- Anandi, S. "Women's Question in the Dravidian Movement c. 1925-1948", *Social Scientist*, 1991, vol. 19/5, pp. 24-41.
- Carroll, Lucy, "Law, Custom and Statutory Social Reform: The Widows' Remarriage Act of 1856" in Tanika Sarkar & Sumit Sarkar, ed., *Women and Social Reform movement in Modern India*, Ranikhet: Permanent Black, 2007, pp. 113-144.
- Forbes, Geraldine, *Women in Modern India*, Cambridge: Cambridge University Press, 1998, pp. 32-63.
- Gupta, Charu, "Introduction", in *Gendering Colonial India*, ed., Charu Gupta, New Delhi: Orient Blackswan, 2012, pp.1-36.
- Orsini, Francesca, *The Hindi Public Sphere, 1920-1940*, Delhi: Oxford University Press, 2002. (Chapter 4, pp.241-308).
- Warriar, Shobhana, "Women and Workplace", Shakti Kak and Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*. New Delhi: Nehru Memorial Museum and Library, 2005, pp. 231-265.

**Unit III: Partition and Women: State, Community and Family**

This section explores and reflects on the relationship between women and partition, and the role of state, community and family. (Teaching time: 9 hours)

- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin, 2003. (Chapter 4, pp.109-71).
- Menon, Ritu, *Borders and Boundaries: Women in India's Partition*. New Brunswick:

Rutgers University Press, 1998, pp.3-29.

**Suggestive readings** (if any)

- Anooashahr, Ali, "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*, 2008, vol. 18/3, pp. 327-340.
- Faruqui, Munis D., *Princes of the Mughal Empire*. New York: Cambridge University Press, 2012. (Chapter 3 – The Princely Household)
- Flavia, Agnes, *Law and Gender Inequality: The Politics of Women's rights in India*, New Delhi: Oxford University Press, 2001. (Chapter 4, 5 & 6, pp. 41-90).
- Gupta, Charu, *Streetva se Hindutva Tak*, Delhi: Rajkamal Prakashan, 2012. (Chapters 4, 7, 10 & 11).
- Gupta, Charu, ed., *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Delhi: Orient Blackswan, 2012.
- Hambly, Gavin R.G., (ed). *Women in Medieval Islamic Empires*. New York: St. Martin's Press, 1998. (Introduction, Chapters 10, 16, 19, 20).
- Kumar, Radha, *The History of Doing. An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1960*, New Delhi: Kali for Women, 1993, pp. 7-26. (Available in Hindi)
- O'Hanlon, Rosalind, "Manliness and Imperial Service in Mughal North India", *Journal of the Economic and Social History of the Orient*, 1999, vol. 42/1, pp. 47-93.
- Malhotra, Anshu, "The Pativrata and Domestic Ideologies in Early Twentieth Century Punjab", Shakti Kak & Biswamoy Pati, ed., *Exploring Gender Equations. Colonial and Post-Colonial India*, New Delhi: Nehru Memorial Museum and Library, 2005, pp.1-27.
- Mishra, Yuthika, *Hindu Woman and Legislative Reforms: A Discourse on Marriage*, Delhi: Indu Prakashan, 2016.
- Mukhia, Harbans, *Bhartiya Mughal*, Oxford: Blackwell, 2004. (Chapter 3).
- Nair, Janaki, *Women and Law in Colonial India: A Social History*, New Delhi: Kali for Women, 1996. (Chapters 3 & 6).
- Petievich, Carla, "Gender Politics and the Urdu Ghazal", *Indian Economic and Social History Review*, 2001, vol.38, (3), pp. 223-248.
- Ruggles, D. Fairchild, (ed). *Women, Patronage and Self-Representation in Islamic Societies*, New York: State University of New York Press, 2000. (Introduction & Chapter 6).
- Sangari, Kumkum and Sudesh Vaid, *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women, 1989.
- Singh, Dilbagh. "Regulating the Domestic: Notes in the Pre-colonial States and the Family", *Studies in History*, 2003, vol.19/1, pp. 69-86.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE : Fundamentals of Historical Methodology**

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

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

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

**Learning Objectives**

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

**Learning Outcomes**

Having finished the course, the students would have learnt:

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

## SYLLABUS OF DSE

### Unit I: Distinctiveness of historical inquiry

1. The nature of history
2. The scope of historical research

### Unit II: Issues and problems in historical research

1. Facts and inference
2. Explanation and historical research
3. Objectivity and history writing
4. History writing and relations of power

### Unit III: Sources and interpretation

1. Types of historical sources: their use and limitations
2. Analytical frames in historical research
3. Varieties of approaches to sources and methods

### Unit IV: Conducting historical research

1. Selecting a topic and preliminary work
2. Protocols of academic writing and avoiding plagiarism

### Practical component (if any) - NIL

### Essential/recommended readings:

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

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

- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.8, "History and Social Theory": pp. 214-225, and Ch.3, "Mapping the Field").

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

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

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

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

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

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

**Suggested Readings:**

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

- Sreedharan, E. (2007). *A Manual of Historical Research Methodology*, Trivandrum: Centre for South Indian Studies. (Ch.6, "Historical Research Methodology").
- Topolski, Jerzy. (1976). *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company (Ch.10, "Historical Facts", Ch.11, "The Process of History" – the section on Causality and Determinism, Ch.18, "The Authenticity of Sources and the Reliability of Informants", Ch.19, "Methods of Establishing Historical Facts.")
- Tosh, John. (2002). *In Pursuit of History*. Revised third edition. London, N.Y., New Delhi: Longman. (Ch.1, "Historical Awareness" and Ch.6, "Writing and Interpretation").
- Tucker, Aviezer (ed.) (2009), *A Companion to the Philosophy of History and Historiography*, Chichester: Wiley Blackwell Publishing (Ch.6, "Historiographic Evidence and Confirmation", Ch.10, "Explanation in Historiography" and Ch.14, "Historiographic Objectivity").

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

**DISCIPLINE SPECIFIC CORE COURSE (DSE-3) – : Select Themes in the History of Education in India**

**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 |                       |                                      |
| Select Themes in the History of Education in India | 4       | 3                                 | 1        | 0                   | 12 <sup>th</sup> Pass | NIL                                  |

### Learning Objectives

This course will provide students with a critical understanding of different historical traditions of education in India from ancient to colonial periods and their socio-political aspects. It is a thematic course, which seeks to focus on various aspects of formal and informal systems of education in India from the earliest times to the modern period. The course takes up some aspects of the rich and varied epistemological traditions, practices and pedagogies that emerged, evolved, adopted or adapted in the Indian subcontinent.

### Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India;
- It will allow them to understand the diverse manner in which production and reproduction of knowledge took place through formal and informal socio-cultural networks.
- It will make them aware about the rich educational legacy of India and enable them to make a critical appraisal of the same.
- The course will create a greater understanding of the linkage between education and power, the role of the state, the elite and different social categories in deciding what construes as 'knowledge', its transmission, the strategies of inclusion and exclusion in knowledge dissemination in different regions and in varied chronological frameworks.
- It will provide them historical insights to engage with the issues of contemporary education.

### SYLLABUS OF DSE-3

**Unit 1.** Knowledge Traditions, Pedagogy and Centres of Learning in Ancient India.



**Unit 2.** Educational Institutions and Knowledge Formation in India from 11th to 18th century.

**Unit 3.** History of Education during Colonial Period.

**Unit 4.** Educational Discourse of Freedom Struggle.

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit 1.** This unit will trace the emergence of diverse knowledge traditions and the methods adopted for their transmission and dissemination. Students will be introduced to the key epistemological concepts and the philosophical traditions, and how what was construed as knowledge and education was constantly being debated, contested and modified. The unit will explore the varied pedagogic practices prevalent in ancient India - from the early Vedic śākhās to centres of learnings like Taxila and Nalanda; along with others. This unit will also familiarise the students with diverse knowledge systems from the Vedic and post-Vedic corpus, Buddhist and Jain scriptures, Carvaka and Tantric philosophy, early numerical systems, along with practices and traditions of healing, such as Ayurveda and Yoga. Knowledge traditions, concepts and educational practices will be critically interpreted in the context of their linkages with socio-political and religious structures of power and social stratifications and the question of their accessibility to caste, gender and other marginalised categories. (eleven hours)

**Essential Readings:**

- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Lowe, Roy, Yasuhara, Yoshihito. (2016), *The Origins of Higher Learning: Knowledge Networks and the Early Development of Universities*, Routledge. Chapter Two 'From the Indus to the Ganges, Spread of Higher Learning in India'.
- Scharfe, Hartmut. (2002), *Education in Ancient India*. Brill, Lieden.
- Shrimali, Krishna Mohan. (2011), "Knowledge Transmission: Processes, Contents and Apparatus in Early India," *Social Scientist*, Vol. 39, No. 5/6: 3–22.
- Witzel. M. (1987), *On the Localisation of Vedic Texts and Schools, India and the Ancient World: History, Trade and Culture before A.D. 650*. P.H.L. Eggermont Jubilee Volume, edited by G. Pollet, *Orientalia Lovaniensia Analecta* 25, Leuven, pp. 173-213.

**Unit 2.** This unit engages with different kinds of institutional, communitarian and individual arrangements of learning and structures of patronage that existed in India from 11th to 18th century. It explores how these arrangements promoted the development of different knowledge traditions in different trans-local linguistic idioms, such as Sanskrit, Arabic and Persian alongside with a wide range of literature and genres within regional languages and translation projects in different fields like Philosophy, Philology, Aesthetics, Astrology, Law,

Mathematics, Physical Sciences, Medicine, Music, Hermeneutics, Grammar, Lexicography and Doxography. It will also deal with the questions of what were the forces of educational expansion as well as control over it, and what does this history of education tell us about social relations in the period under study. (eleven hours)

**Essential Readings:**

- Alam, Muzaffar. (2003), 'The Culture and Politics of Persian in Pre-colonial Hindustan,' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003, pp. 131-198.
- Ali, Daud. (2006), 'The culture of court' (Chapter 2, pp. 69-96) and 'The education of Disposition', (Chapter 5 pp. 183-201) in his *Courtly Culture and Political Life in Early Medieval India*. Delhi: Cambridge University Press.
- Bor, Joep. Françoise 'Nalini'delvoye, Jane Harvey and Emmie Te Nijenhuis (eds.). (2010), *Hindustani Music: Thirteenth to Twentieth Centuries*. New Delhi: Manohar Publishers.
- George, Gheverghese Joseph. (2009), *A Passage to Infinity: Medieval Indian Mathematics from Kerala and its Impact*, Delhi: SAGE Publications India Pvt Ltd, (Chapter-7, pp. 142-156 and 8, 156-178).
- Ghosh, Suresh Chandra. (2001), *History of Education in Medieval India, 1192 A.D.-1757 A.D.* India Originals.
- Hussain, SM Azizuddin (ed.). (2005), *Madrasa Education in India: Eleventh to Twenty First Century*. New Delhi: Kanishka Publishers.
- Jafri, Saiyid Zaheer Husain. (2021), 'Education and the Transmission of Knowledge in India's Medieval Past: Contents, Processes and implications' in Cristiano Casalini, Edward Choi and Ayenachew A. Woldegiyorgis (Eds.), *Education beyond Europe: Models and Traditions before Modernities*. Brill, pp. 129-151.
- Makdisi, Goerge. (1981), *The Rise of Colleges, Institutions of Learning in Islam*, Edinburg University Press, Edinburg. Chapters 1, 2, and 3.
- Nizami, K.A. (1996), 'Development of the Muslim Educational System in Medieval India', in *Islamic Culture*, October.
- Pollock, Sheldon (ed.). (2011), *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet 1500-1800*, Manohar, Delhi.
- Ray, Krishnalal. (1984), *Education in Medieval India*, Delhi: B.R. Publishing, (Chapter 4, pp. 34-57 and 5 pp-57-66).
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." *Proceedings of the Indian History Congress*, 68, pp. 389-97. <http://www.jstor.org/stable/44147851>.
- Robinson, Francis. (2001), 'Perso-Islamic Culture in India from the 17th to the Early 20th Century', pp. 9-40 (chapter 1); and 'Atamans, Safavids, Moghuls: Shared Knowledge and Connective Systems', pp. 211-251 (chapter 8), in his *The*

'Ulama of Farangi Mahal and Islamic Culture in South Asia. Permanent Black, Delhi.

- Venkatasubramanian, T. K. (2010), *Music as History in Tamilnadu*. New Delhi: Primus Books. (Chapters 4, 5 and 8, pp. 45-75 and 100-107).

**Unit 3.** This unit deals with the emergence of colonial education and marginalization of indigenous education from 18th century onwards. How the two systems, indigenous and the colonial, impacted each other during this period. How this transition was shaped by the interventions of the colonial state, Christian missionaries, dominant castes and classes and the social reformers?? It will engage with how the nature of education during this period was shaped by the colonial state and dominant sections of Indian society, and what were the implications of this alliance in general and particularly for marginalised sections. It will also explore how the colonial education transformed language hierarchies and knowledge traditions in India. (twelve hours)

**Essential Readings:**

- Acharya, Poromesh. (2000), *Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp*, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi.
- Allender, Tim. (2016), *Learning Femininity in Colonial India, 1820–1932*, Manchester: Manchester University Press.
- Babu, Senthil. (2022), *Mathematics and Society: Numbers and Measures in Early Modern South India*. Oxford University Press.
- Bhattacharya, Sabyasachi. (ed.) (2002), *Education and the Dis-privileged: Nineteenth and Twentieth Century India*, Orient Longman Private Limited, New Delhi.
- Chavan, Dilip. (2013), *Language politics under colonialism: Caste, class and language pedagogy in western India*. Cambridge Scholars Publishing.
- Crook, Nigel (ed.). (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Dharampal (ed.), (1983) *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction)
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (ed.). (2021), *Education and Inequality: Historical and Contemporary Trajectories*, Orient Blackswan, Hyderabad.
- Kumar, Arun. (2019), 'The "Untouchable School": American Missionaries, Hindu Social Reformers and the Educational Dreams of Labouring Dalits in Colonial North India', *South Asia: Journal of South Asian Studies*, 42(5): 823-844.
- Paik, Shailaja. (2014), *Dalit Women's Education in Modern India*, New York: Routledge.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Sarangapani, Padma M. and Rekha Pappu. (2021), *Handbook of Education Systems in South Asia*, Springer Nature, Singapore. (Volume 1).

- Tschurennev, Jana. (2019), *Empire, civil society, and the beginnings of colonial education in India*, Delhi: Cambridge University Press.

**Unit 4.** This unit explores the alternative demands that were articulated within the educational discourse of the freedom struggle. It also engages with the fate of the national education movement as may be seen in the examples of Swadeshi and Nai Talim; along with the struggle for compulsory elementary education in colonial India. (eleven hours)

**Essential Readings:**

- Bhattacharya, Sabyasachi (ed.). (1998), *The Contested Terrain: Perspectives on Education in India*, Orient Longman, New Delhi.
- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. (eds). (2003), *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors.
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8).
- Rao, Parimala V. (2013), 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947' in Parimala V. Rao. (ed.), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi, pp. 151-175
- Sadgopal, Anil. (2017), 'Macaulay Banam Phule, Gandhi-Ambedkar ka Muktidai Shaikshik Vimarsh' in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi (eds.), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, Vani Prakashan, New Delhi, pp. 82-95.
- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

**Suggestive readings**

- Acharya, Poromesh. (1997), "Educational Ideals of Tagore and Gandhi: A Comparative Study" *Economic & Political Weekly*, 32, pp 601-06.
- Alavi, Seema. (2007), 'Indo-Muslim Medicine: Unani in Pre-Modern India', in *her Islam and Healing: Loss and Recovery of and Indo-Muslim Medical Tradition 1600-1900*. New Delhi: Permanent Black, pp. 18-43.
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- Deshpande, Madhav. (2020), "Language and Testimony in Classical Indian Philosophy", in Edward N. Zalta (ed.), The Stanford Encyclopedia of Philosophy.
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- Ghosh, S. C. (2007), History of Education in India, Rawat Publications.
- Gupta, Vikas. (2017) "Macaulay se Pare", in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, eds., Macaulay, Elphinstone Aur Bhartiya Shiksha, New Delhi: Vani Prakashan
- Gupta, Vikas. (2018), "Bhaurao Patil's Educational Work and Social Integration", Inclusive, Vol. 1, Issue 12.
- Gupta, Vikas. (2022) 'Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah', Social Scientist, Vol. 50, Nos. 9-10 (September-October), pp. 21-41.
- Habib, Irfan. Technology in Medieval India: C. 650-1750. India: Tulika Books, 2013.
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- Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi.
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- Jafri, Saiyid Zaheer Husain. (2012). 'Education and transmission of knowledge in medieval India', Intellectual Discourse, 20 (1), 79-102.
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- Kumar, Krishna. (2014), *Politics of Education in Colonial India*, New Delhi, Routledge.
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- Lahiri, Latika. (1986), *Chinese Monks in India: Biography of Eminent Monks Who Went to the Western World in Search of the Law During the Great T'ang Dynasty*. Motilal Banarsidass, Delhi.
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two volumes), Gyan Publishing House, Delhi.
- Mondal, Ajit. (2017), "Free and Compulsory Primary Education in India under the British Raj" SAGE Open, SAGE Publications.
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- Shetty, Parinita. (2008), 'Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore', *Indian Economic Social History Review*, Vol. 45, pp. 509-51.
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- Sikand, Y. (2005), *Bastions of the Believers: Madrasas and Islamic Education in India*. New Delhi: Penguin.
- Soni, Jayandra (2000), "Basic Jaina Epistemology", *Philosophy East and West*, Vol. 50, Issue 3, pp. 367-377.

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- Suman, Amit K. (2014), "Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage", *Social Scientist*, Vol.42, No.3-4, March-April.
- Suman, Amit K. (2018), "The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency", in the *Indian Historical Review*, Vol. 45, Issue 2, SAGE Publications, pp. 1-16.
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- Zelliot, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (Ed.), *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 45-67.

**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): History of Latin America c. 1500 – 1960s**

**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 Latin America c. 1500 – 1960s | 4       | 3                                 | 1        | 0                   | 12 <sup>th</sup> Pass | NIL                                  |

**Learning 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 politics, 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.

**SYLLABUS OF DSE-4**

**Unit I:** Historiography

**Unit II:** Colonization of Central and South America by Iberian powers and Movements for In-dependence:

1. Driving forces for conquest; Impacts of colonization – key agrarian transformation; the question of labour and slavery; transatlantic commerce



and the modern world system; institutions of state; the advent of Christianity and evangelization.

2. Movements for independence in the early 19th century

**Unit III:** Developments in the new Latin American Nations (1830s-1930s): Case studies of Mexico, Argentina, and Brazil

1. Class and state formation, industrialization, export economies, immigration
2. Popular culture

**Unit IV:** Political and socio-cultural developments, 1930s to the 1960s

1. Authoritarianism, populism, revolutions
2. Politics of literature, music and sports

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit-I:** This Unit provides an introduction into what constitutes as Latin America and the importance of the engaging with the modern history of the region. The Unit also familiarizes the students with the historiography of Latin America. **(Teaching time: 9 hours Approx.)**

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

**Unit II:** This Unit provides an overview of the colonization of Central and South America by Spain and Portugal from 1490s onwards. It will also examine the nature of important transformations ushered in by the colonial encounter, as well as the early independence struggles against the Spanish and Portuguese. **(Teaching time: 9 hours 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
- 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.
- Williamson, E. (2010). The Penguin History of Latin America. London: Penguin Books.

**Unit-III:** This Unit address history of class and state formation, industrialization, immigration, and popular culture from 1830s to the1930s with specific reference to case studies of Mexico, Argentina, and Brazil. **(Teaching time: 9 hours 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-IV:** 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; 1930s to the 1960s. **(Teaching time: 9 hrs 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

**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.

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