

## DEPARTMENT OF HISTORY

### B. A. (Hons) History

#### Category I

#### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – I (From the beginning to fourth century BCE)

#### 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		
<b>History of India I (From the beginning to fourth century BCE) – DSC 01</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

The course intends to provide an extensive and deep understanding of early Indian history to students who will be introduced to the manner in which diverse aspects of ancient Indian history has been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. The course, with an interdisciplinary approach, will help students trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 400 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from prehistoric times. The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and their subsistence strategies, regions, landscapes and resources. They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions. The students will learn about early artifacts, texts, coins and epigraphs, and recognise the

need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

#### SYLLABUS OF DSC-1

**Unit I:** Introducing early Indian history: Sources (upto 750 CE) and historiographical trends. (12 hours)

**Unit II:** Prehistoric hunter-gatherers and early food producing societies (16 hours)

1. Paleolithic cultures: sequence and distribution; tool typology and technology, subsistence patterns.
2. Mesolithic Cultures: regional distribution, tool typology and subsistence patterns.
3. Early food producing communities: Regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange.

**Unit III:** The Harappan civilization (16 hours)

Origins; settlement patterns and town planning; agrarian base; pyrotechnology and water management; craft production and trade; social and political organization; religious beliefs and practices; art; Late/ Post Harappan evidence.

**Unit IV:** Social and Cultural Transitions (up to 400 BCE) (16 hours)

1. Archeological cultures: PGW, NBPW, megalithic; metallic coins; role of iron technology.
2. Literary and textual traditions: Vedic and Brahmanical; Shramanic.
3. The Aryan Question.
4. Emergence of Social and political institutions; urbanization; social stratification and state formation.

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

#### Essential/recommended readings

**Unit I:** This unit aims to familiarise students with the divergent landscapes, varied sources and the different approaches to the history of ancient India. (Teaching Time: 8 hours Approx.)  
Relevant chapters from General readings

- Subbarao, B. (1958). The Personality of India. (Baroda: M. S. University). Chapter II.
- Chattopadhyaya, B. D. (2017). \_The Concept of Bharatavarsha and Other Essays. (Ranikhet: Permanent Black). Chapter 1.
- Thapar, Romila. (2013). The Past Before Us; Historical Traditions of Early India, Del-hi: Permanent Black, Part 1, pp. 3-84.

**Unit II:** This unit aims to familiarize students with the distribution, economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent, and the beginnings of organized food production in pre-historic times in the Indian subcontinent. It also explains the impact on other aspects of the life of the Neolithic and Chalcolithic humans, their cultural practices, their art and funerary practices. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings:

- Chattopadhyaya, U. C. (1996). "Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, World Archaeology, vol. 27(3), pp. 461-476
- Neumayer, E. (1993). Lines on Stone: The Prehistoric Rock Art of India. Delhi: Manohar.

**Unit III:** At the end of this unit, students shall be familiar with various aspects of Harappan Civilization, their technological expertise, as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings

- Kenoyer, J. Mark. (1998). Ancient Cities of the Indus Valley Civilization. Karachi: Oxford University Press.
- Possehl, Gregory L. (2002). The Indus Civilization: A Contemporary Perspective. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. Delhi: Tulika.
- Ratnagar, Shereen. (2015). Harappan Archaeology: Early State Perspectives, Delhi: Primus.
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). Sindhu Sabhyata. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi)

**Unit IV:** This unit traces the archaeological and textual evidence for processes that led to the emergence of states, social complexity, intensive agriculture and urban patterns. The unit also covers debates around the origins and coming of the Aryans, the cosmogonies, cosmology and world view of Vedic, Brahmanical texts and religio-philosophical thought in Upanishads, Buddhist, Jain and Shramanic traditions. (Teaching Time: 6 weeks)

Relevant chapters in General Readings (for archaeological cultures)

- Harvey, Peter (2017 edition). Buddha in his Indian Context, Chapter in An Introduction to Buddhism, p.8-31, Cambridge University Press, (first published in 1992)
- Moorti, U.S. (1994). Megalithic Culture of South India: Socio-economic Perspectives. Varanasi: Ganga Kaveri Publishing House.
- Sahu, B.P. (ed.). (2006). Iron and Social Change in Early India. Delhi: Oxford University Press. (Most relevant is the 'Introduction'.)
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidas. (Chapters VII-XIV and XXII.) (Also available in Hindi)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5.) (Also available in Hindi)
- Staal, Frits (2017). Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part I and II, Penguin.
- Thapar, Romila. (1984). From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). The Aryan Debate. New Delhi: Oxford University Press.
- श्रीमाली, कृष्ण मोहन. (2017). आर्थिक संरचना और धर्म (रिली:आकार). पाठ, 3, 4, 5, 6, 7, 8, 9.

#### **Suggestive readings**

- Allchin, F.R. et al. (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D. K. (1999). *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi: Oxford University Press.
- Chakrabarti, D. K. and Makkhan Lal, (2013). *History of Ancient India*, vol. 1, Delhi: Ary-an Books International. (Section III.2, pp. 301-346.)
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika. (Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Print-world. (in Hindi Also)
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Lahiri, Nayanjot, ed. (2000). *The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Pathak, V. S. (1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.
- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.
- Patrick Olivelle, (2017) *Introduction in The Early Upanisads*, Annotated Text and Translation, OUP, p3-28.
- Neelis, Jason. (2011). "Historical Contexts for the Emergence and Transmission of Buddhism Within South Asia" In *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, 65–182. Brill. 2011. <http://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>. Stable URL: <https://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>, PP 65-78.
- Dundass, Paul. (2002 edition) Chapter One in *The Jainas* p.1-44, Routledge, ( first published in 1992)

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

**DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Social Formations and Cultural Patterns of the Ancient World – I**

**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		
<b>Social Formations and Cultural Patterns of the Ancient World-I – DSC 02</b>	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF DSC- 2

**Unit-I: Evolution of Humans and Hunting-Gathering Cultures (12 hours)**

1. Understanding Prehistory
2. Biological and Cultural Evolution of Humans: lithic and other technologies
3. Changing subsistence patterns; funerary practices and art

**Unit-II: Transition to Food Production (16 hours)**

1. Mesolithic Cultures: West Asia and Europe
2. Origins of Food Production: Debates
3. Features of the Neolithic based on sites from West Asia, Europe, Mesoamerica / China

**Unit-III: The Bronze Age (16 hours)**

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

1. Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
2. Concepts: 'Bronze Age', 'Civilization', 'Urban Revolution' and 'State'
3. Ecological context of early civilizations
4. Kingship, religion and state; Social and economic complexity: Class, Gender

**Unit IV: Nomadic Cultures in Transition (16 hours)**

1. Nomadic Pastoralism in West Asia in the third and second millennium BCE
2. Iron technology and its spread

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

**Essential/recommended readings**

**Unit-I:** This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Humans (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). The Origins of Human Society. Wiley-Blackwell 1999, Chapter 2, pp. 2977.
- V.G. Childe, What Happened in History? Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). The People of the Earth: An Introduction to World Pre-history. (15th edn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: [www.humanorigins.si.edu](http://www.humanorigins.si.edu) (website of the Smithsonian Museum)
- चाइल्ड, V. गॉडनर, ईतहास का ईतहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V. गॉडनर. (2019) औजारों का ईतहास (अनवु ाि सशीलु कु मार), र िल्ली: गागीर प्रकाशन.
- फ़ारुकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.
- मजूमिर, D.N तथा गोपाल शरण, प्रार् र्गतहास, र िल्ली र वर्िविद्यालय, र हन्िी माध्यम कायान्विन र निशिलय.

**Unit II.** This Unit will familiarise students with the transition to food production when the advanced Hunter-Gatherer communities primarily of the Mesolithic cultures responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. The debates on the origins of food production will enable students to understand the complexity of the Neolithic cultures. The discussion on the Neolithic sites in different parts of the world will help in understanding the process of beginning of food production and variations in Neo-lithic Cultures. (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127- 159.
- Price, T.D. (1991). "The Mesolithic of Northern Europe", *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222
- Zvelebil, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press 1989, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.
- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Prehistory*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Price, T.D. and O. Bar-Yosef. (2011). "The Origins of Agriculture: New Data, New Ide-as", *An Introduction to Supplement 4. Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind's First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.

**Unit III.** This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. (Teaching Time: 16 hours Approx.)

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

### **Mesopotamia**

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

OR

### **China**

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

OR

### **Egypt**

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

**Unit IV.** This unit will discuss the Nomadic cultures in West Asia in the third and second Millennium BCE. The use and spread of iron technology will enable students to be familiar with the technological and other changes related to it. (Teaching Time: 16 hours Approx.)

- Schmidt, Conrad. (2018) "Pastoral Nomadism in Third Millennium BC Eastern Arabia,"
- *Paleorient*, Vol 44, No. 1, pp.105 -118.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.
- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE*, vol. II, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Seventh Century B.C.* Paris, London: Routledge: UNESCO.

- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). "How the Iron Age Began", *Scientific American*, Vol. 237, No. 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). "The Coming of Iron", in A. Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.
- ErbSatullo, Nathaniel L. (2019). "The Innovation and Adoption of Iron in the Ancient Near East," *Journal of Archaeological Research* 27:557-607 <https://doi.org/10.1007/s10814-01929-6>, pp.557 – 593.
- Snodgrass, A.M. (1980). "Iron and Early Metallurgy in the Mediterranean" in T.H. Wer-time and J.D. Muhly (eds.) *The Coming of the Age of Iron*. New Haven and London, pp.335 -374.

**Suggestive readings (if any)**

- Carr, E.H. (1961/1991). "The Historian and his facts", in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- कार, E.H.(1976). 'ईतहासकर और उसके तथ्य', E.H. कार, ईतहास क्या है? में अध्याय 1, मेकमलन पब्लिके शन (र हन्िी
- अनुवाि, 1976).
- Bar-Yosef, O, and F. Valla. (1990). "The Natufian culture and the origins of the Neolith-ic in the Levant", *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). 'Post-Pleistocene adaptations' in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). "Origins of Food Production", *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). "The State, the Chicken, and the Egg; or, What Came First" in R. Co-hen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.
- James, T.G.H. (1979, 2005). *The British Museum's Concise Introduction to Ancient Egypt*
- British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Cri-sis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.

- Lewin, R. (2005). Evolution: An Illustrated Introduction. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams. D. (2002). The Mind in the Cave: Consciousness and the Origins of Art, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man*, New Series, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). Early Mesopotamia. Society and Economy at the dawn of history, London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). Origins of the State and Civilization. The Process of Cultural Evolutions: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in History of Humanity: From the third millennium to the seventh century B.C. vol. II, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", *MDIA*, Issue Title: Subsistence and Sustenance, Vol.15, no. 1,
- Arbor, Ann. (2005) Publishing, University of Michigan Library url: <http://hdl.handle.net/2027/spo.0522508.0015.103>. Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology*, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990, Vol.33, No. 1, Feb., 1992, pp. 109-139.
- Yoffee, Norman. (2004). Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकन, फ्योिेर. (2019). प्राचीन र् वि ईतहास का परचय, Delhi: Medha Pub-lishing House.
- राय, U.N. (2017). र् वि सभ्यता का ईतहास, र् िल्ली: राजकमल प्रकाशन

**DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): History of the USA:  
Independence to Civil War – DSC 03**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Independence to Civil War – DSC 03	4	3	1	0	12 <sup>th</sup> Pass	NIL

Learning Objectives

## DEPARTMENT OF HISTORY

### Category I

### BA (Hons.) History

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – II: c.4th century BCE to 750 CE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – II c. 4th Century BCE to 750 CE  DSC 1	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of India -I (From the beginning to fourth century BCE)

#### Learning Objectives

The Learning Objectives of this course are as follows:

This course is about the early historical and the early medieval periods of Indian history. It explores the transition from the early historical to the early medieval phase highlighting major changes that shaped the character of Indian civilization. The course tries to delineate the important developments in the arena of economy, society, religion and culture. The purpose of this course is to familiarise students with the ways in which historians work with sources of various kinds and reconstruct our past.

#### Learning outcomes

After completing this course, the students will be able to

- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate changes in agriculture, technology, craft-production, urban development, trade and use of currency.
- Analyse critically the changes in the varna/caste systems and the changing nature of gen-der relations and property rights.
- Write and undertake projects related to religious developments, art, architecture, and forms of patronage.

#### SYLLABUS OF DSC-1

**Unit I:** Development of Political Structures (c. 4th century BCE to c. 300 CE) (12 Hours)

1. The Mauryan empire; the nature of dhamma
2. Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
3. Tamilakam

**Unit II: Economy and society (c. 4th century BCE to c. 300 CE) (16 Hours)**

1. Expansion of agrarian economy and production relations
2. Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across the Indian sub-continent and beyond
3. Social stratification: varna; jati; untouchability; gender; marriage and property relations

**Unit III: Polity, Economy and Society (c. 4th century to 750 CE) (16 Hours)**

1. The nature of polities
2. Agrarian developments, land grants and peasantry
3. Urban patterns; trade and currency
4. Society: the proliferation of jatis: changing norms of marriage and inheritance

**Unit IV: Religion and Cultural developments (c. 4th century BCE – 750 CE) (16 Hours)**

1. Theistic Traditions
2. Art and architecture; forms of patronage (Sculptures, Stupas, Rock Cut Caves, and Temples)

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

**Essential/recommended readings**

**Unit I.** This unit would enable students to trace the history of changing political developments from the Mauryan to post-Mauryan states.

- Allchin, F. R. (et al.) (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 10).
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press. (Chapter 2).
- Patrick Olivelle. (2012). 'Asoka's Inscriptions as Text and Ideology' by in *Reimagining Asoka Memory and History*, (ed.) Patrick Olivelle, Janice Leoshko, and Himanshu Prabha Ray, pp. 158-183.
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XVIII, XIX, XXIII) (Also available in Hindi).
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapters 6, 7 and 8) (Also available in Hindi).
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. (Also available in Hindi).
- *Early India: From the Origins to AD 1300*. Delhi: Penguin. (Also available in Hindi).

**Unit II.** This unit will apprise students of the socio-economic developments with particular attention to agrarian relations and production as well as varna, jati, gender relations.

- Chakravarti, Ranabir. (2016). *Exploring Early India up to c. AD 1300*, Delhi: Primus, 3rd edition. (Chapter 5). (Also available in Hindi).
- Chakravarti, Uma. (2018). *Gendering Caste: Through a Feminist Lens*, SAGE Publications Pvt Ltd, 1st edition, (Chapter 3 and 4).
- Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to AD 1300*. Delhi: Oxford University Press, pp 14-36.
- Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (Chapter 2.) (Also available in Hindi).
- Jha. Vivekanand. (1997). *Caste, 'Untouchability and Social Justice: Early North Indian Perspective'*. *Social Scientist*, 25, pp. 19-30.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.

- Sahu, B. P. (ed). (1997). Land system and Rural society in Early India, Delhi: Manohar. (Introduction.)
- Shah, Shalini (2012). The Making of Womanhood: Gender Relations in The Mahabharata, Delhi: Manohar. (Chapters 2 and 4). (Also available in Hindi, Granthshilpi, 2016).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6 and 8). (Also available in Hindi).

**Unit III.** This unit introduces students to the varied perspectives with regard to the nature of polities, agrarian expansion as well as social and urban processes.

- Chakravarti, Ranabir. (2016). Exploring Early India up to c. AD 1300, Delhi: Primus, 3rd edition. (Chapter 6 and 7). (Also available in Hindi).
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. Delhi: Ox-ford University Press. (Introduction.)
- Roy, Kumkum. (2010). ‘Gender Relations during the First Millennium, An Overview’, in The Power of Gender & the Gender of Power: Explorations in Early Indian History. Delhi: Oxford University Press. (Chapter 10).
- Sharma, R. S. (1990). Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600. Delhi: Motilal Banarsidas. (Chapters 7 and 8.) (Also available in Hindi).
- (1980). Indian Feudalism. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 9 and 10.) (Also available in Hindi).

**Unit IV.** This unit traces the religious and cultural developments in the period of study with regard to Puranic Hinduism. It also aims at familiarising students with developments in the fields of art, architecture and changing forms of patronage.

- Brockington, J.L. (1997). The Sacred Thread: A Short History of Hinduism. Delhi: Ox-ford University Press, 2nd edition.
- Huntington, S. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New Delhi: Weather Hill.
- Miller, B.S. (1992). The Powers of Art: Patronage in Indian Culture. Delhi: Ox-ford University Press.
- Nath, Vijay, (2001). ‘From 'Brahmanism' to 'Hinduism': Negotiating the Myth of the Great Tradition’, Social Scientist, Vol. 29, pp. 19-50.
- Shrimali, K. M. (2017). Prachin Bhartiya Dharmon ka Itihas. Delhi: Granth Shilpi.
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 7, 8, 9 & 10) (Also available in Hindi).

#### **Suggestive readings**

- Agrawal, V.S. (2004). Studies in Indian Art, Varanasi: Vishwavidyalaya Prakashan.
- Alcock, Susan E. (et. al.) (2001). Empires: Perspectives from Archaeology and History, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178).
- Basham, A.L. (1954). The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims. Calcutta: Rupa.

- Bhattacharji, Sukumari. (1970). *The Indian Theogony*, Cambridge University Press.
- Chakrabarti, Kunal. (2001) *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: Oxford University Press.
- Chakrabarti, Kunal & Sinha, Kanad. (2019). *State, Power and Legitimacy the Gupta Kingdom*, New Delhi: Primus.
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. (Chapter 3.)
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Dehejia, V. (2005). *Discourse In Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 5th edition.
- Dhar, Parul P. (ed.). (2006). *Indian Art: Changing Perspectives*. Delhi: D. K. Printworld P Ltd. and National Museum. (Introduction).
- Flood, Gavin. (2003). *The Blackwell Companion to Hinduism*, Blackwell Publishing Ltd.
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7).
- Gupta, S.P. and Asthana, Shashi Prabha. (2004). *Elements of Indian art*, Delhi: DK Printworld, 2nd edition. (Chapter 1 and 2).
- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Harle, J. C. (1986). *The Art and Architecture of the Indian Subcontinent*, New York: Viking Penguin.
- Jaini, P. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. (Chapters 3, 6 7, and Conclusion) (Also available in Hindi).
- Jha, D.N. (2020). *Ancient India in Historical Outline, 4th Revised Edition*, New Delhi: Manohar Publishers & Distributors. (Chapter 7 and 8.) (Also available in Hindi).
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar Publishers and Distributors.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Also available in Hindi).
- Lahiri, Nayanjot. (2015). *Ashoka in Ancient India*. Delhi: Permanent Black.
- Majumdar, R.C. (1970). *The Classical Age*. Bombay: Bharatiya Vidya Bhavan (3rd edition). (Also available in Hindi).
- Mitter, Partha. (2011). *Indian Art*, Delhi: Oxford University Press.
- Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas*. Lucknow: Uttar Pradesh Hindi Sansthan, 3rd edition.
- Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.

- Raychaudhuri, H.C. 1996. Political History of Ancient India (With a Commentary by B.N. Mukherjee). New Delhi: Oxford University Press.
- Ray, H.P. (1994). The Winds of Change: Buddhism and the Maritime Links of Early South Asia. Delhi: Oxford University Press.
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sahu, B. P. (2015). Society and Culture in Post-Mauryan India: c. 200 BC- AD 300. Delhi: Tulika.
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidas. (Chapters XXI and XXIII (III) (Also available in Hindi)
- ---- (1987). Urban Decay in India c.300- c.1000. Delhi: Munshiram Manohar-lal. (Also available in Hindi).
- Shrimali, K.M. (2007). The Age of Iron and the Religious Revolution. Delhi: Tulika.
- ---1991 'Cash nexus on western Coast C 850-1250: A Study of the Shilaharas' in AK Jha's Ed. Coinage, Trade and Economy, 3rd International Colloquium of the Indian Institute of Research in Numismatic Studies, Nasik, pp 178-93.
- Shrimali, K. M ed (1988). Essays in Indian Art, Religion and Society, (Indian History Congress Golden Jubilee Year Publication Ser. Vol 1). Delhi: Munshiram Manoharlal Publishers.
- Singh, Upinder. (2016). The Idea of Ancient India: Essays on Religion, Politics, and Archaeology. Delhi: Sage.
- --- (2011) Rethinking Early Medieval India: A Reader. Edited by Delhi: Ox-ford University. (Introduction)
- Thapar, Romila. (1998). Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.
- --- (1987). Mauryas Revisited. Kolkata: K. P. Baghchi. (Also available in Hindi).

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

**DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Social Formations and Cultural Patterns of the Medieval World – II**

**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code DSC 2	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social Formations and Cultural Patterns of the Medieval World – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied Social Formations and Cultural Patterns of the Ancient World – I

**Learning Objectives**

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

**Learning outcomes**

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

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

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

## **SYLLABUS OF DSC- 2**

### **Unit 1: Ancient Greece and Rome: (20 Hours)**

1. Evolution of the 'polis' and changing political formations in Ancient Greece: Athens and Sparta.
2. Rome from the Republic to Principate (c. 500 BCE- 200 CE)
  - a. Conflict of the Orders: Imperial expansion and social tensions in the Republic
3. Slavery in Ancient Greece and Rome
4. Crisis of the Roman Empire

### **Unit II: Feudal societies in medieval Europe (8th – 14 centuries) (20 Hours)**

1. The emergence of Feudal states: Church, State and Society
2. Growth of the Medieval economy- Patterns and Processes: 8th - 11th centuries
3. Transition in the feudal economy from 11th – 14th centuries– (i) Agriculture: changes in serfdom and seigneurie (ii) Growth of towns and trade and their impact (iii) Onset of 'feudal crisis' in 13th and 14th centuries[S1]

### **Unit III: Early Islamic Societies in West Asia: Transition from tribe to state (20 Hours)**

1. Pre-Islamic tribal society in Arabia and Rise of Islam
2. State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE)

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

### **Essential/recommended readings**

1. **Unit 1:** This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece, it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman military expansion and its impact on social conflict, institutionalisation of slavery, and the crisis of the Roman Empire.
  - Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).
  - Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
  - Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.
  - Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson ltd., Chapters 1-5, pp. 9-172.
  - Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
  - Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
  - Brunt, P.A. (1966). "The Roman Mob," *Past and Present*, No. 35, Dec. 1966, pp. 3-27
  - Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.

- Joshel, S. R. (2010). Slavery in the Roman World, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी,अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँऔर संसृ र्तयाँ, र् िली: मानक पकाशन.
- कोरोर्वकन, फोिोर. (2019). पाचीन र् वश ईतहास का र्परचय, Medha Publishing House.

**Unit II:** This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy.

- Anderson, P. (1988). Passages from Antiquity to Feudalism. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). “The Seigneurie down to the crisis of the fourteenth and fifteenth centuries”, Chapter 3 in Marc Bloch, French Rural History: An Essay on its Basic Characteristics. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). The Fontana Economic History of Europe Volume I, The Middle Ages, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.
- Duby, G. (1978). The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision”, “Youth in Aristocratic Society”, in Chivalrous Society, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). “Introduction” in R.H. Hilton, Peasants, Knights and Heretics: Studies in Medieval English Social History. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, पाचीन और मधयुगीन समाज, MHI-01 बॉक 6, ‘सामंतवाि’ यर्ू नट
- 20, 21, 22, 23. (website: [www.egyankosh.ac.in](http://www.egyankosh.ac.in))  
<http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 207-220.
- Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H. Hilton (Ed.), The Transition from Feudalism to Capitalism. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी,अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँऔर संसृ र्तयाँ, . र् िली: मानक पकाशन.
- बलोक, म. (2002). ‘सामंती समाज’, भाग-1,नई: गंथशली

**Unit III:** This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia.

1. Berkey, J. (2002). The Formation of Islam. Religion and Society in the Near East, 600– 1800.

2. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in History of Humanity: Scientific and Cultural Development, Volume IV, From
4. the Seventh to the Sixteenth Century, UNESCO, pp. 271-273.
5. Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus
6. (Ed.), The Cambridge Illustrated History of the Islamic World, Cambridge: Cambridge University Press, pp. 2-31.
7. Duri, A.A. (2000). "The Rise of Islam," in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 264- 267.
8. Lapidus, I.M. (1988/2002). A History of Islamic Societies, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
9. इजीर् नयर, A. A. (2018). इसाम का जन और र् वकास. र् िली:राजकमल पकाशन
10. फ़ारूकी,अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँऔर संस्ृ तयॉ, र् िली: मानक पकाशन.

#### **Suggestive readings (if any)**

- Bloch, M. (1961). Feudal Society Vol. I, Chicago: University of Chicago Press.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in
- M.M. Postan (Ed.), The Cambridge Economic History of Europe, Volume 1. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). The Oxford History of Greece and the Hellenistic World. Oxford: Oxford University Press.
- Brunt, P.A. (1971). Social Conflicts in the Roman Republic. London: Chatto and Windus.
- Dobb, M. (1950) Studies in the Development of Capitalism, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). Muhammad and the Believers at the Origins of Islam. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). The Expansion of the Early Islamic State, London and New York: Routledge.
- Duby, G. (1978). The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC, London: Routledge, Chapters1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). Ancient Slavery Modern Ideology. London: Chatto and Windus.
- Finley, M.I. (1983). Politics in the Ancient World. Cambridge: Cambridge University Press.
- Hilton, R. (1973). Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381. London: Routledge.
- Hodgson, M.G.S. (1974). The Venture of Islam, Volume 1: The Classical Age of Islam, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism, New Delhi: Sage.

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

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

**DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the USA: Reconstruction to New Age Politics**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code DSC 3	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Reconstruction to New Age Politics	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of the USA: Independence to Civil War

**Learning Objectives**

The course attempts to understand the changing political culture of the USA in the aftermath of the Civil War. The focus is not only to delineate the changes brought in during the phase of Reconstruction followed by the growth and expansion of industrialization and urbanization process with its inherent contradictions and complexities that had an impact on the gender roles giving way to the Feminist Movement and assisted in the mobilization of the African-Americans gravitating towards the beginnings of the Civil Rights Movement. The course links the consolidation of American capitalism with the crystallization of American imperialism and its eventual emergence as a global power.

**Learning outcomes**

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

- Explain the reasons for the implementation of ‘Radical’ Reconstruction and the causes for its limited success
- Analyze the growth of capitalism in the USA
- Discern the history of Populist and Progressive Movements
- Describe the nature of the Women’s Liberation Movement and its changing contours from the nineteenth to twentieth centuries
- Trace the significance of the African-American Movement and how it eventually assisted in the emergence of Civil Rights Movement under Martin Luther King Jr.

**SYLLABUS OF DSC-3**

**Unit I: Reconstruction (12 Hours)**

1. The Makings of Radical Reconstruction; Rise of New Social Groups in the South, Carpetbaggers, Scalawags, Ku Klux Klan and Free Blacks

**Unit II: The Gilded Age - Economic, Social Divide and Reform (16 Hours)**

1. Growth of Capitalism – Big Business; Competition, Consolidation, Monopolism
2. The Populist Challenge: Agrarian Crisis and Discontent

3. The Politics of Progressivism: Movement, Manifestations under Theodore Roosevelt and Woodrow Wilson

**Unit III: Gender Roles and the Rise of African-American Movement (16 Hours)**

1. Cult of Womanhood in the nineteenth century: The White (Case study of Lowell Textile Mill Women Workers), Black and Indigenous Women
2. The Emergence of Black Leadership: Booker T. Washington; W.E.B. DuBois, NAACP
3. The Rise of the Civil Rights Movement: Martin Luther King Jr.

**Unit IV: USA in the World Politics (16 Hours)**

1. Imperialistic Ambition and Power: The Spanish-American War; Role of USA in East Asia and Latin America
2. USA in the First and Second World Wars

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

**Essential/recommended readings**

**Unit I:** The Unit examines the reasons for the Radical Congressmen taking over the Reconstruction process and how the establishment of radical governments in the Southern states led to the rise of new social groups and the resultant consequences thereof.

- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Foner, E. Reconstruction: America's Unfinished Revolution, 1863-1877. New York: Harper Perennial, 2002.
- Foner, E. 'The New View of Reconstruction'. American Heritage, Vol. 34, Issue 6, October-November 1983.

**Unit II:** This Unit delves into the three most important aspects of American history. The rise of Big Businesses their methods and techniques to capture and monopolize markets and the impact these sweeping economic changes had on American society eventually led to the rise of two most significant movements, the Populist movement at the agrarian level and the Progressive movement at the urban and industrial level.

- Hicks, J.D. The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party. Connecticut: Greenwood Press, 1981.
- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Foner, E. Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press, 2000.
- Mann, A. The Progressive Era: Liberal Renaissance or Liberal Failure. New York: Holt, Rinehart & Winston, 1963. (Peter Smith Publication, Online Open Library, 2016).
- McMath, R. & E. Foner (ed.). American Populism: A Social History, 1877-1898. New York: Hill & Wang, 1993.

**Unit III:** This Unit takes into account the accepted patriarchal notions of being an 'accepted' woman in 19th century America and how they were established and resisted by the White,

Indigenous and Black women. The unit also explores the roles of two important leaders in the emergence of the African-American movement and reasons for the rise of Civil Rights Movement with the major role played by Martin Luther King Jr.

- Dublin, T. *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890*. New York: Columbia University Press, 1993.
- Dublin, T. 'Women, Work and Protest in the Early Lowell Mills: The Oppressive Hand of Avarice Would Enslave Us'. *Labour History*, Vol. 16, No. 1, Winter 1975.
- Foner, E. *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins, 1970.
- Higginbotham, E.B. 'African-American Women's History and the Metalanguage of Race'. *Signs*, Vol. 17, No. 2. Winter 1992.
- Kerber, Linda & J. Sherron De Hart, *Women's America: Refocusing the Past*. 8th edn. New York: Oxford University Press, 2016.
- Welter, B. 'The Cult of True Womanhood, 1820-1860'. *American Quarterly*, Vol. 18, No. 2, 1966. (Articles in *Journal of Women's History*. Vol. 14, No. 1, Spring 2002 to debate Barbara Welter's Article).
- White, J. *Black Leadership in America, 1895-1968*. *Studies in Modern History*. London & New York: Longman, 2nd edn, 1990 (Digitized in 2008).

**Unit IV:** In this Unit importance is given to the understanding of the U.S. into global politics with its own brand of imperialism and its eventual role in the two World Wars

- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Foner, E. *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press, 2000.

#### **Suggested Readings:**

- Bailyn, B., D. Wood, J.L. Thomas et.al. *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company, 2000.
- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12th edn. New York: Pearson Longman, 2006.
- Datar K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. II. New Jersey: Prentice Hall, 1995.
- Foner, E. *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press, 2000.

- Zinn, H. A People's History of the United States, 1492-Present. New York: Harper Collins, 2003.

#### **Few Selected Films**

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

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

# DEPARTMENT OF HISTORY

## COURSES OFFERED BY DEPARTMENT OF HISTORY

### Category I

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

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

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

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

#### Learning Objectives

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

#### Learning outcomes

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

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

## SYLLABUS OF DSC-1

### Unit I: Studying early medieval India

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

### Unit II: Political structures and processes

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

### Unit III: Social and economic processes

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

### Unit IV: Religious and visual cultures

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

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit I.** This unit seeks to familiarise students with the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. **(Teaching Time: 12 hrs. approx.)**

- Salomon, Richard. 1998. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and, the Other Indo-Aryan Languages*. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture,' pp. 226-51.)
- Schwartzberg, J. 1993. *Historical Atlas of South Asia*. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. 2000. 'Introduction'. In *The Feudal Order: State, Society and Ideology in Early Medieval India*. Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, RS 1958. 'Origins of Feudalism in India (c. A.D. 400-650)'. *Journal of the Economic and Social History of the Orient*, vol. 1: 297-328.
- Mukhia, H. 1981. 'Was there Feudalism in Indian History?' *The Journal of Peasant Studies* vol. 8(3): 273-310. Also reproduced in Kulke, Hermann. (ed). 1995. *The State in India, 1000-1700*. New Delhi: Oxford University Press, pp. 86-133.
- Sharma, R.S. 1982. 'The Kali Age: A Period of Social Crisis'. In D.N. Jha (ed). *The Feudal Order: State, Society and Ideology in Early Medieval India*, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjea, (ed). *India: History and Thought. Essays in Honour of Professor A.L. Basham.*)

- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India Section, Indian History Congress, 44 Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann and Bhairabi Prasad Sahu (eds). 2022. 'Introduction'. The Routledge Handbook of the State in Premodern India. London and New York: Routledge, pp. 1-43.
- सिंह, उर्ष्वरि. 2017. प्राचीन एवं प व-मध्यकालीन भारत का इततहास: पाषाण-काल से 12वीं शताब्दी तक. नई र्िल्ली: पर्यसिन इर् डया एजुकेशन. प्रासंगक भाग है, अध्याय 10: 'उभरता क्षेत्रीय वन्यास', पष्ठ संख्या 588-689.)
- झा, र्िजेंद्र नारायण (सं.). 2007. भारतीय सामंत वाद: राज्य, समाज और तवचारधारा. नई र्िल्ली: ग्रंथ शल्पी.
- शमाि, रामशरण. 1993. भारतीय सामंतवाद. नई र्िल्ली: राजकमल प्रकाशन.
- मर्ु खया, हरबंस. 1998. 'क्या भारतीय इर्तहास में फ्यर्लज्म रहा है?'. फ्यतलज्म और गैर-यूरोपीय समाज. (सं.) हरबंस मुख्या, नई र्िल्ली: ग्रंथ शल्पी, पष्ठ सख् या 1-49.

**Unit II.** This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. **(Teaching Time: 12 hrs. approx.)**

- Sharma, R.S. [1965] 2006. Indian Feudalism: c. AD 300-1200. 3rd edition, Delhi: Macmillan (Especially relevant are, pp. 67-95.).
- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann. 1995. 'The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India'. In idem. (ed). The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 233-62.
- Chattopadhyaya, B.D. 1976. 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan'. Indian Historical Review, vol. 3(1): 59-82. Also reproduced in B.D. Chattopadhyaya, The Making of Early Medieval India, Delhi: Oxford University Press, pp. 57-88. Paperback edition, 1997.
- Stein, Burton. 1977. 'The Segmentary State in South Indian History'. In Richard Fox (ed.). Realm and Region in Traditional India. New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed in another article by him, more easily accessible: Stein, Burton. (1995). 'The Segmentary State: Interim Reflections'. In Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 134-61.
- Heitzman, James. 1987. 'State Formation in South India, 850-1280', Indian Economic and Social History Review, vol. 24 (1), pp. 35-61. Also reproduced in Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 162-94.

- Ali, Daud. 2006. 'Chapter 2: 'The Culture of the Court'. In idem. *Courtly Culture and Political Life in Early Medieval India*. New Delhi: Cambridge University Press, (Especially useful is, pp. 69-102.)
- Davis, Richard. 1999. *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
- Chattopadhyaya, B.D. 2017. 'The Concept of Bharatavarsha and Its Historiographical Implications'. In B. D. Chattopadhyaya *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
- Maclean, Derryl N. 1989. *Religion and Society in Arab Sind*. Leiden: E.J. Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).
- Habib, Mohammad. [1927] 1981. 'Sultan Mahmud of Ghaznin'. In K.A. Nizami (ed.) *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2. New Delhi: People's Publishing House, pp. 36-104.
- Thapar, Romila. 2005. *Somnath: The Many Voices of a History*. Penguin.
- Chattopadhyaya, B.D. [1998] 2017. *Representing the Other? Sanskrit Sources and the Muslims (eighth to fourteenth Century)*. Primus Books: Delhi.
- Kulke, Hermann, K. Kesavapany and Vijay Sakhuja (eds). 2009. *Nagapattinam to Su-varnavipa: Reflections on the Chola Naval Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- शर्मा, रामशरण. 1998. 'भारतीय सामंतवाङ्कितना सामंती?'. हरबंस मरु खया (सं.). फ्यूडलतलज्म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 50-86.
- मरु खया, हरबंस. 1998 'कृ षक उत्पांन और मध्यकालीन भारतीय समाज', हरबंस मरु खया (सं.). फ्यू तलज्म और गैर-यूरोपीय समाज. नई र्िल्ली: ग्रंथशल्पी, पष्ठ सखं या 310-339.
- चट्टोपाध्याय, बजिलाल. 1978. 'राजपतू ों की उत्परि; पूव-ि मध्ययगु ीन राजस्थान में राजनैर्तक, आर्थिक एवं सामार्जक प्रक्रयाए', एच. डी. संकार्लया आर्ि (सं.). प्राचीन भारत. मैकर्मलन: नई र्िल्ली. पष्ठ सखं या, 136-153.
- हबीब, मोहम्मि. 1992. 'महमि के कार्यों का चररत्र और मल्ू य', इरफान हबीब (स.)ं मध्यकालीन भारत, अंक -4. नई र्िल्ली: राजकमल प्रकाशन, पष्ठ सखं या 9-23.
- थापर, रोर्मला. 2000. 'सोमनाथ और महमिू'. सहमत मक्तनाद वषि-2, अंक 1-2. पष्ठ संख्या 37-44.
- थापर, रोर्मला. 2015. *सोमनाथ: इततहास एक, स्वर अनेक*. नई र्िल्ली: ग्रंथशल्पी.
- हबीब, इरफान. 1999. 'भारतीय राष्ट्र के र्णमांण की प्रक्रया और अवधारणा: ऐर्तहासक पररप्रेक्ष्य'. सहमत मक्तसंख्या 26-30. नाद वषि-1, अंक 3. पष्ठ
- चट्टोपाध्याय, बजिलाल. 2012. 'आक्रामकों और शासकों की छर्वयाँ', मीनाक्षी खन्ना (स.)ं मध्यकालीन भारत का सांस्कृ ततक इततहास. नई र्िल्ली: ओररएंठ ब्लैकस्वान, पष्ठ संख्या 107-33.
- शास्त्री, नीलकं ठ. 1979. *चोलवंश*. नयी र्िल्ली: मैकर्मलन .

**Unit III.** This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. **(Teaching Time: 9 hrs approx.)**

- Sharma, R.S. 1987. Urban Decay in India c. 300 – c. 1000. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)
- Champakalakshmi, R. 1995. 'State and Economy: South India, Circa A.D. 400-1300'. In Romila Thapar (ed.). Recent Perspectives of Early Indian History. Bombay: Popular Prakashan, pp. 266- 301.
- Yadava, B.N.S. 1997. 'Immobility and Subjection of Indian Peasantry'. In Bhairabi Prasad Sahu (ed.). Land System and Rural Society in Early India. Delhi: Manohar, pp. 329-42.
- Sharma, R.S. 1969. Social Changes in Early Medieval India. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. Also reproduced (with slight changes) as Sharma, R.S. 2001. 'Changes in Social Structure'. In idem. Early Medieval Indian Society: A Study in Feudalisation. Hyderabad: Orient Longman, pp. 186-213.
- Chattopadhyaya, B.D. 1994. The Making of Early Medieval India. Oxford: Oxford University Press. (Relevant parts are, Chapter 4: 'Markets and Merchants in Early Medieval Rajasthan', pp. 89-119; Chapter 6: 'Trade and Urban Centres in Early Medieval North India', pp. 130-54; Chapter 7: 'Urban Centres in Early Medieval India: An Overview', pp. 155-182).
- Bhandare, Shailendra. 2015. 'Evaluating the Paucity of Metallic Currency in Medieval India'. In Himanshu Prabha Ray (ed). Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History. Delhi: Routledge, pp. 159-202.
- Chakravarti, Ranabir. 2004. 'Introduction'. In idem. (ed). Trade in Early India. Delhi: Oxford University Press, pp. 1-101.
- Malik, Anjali. 1998. Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.
- शर्मा, रामशरण. 2000. भारत के प्राचीन नगरों का पतन. राजकमल प्रकाशन: नयी दिल्ली. प्रासंगिक हिस्से इस प्रकार हैं: अध्याय-2 : 'उत्तर में शहरी विकास और पतन', पृष्ठ संख्या 25-47; अध्याय-8: 'शहरी पतन की व्याख्या', पृष्ठ संख्या 173-84; अध्याय 10: 'कृषि का प्रसार', पृष्ठ संख्या 213-23.
- शर्मा, रामशरण. 1995. पूर्व-मध्यकालीन भारत में सामाजिक परिवर्तन, नई दिल्ली. संशोधित संस्करण शर्मा, रामशरण. 1996. पूर्व-मध्यकालीन भारत का सामंती समाज और संस्कृति. नयी दिल्ली : राजकमल प्रकाशन में प्रकाशित है.
- यादव, बी.एन. एस. 1981. 'प्रारंभिक-मध्यकालीन व्यवस्था में भारतीय किसान वर्ग की अग्रगण्यता और स्थिति', इरफान हबीब (सं.). मध्यकालीन भारत, अंक-1. नयी दिल्ली: राजकमल प्रकाशन, पृष्ठ संख्या 3-12.

**Unit IV.** The focus of this unit will be on the religious and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. **(Teaching Time: 12 hrs. approx.)**

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

#### **Suggestive readings**

- Bosworth, C.E. 1966. 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature'. Iran. vol. 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin. in Encyclopaedia of Is-lam, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, New Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 2003. 'The Study of Early India'. In idem. Studying Early India. Delhi: Permanent Black, pp. 3-25.
- Desai. Devangana. 1974. 'Art under Feudalism in India (c. A.D. 500-1300)'. The Indian Historical Review vol. 1(1): pp. 10-17. Reprinted in Jha, D.N. 1987. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 487-496.
- Deyell, J.S. 1990. Living Without Silver: The Monetary History of Early Medieval North India. Delhi: Oxford University Press.
- Eaton, Richard M. 2002. 'Temple Desecration and Indo-Muslim States'. In David Gil-martin and Bruce B. Lawrence (eds). Beyond Turk and Hindu: Rethinking

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

- Huntington, Susan. 1985. The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill.
- Jha, D.N. 2000. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar Publishers.
- Kulke, Hermann. 2001. 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms'. In idem. Kings and Cults: State Formation and Legitimation in India and Southeast Asia. Delhi: Manohar, pp. 1-16.
- Kulke, Hermann and B. P. Sahu. 2018. History of Precolonial India: Issues and Debates. Delhi: Oxford University Press, pp. 141-278.
- Pollock, Sheldon. 1998. 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500'. Daedalus, vol. 127(3). 1998: pp. 41-74.
- Ramaswamy, Vijaya. 1982. 'Peasant, State and Society in Medieval South India: A Re-view Article', Studies in History, vol. 4, pp. 307-19.
- Sahu, B.P. (ed). 1997. 'Introduction'. In idem. Land System and Rural Society in Early India. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism?'. The Journal of Peasant Studies, vol. 12 (2-3), pp. 19-43. A revised and updated version of this article is to be found in, Kulke, Hermann (ed). 1995. The State in India 1000-1700. New Delhi: Oxford University Press, pp. 48-85.
- Singh, Upinder. (2008). 'Chapter 10: Emerging Regional Configurations, c. 600-1200 CE'. In idem. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Education, pp. 546-643.
- Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India'. Journal of the Economic and Social History of the Orient. vol. 12 (1): pp. 42- 56.
- Subbarayalu, Y. 2011. South India under the Cholas. New Delhi: Oxford University Press. (Especially important are chapters titled 'Introduction', 'The Chola State' and 'Characterizing the Chola State'.)
- Veluthat, Kesavan. 2000. 'The Role of Nadu in the Socio-Political Structure of South India (c. AD 600-1200)'. In D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 179-96.

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

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

#### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course		

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

### Learning Objectives

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

### Learning outcomes

On completion of this course students will be able to:

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

### SYLLABUS OF DSC- 2

#### Unit 1: Transition from Feudalism to Capitalism

1. Issues and debates
2. Question of Eurocentricism

#### Unit II: Early colonial Expansion

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

#### Unit III: Renaissance

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

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

**Unit V:** Economic development of the sixteenth century

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

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

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

**Essential/recommended readings**

**Unit 1:** The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. **(Teaching Time: 9 hrs. approximately)**

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

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

**(Teaching Time: 6 hrs. approximately)**

- Braudel, Fernand. (1988). Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III. London: Collins/Fontana Press.
- Burbank, Jane and Frederick Cooper. (2010). Empires in World History - Power and Politics of Difference. Princeton: Princeton University Press.
- Crosby, Alfred W. (2004). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge: Cambridge University Press (2nd edition).
- Davis, Ralph. (1973). The Rise of the Atlantic Economies. London: Weidenfield and Nicolson.
- Waites, Bernard. (1999) Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998. London: Palgrave Macmillan.

**Unit III:** The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.

**(Teaching Time: 9 hrs. approximately)**

- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600*. London/NewYork: Palgrave Macmillan.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Woolfson, Jonathan. (Ed.). (2004). *Palgrave Advances in Renaissance Historiography*. London: Palgrave Macmillan.

**Unit IV:** The Unit outlines the economic, political, social and intellectual dimensions of Reformation, and Reformation's impact on different regions of Europe. **(Teaching Time: 6 hrs. approximately)**

- Dixon, C. Scott. (2002). *The Reformation in Germany*. Oxford: Blackwell Publishers Limited.
- Ferguson, Niall. (2011). *Civilization: The West and the Rest*. London: Allen Lane.
- Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648*. London: Penguin Books.
- MacCulloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd.

**Unit V:** The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. **(Teaching Time: 9 hrs. approximately)**

- Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.
- Heller, Henry. (2011). *Birth of Capitalism: a 21st Century Perspective*. London: Pluto Press.
- Hill, Christopher. (1969). *Reformation to Industrial Revolution*. London: Penguin Books.
- Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press.

**Unit VI:** The Unit emphasizes the nature of the European State system and interconnections between economy, society, religion, and polity with case studies. **(Teaching Time: 6 hrs. approximately)**

- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition.
- Cameron, Euan. (Ed.). (2001). *Early Modern Europe, An Oxford History*. Oxford: Oxford University Press.
- Cuttica, Cesare and Glenn Burgess. (Eds.). (2011). *Monarchism and Absolutism in Early Modern Europe*. London: Routledge.
- Kumin, Beat, (Ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.

**Suggestive readings (if any)**

- Cipolla, Carlo M., (ed). (1994), Before the Industrial Revolution: European Society and Economy 1000-1700. New York: WW Norton & Co.
- Cipolla, Carlo M., (ed). (1976). Fontana Economic History of Europe, Vols. II, III. New York: Barnes and Noble.
- Dickens, A.G. (1974). German Nation and Martin Luther. London: Edward Arnold.
- Dobb, Maurice. (1963). Studies in the Development of Capitalism. London: Routledge and Kegan Paul.
- Findlen, Paula, (ed). (2002). The Italian Renaissance. The Essential Readings. Oxford: Blackwell Publishers Ltd.
- Hilton, Rodney. (2007) Samantvaad se Poonjivaad mein Sankraman. New Delhi. Granth Shilpi.
- Kamen, Henry. (1996). European Society, 1500-1700. London: Routledge.
- Lee, Stephen. (1984). Aspects of European History 1494-1789. London: Methuen & Co. Ltd. (2nd edition)
- Lynch, John. (1984). Spain under the Habsburgs, Vol. I, Empire and Absolutism, 1516- 1598. New York: New York University Press.
- Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield & Nicolson.
- Scammell, G.V. (1989). The First Imperial Age: European Overseas Expansion 1400- 1715. London/New York: Routledge.
- Verma, Lal Bahadur. (2008). Europe ka Itihaas. Bhaag 9. (Delhi: Prakashan Sansthan)
- Wiesner-Hanks, Merry E. (2006). Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press.
- Wood, E.M. (2002). The Origin of Capitalism: A Longer View. London: Verso, (rev. ed.).

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

**Credit distribution, Eligibility and Pre-requisites of the Course**

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

**Learning Objectives**

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

### Learning outcomes

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

- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the dis-courses on nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

### SYLLABUS OF DSC-3

#### Unit I: Late Imperial China and Western Imperialism

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

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

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

#### Unit III: Emergence of Nationalism

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

#### Unit IV: Communist Movement in China

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

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

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

**Essential/recommended readings**

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

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

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

- Peffer, N. (1994). The Far East- A Modern History. New Delhi: Surjeet Publications, (Chapter 6 & Chapter 7).
- Chung, Tan. (1978). China and the Brave New World: A Study of the Origins of the Opium War. New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).
- Vinacke, H.M. (1982). A History of the Far East in Modern Times. Delhi: Kalyani Publishers, (Chapter 2).
- Chesneaux, J. (1973). Peasant Revolts in China 1840-1949. London: Thames and Hudson, (Chapter 2).
- Cohen, P.A. (1997). History in Three Keys: The Boxer as Event, Experience and Myth. New York: Columbia University Press.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 10 & Chapter 11).
- Gray, J. (1990 reprint). Rebellions and Revolutions: China from 1800s to the 1980s. Oxford: Oxford University Press, (Chapter 3 & Chapter 6).
- Greenberg, M. (1951). British Trade and the Opening of China. Cambridge: Cambridge University Press.
- Michael, F.H. (1966-1971). The Taiping Rebellion: History and Documents. Seattle: University of Washington Press.
- Purcell, V. (1963). The Boxer Rebellion: A Background Study. Cambridge: Cambridge University Press, (Chapter 6, Chapters 9, Chapter 10 & Conclusion).
- Tan, Chester C. (1967). The Boxer Catastrophe, New York: Octagon Books.
- Teng, S.Y. (1971). The Taiping Rebellion and the Western Powers: A Comprehensive Survey. Oxford: Clarendon Press.
- Tan Chung. (1986). Triton and Dragon: Studies on the 19th Century China and Imperialism. New Delhi: Gian Publishing House.
- Shih, Vincent. (1967). Taiping Ideology: Its Sources, Interpretations and Influences. Seattle: University of Washington Press.

**Unit III:** This unit examines the history of the emergence of nationalism in China; nature, character and significance of the Revolution of 1911 and the May Fourth Movement. **(Teaching time: 12 hrs. approx..)**

- Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913*. London: Yale University Press, (Introduction).
- Zarrow, P. (2005). *China in War and Revolution 1895-1949*. London: Routledge.
- Lazzarini, Edward J. (Ed.). (1999). *The Chinese Revolution*. Westport, Connecticut: Greenwood Press, pp 19-32.
- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 2).
- Chow, Tse-tung. (1960). *The May Fourth Movement*. Stanford: Stanford University Press, (Chapter 1, Chapter 14).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapters 11 and 13).
- Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984). *The 1911 Revolution in China: Interpretive Essays*. Tokyo: University of Tokyo Press, pp. 3-13.

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

- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 3 -4).
- Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985, Part Three*. London: Chatto and Windus, (Chapters 12-14).
- Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921- 1972*, London: Macmillan, (Chapter 2-3 & Chapter 9).
- Isaacs, H. (1961). *The Tragedy of the Chinese Revolution*. Stanford: Stanford University Press, (Preface, Chapters 1-4 & Chapter 18).
- Johnson, Chalmers A. (1962). *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945*. Stanford: Stanford University Press, (Chapter I).
- Selden, M. (1971). *The Yen-an Way in Revolutionary China*. Cambridge: Harvard University Press, (Chapter 1 & Chapter 6).
- Sheridan, J.E. (1975). *China in Disintegration: The Republican Era in Chinese History 1912-1949*. London: Free Press, Collier Macmillan Publishers, (Chapter 4).
- Snow, E. (1937). *Red Star over China, Part Three*. London: Victor Gollancz, (Chapter 2).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapter 16).
- Vohra, Ranbir. (1987). *China's Path to Modernization: A Historical Review From 1800 to the Present*. Englewood: New Jersey.: Prentice Hall.
- Waller, D. *Kiangsi Soviets Republic: Mao and the National Congress of 1931 and 1934*. Berkeley: University of California Press.

**Suggested Readings:**

- Bailey, Paul J. (2007). *Gender and Education in China: Gender discourses and women's schooling in the early twentieth century*. London: Routledge.
- Cameron, Meribeth H. (1931). *The Reform Movement in China, 1898-1912*, Stanford: Stanford University Press.
- Chen, J. (1965). *Mao and the Chinese Revolution*. London: Oxford University Press.
- Chesneaux, Jean et. al. (1976). *China from the Opium Wars to the 1911 Revolution*. New York: Random House, (Chapters 2-4, 7).
- Cohen, P. A. and John E. Schrecker. (1976). *Reform in Nineteenth Century China*, Cambridge: Harvard University Press.
- Duara, Prasenjit. (2009). *The global and the regional in China's nation-formation*. London: Routledge.
- Fairbank, J. K. (1953). *Trade and Diplomacy on the China Coast: the opening of the treaty ports, 1842-54*. Cambridge: Harvard University Press.
- Fairbank, J.K. (Ed.). (1983). *Cambridge History of China: Volume XII: Republican China 1912-1949*, Cambridge: Cambridge University Press
- Fairbank, J.K. and Merle Goldman. (2006). *China: A New History*. Harvard: Harvard University Press, (Chapter 12).
- Fairbank, J.K., E.O. Reischauer and A.M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin.
- Fenby, J. (2009). *The Penguin History of Modern China: The Fall and Rise of a Great Power 1850- 2009*. London: Penguin Books, 2009.
- Franke, Wolfgang. (1980). *A Century of Chinese Revolution, 1851-1949*, Colombia: University of South Carolina Press.
- Goodman, Bryna and Wendy Larson (Ed.). (2005). *Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China*. Lanham: Rowman and Littlefield Publishers.
- Hsu, I.C.Y. (1985). *The Rise of Modern China*. Hong Kong: Oxford University Press, (Chapter 10).
- Hsu, I.C.Y. (Ed.). (1971). *Readings in Modern Chinese History, Part Two*. Hong Kong: Oxford University Press, (Chapter 2).
- Lovell, J. (2011). *The Opium War: Drugs, Dreams, and the Making of China*, London: Picador.
- Schram, S.R. (1963). *The Politics and Thoughts of Mao Tse Tung*. London: Pall Mall.
- Schurmann, F. and O. Schell (Ed.). (1968). *China Reader Series: Vol. I– Imperial China, Vol. II– Republican China*. Harmondsworth: Penguin Books.
- Schwartz, B. (Ed.). (1972). *The Reflections on the May Fourth Movement: A Symposium*. Cambridge: Harvard University Press.
- Sheng, Hu. (1981). *Imperialism and Chinese Politics*, Beijing: Foreign Languages Press.
- Spence, J.D. (1972). *The Gate of Heavenly Peace*. London: Faber and Faber Limited.
- Twitchett, D. and J.K. Fairbank. (1978). *The Cambridge History of China*. Cambridge: Cambridge University Press.
- Wasserstorm, Jeffrey N. (2003). *Twentieth Century China: New Approaches (Rewriting Histories)*. London: Routledge.

- Wasserstorm, Jeffrey N. (2016). The Oxford Illustrated History of Modern China, Oxford: Oxford University Press.
- पुणतांबेकर, . ीकृ 1ण व3कटेश.(1967) ए>शया क@ अवकासोअमुख एकता. लखनऊ : कहअंिन स>मOत, सच उURVिेश. ना अवभाग,
- अवनाके , हरे िड, एम. (1974). पवZ ए>शया का आधOनक इOतहास. लखनऊ: कहअंिन स>मOत सच ना अवभाग.
- ए^सटाइन, इजराइल.(1984). अफ@म युध से मर्ु eततक.Kिलिन: अअतररा1fNय Vकाशन. चीन का भग ोल, (1985). Aविशी भाषा Vकाशन गह, पेड़ाचग
- पंत, शैला. (2005) आधुOनक चीन का उिय. Kिलिन : इमडप3ड3ट र्णनलके शन कं पनी
- >म.,कृ 1णकाअत.(2005).बीसर्वी सिन का चीन: रा1fवाि और सापयवाि, qअथ>शापी.
- अवत्यालंकार, ससयके तु. (2015). ए>शया का आधOनक इOतहास, मसरु N: . ी सरतवती सिन. सराओ, के . टN. एस. (2015) आधO Oनिशालय. नक चीन का इOतहास. Kिलिन अवववअवत्यालय: कहअंिन माwयम कायाZअवय
- मोहतं ी, मनोरंजन.(2017) माओ sसे-तंुग का राजनीOतक िचतन. Kिलिन : qअथ>शापी.
- पांडेय, धनपOत. (2017). आधOनक ए>शया का इOतहास. Kिलिन: मोतीलाल बनारसीिास.

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

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

### Credit distribution, Eligibility and Pre-requisites of the Course

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

### Learning Objectives

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

### Learning outcomes

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

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

- Identify the historical roots of current climate crisis.
- Apply interdisciplinary methods of Humanities and Social Sciences to understand the past.
- Examine the role of social inequality, i.e., unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.
- Problematise the notion of a pristine past and of perfect balance between human societies and nature in pre-modern times.

### **SYLLABUS OF DSC-3**

#### **Unit I: Thinking Globally in the Era of Climate Crisis**

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

#### **Unit II: Ecologies of Subsistence in the Early Societies**

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

#### **Unit III: Into the Early Modern Condition**

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

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

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

#### **Unit V: The Great Acceleration and the Anthropocene**

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

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

#### **Essential/recommended readings**

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

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

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

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

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

**Unit III:** The first rubric of this unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explores how the colonial plantations resulted in rapid socio- environmental changes on oceanic islands, with special focus on the small islands-St. Helena and Mauritius. The third rubric explores the social and cultural impacts of the "Little Ice Age", or the global cooling that continued from the thirteenth through the eighteenth century, with special focus on interlinking climate change and the intensification of famines, and spread of epidemics in the seventeenth century. **(Teaching time: 9 hrs. approx.)**

- Crosby, Alfred W. (1986). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. New York. Cambridge University Press, pp.294-308.

- McNeill, J.R. (2012). "Biological Exchange in Global Environmental History", in J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 433-452.
- Grove, Richard H. (1995), *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Brooke, John L. (2014), *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death"].
- Parker, Geoffrey (2013), *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, pp. xxi-xxix ["Introduction: The 'Little Ice Age' and the 'General Crisis'"].

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

- McKittrick, Meredith (2012), "Industrial Agriculture", In J. R. McNeill & E. S. Maudlin, eds., *Companion to Global Environmental History*. Oxford: Blackwell, pp. 411-432.
- Carse, Ashley (2014), *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal*. Cambridge, MA: The MIT Press, [Chapter 3: Making the Panama Canal Watershed, pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water, 93-120; Chapter 13: "A Demanding Environment, 129-222].
- Bauer Jordan and Melosi, Martin V. (2012). "Cities and the Environment" in J. R. McNeill and E. S. Maudlin, eds., *Companion to Environmental History*. Oxford: Blackwell, pp. 360-376.
- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History", in A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*. New York: OUP, pp. 553-572.
- McNeill, John R. (2000), *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, New York, pp. 50-83 [Chapter 3: "The Atmosphere: Urban History"].

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

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

- Pritchard, Sara B. (2013), "An Envirotechnical Disaster: Negotiating Nature, Technology, and Politics at Fukushima," In Ian Jared Miller, et al. eds., *Japan at Nature's Edge: The Environmental Context of a Global Power*. Honolulu: University of Hawaii Press, 2013, pp. 255-279.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio*, Vol. 36, No.8, pp. 614-621.

### **Suggested Readings:**

- Beinart William and Hughes Lotte. eds. (2007). *Environment and Empire*. Oxford: OUP, pp. 200-214 [Imperial Scientists, Ecology and Conservation]
- Beinart William and Middleton, Karen. (2004), "Plant Transfers in Historical Perspective: A Review Article". *Environment and History*, Vol. 10, No. 1, pp. 3-29.
- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press. pp. 205-224.
- Chakrabarty, Dipesh (2021), *The Climate of History in a Planetary Age*. Chicago: The University of Chicago Press.
- Crist, Eileen. And Helen Kopina (2014), "Unsettling Anthropocentrism", *Dialectical Anthropology*, Vol. 38, No 4, pp. 387-396.
- Crosby, Alfred W. (2006). *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy*. New York: W. W. Norton. pp. 159-166 & pp. 117-158
- Dickinson, William. (2013). "Changing Times: The Holocene Legacy" in J. R. McNeil and Alan Roe, eds., *Global Environmental History: An Introductory Reader*. London: Routledge, pp 3-23.
- Fitzgerald, Amy J. (2015). *Animals as Food Reconnecting Production, Processing and Impacts*. Michigan: Michigan State University Press, pp 9-34.
- Freese, Barbara (2003), *Coal: A Human History*. Cambridge: Perseus Publishing, Chapter 8: "A Sort of Black Stone", pp. 199-232.
- Guha, Ramachandra. (2000). *Environmentalism: A Global History*. New York: Longman.
- Kalof, Linda. (2007). *Looking at Animals in Human History*. London: Reaktion Books. pp. 1-71
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", *Nature*, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). *The Rise of Steam Power and the Roots of Global Warming*. London: Verso. pp.389-394
- McAfee, Kathleen. (2016). "The Politics of Nature in the Anthropocene" in "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), *RCC Perspectives: Transformations in Environment and Society* No. 2, pp.65-72.
- McKenney Jason. (2002). *Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers"* In Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture*. London: Island Press, pp.121-129

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

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

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

**Credit distribution, Eligibility and Pre-requisites of the Course**

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

### Learning Objectives

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

### Learning outcomes

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

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

### SYLLABUS OF DSC-3

#### Unit I: Introducing maritime and mainland Southeast Asia

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

#### Unit II: Early State formations

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

**Unit III: Religion in Early Southeast Asia**

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

**Unit IV: Early modern in South East Asia**

1. Majapahit Empire, regional formations

**Unit V: Religion in Early Modern Southeast Asia**

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

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

**Essential/recommended readings**

**Unit I:** In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. She/he will become familiar with various aspects of the regions micro histories. Recent historiographical debates. In this unit the student will be introduced to the important aspects of the recent historiographical debates. She/he will be familiarised with the questions of social formations linked to the influence of India and China over the region. The student will also engage with recent debates that draw attention to local factors in the regions development. **(Teaching time: 9 hrs. approx.)**

- Tarling, N., ed. (2000). *The Cambridge History of Southeast Asia* (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). *History, Culture and Region in Southeast Asian Perspectives*, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, Honolulu: University of Hawaii Press
- Monica L Smith. (1999). "‘Indianization’ from the Indian Point of View: Trade and Cultural Contacts with Southeast Asia in the Early First Millennium C.E", *Journal of the Economic and Social History of the Orient*, Vol. 42, No. 1, pp. 1-26
- Suarez, Thomas. (1999). *Early Mapping of Southeast Asia: The Epic Story of Seafarers, Adventurers and Cartographers who first mapped the regions between China and India*, Singapore: Periplus.
- Hall, D.G.E. (eds.) (1961) *Historians of South East Asia*, Oxford University Press, London.
- Mabbet, I. W. The 'Indianization' of Southeast Asia, reflections on the Historical Sources, *Journal of Southeast Asian Studies*, Vol.8, No.2 9Sept., 1977), pp.143-161
- Coedes, George. (1968), *The Indianized States of Southeast Asia*, Hawaiian University Press, Honolulu.

**Unit II:** At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. **(Teaching time: 12 hrs. approx.)**

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

**Unit III:** The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time 6 hrs. approx.)**

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

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

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

**Unit V:** The student will be expected to learn about the spread of Islam and Christianity in the region. She/he will develop an understanding of how practitioners of these monotheistic religious traditions interfaced with local beliefs and ritual practices in southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time: 6 hrs. approx.)**

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

#### **Suggested Readings:**

- Ahmad, Abu Talib and Tan Liok Ee, (2003). *New Terrains in Southeast Asian History*, Singapore: Singapore University Press
- Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). *From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia*, Leiden; Brill
- Borschnerg, Peter. (2010). *The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century*, Singapore: National University of Singapore
- Broese, Frank. (1997). *Gateways of Asia: Port Cities of Asia in the 13th - 20th centuries*, London: Routledge.
- Chaudhuri, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, New Delhi: Munshiram Manoharlal.
- Goh, Robbie B.H. (2005). *Christianity in Southeast Asia*, Singapore: Institute of Southeast Asian Studies
- Hall, K. (1985). *Maritime Trade and State Development in Early Southeast Asia*. Honolulu: University of Hawaii Press.
- Hall, K.R. and Whitmore, J.K. (1976). *Explorations in Early Southeast Asian History: the origins of Southeast Asian Statecraft*. Ann Arbor: Centre for Southeast Asian Studies, University of Michigan. Michigan Papers on South and Southeast Asia,
- Henley, David and Henk Schulte Nordholt (eds.). (2015). *Environment, Trade and Society in Southeast Asia*, Leiden: Brill
- Kulke, H, K. Kesavapany, and V. Sakhuja. (2009). *Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- Kulke, H. ([1993] 2001). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*. New Delhi: Manohar.
- Lieberman, Victor. (2009), *Strange Parallels: Southeast Asia in Global Context, c.800- 1830, Volume 2, Mainland Mirrors: Europe, Japan, China, South Asia and the Islands*, Cambridge: Cambridge University Press
- Manguin, Pierre-Yves, A. Mani & Geoff Wade (eds.). (2012). *Early Interactions between South and Southeast Asia: Reflections on Cross Cultural Exchange*, Singapore: Institute of Southeast Asian Studies.
- Morgan, David O. and Anthony Reid. (2010), *The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries*, Vol. 3, Cambridge: Cambridge University Press
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime links of Early South Asia* Delhi: Oxford University Press.
- Singh, Upinder and P. Dhar ed., (2014). *Asian Encounters: exploring connected histories*, New Delhi: Oxford
- Smith, R.B. and W. Watson. (1979). *Early South East Asia: Essays in Archaeology, History and Historical Geography*, New York and Kuala Lumpur: Oxford University Press.
- पुरी, बैधनाथ, सुंरू पूवि में भारतीय संस्कृ र्त और उसका इर्तहास, हिं ी सर्मर्त, सनार् वभाग डिर प्रिश।
- Majumdar, R.C. *Ancient Indian Colonies in the Far East*, Vol. 02, Modern Publishing, Calcutta, 1938.

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

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

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

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

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

**Learning Objectives:**

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

**Learning Outcomes:**

After completing this course, students should be able to:

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

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

1. Historiography and Sources
2. Interdisciplinarity

**Unit II:** Living with Nature

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

**Unit III:** Era of Major Agrarian Expansion

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

**Unit IV:** Colonialism and Transformation of Nature

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

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

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

**Essential Readings and Unit Wise Teaching Outcomes:**

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

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

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

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

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

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

**(Teaching time: 9 hrs. approx.)**

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

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

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

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

- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- Reeves, Peter, (1995), "Inland Waters and Freshwater Fisheries: Some Issues of Control, Access and Conservation in Colonial India," In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 260-292.
- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Sharan, Awadhendra B. (2014), *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press ["Introduction" and Chapter 4: "Pollution: Industrial Landscapes, 1936-2000"].

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

- Sangvai, Sanjay (2008), "The Tragedy of Displacement," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 437-443.
- संजय संगवई (2010), विस्थापनाका एक दर्दनाक किस्सा, महेशरंगाराजनसंपादित भारतमें पर्यावरणके मुद्दे, पियर्सन, दिल्ली.
- Asthana, Vandana (2012), "Forced Displacement: A Gendered Analysis of the Tehri Dam Project," *Economic and Political Weekly*, Vol. 47, No. 47/48, pp. 96-102.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No.1. pp. 119-158.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- McNeill, J. R. (2008), "The Green Revolution," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 184-194.
- Shiva, Vandana (2016), *Stolen Harvest: The Hijacking of the Global Food Supply*. Kentucky: The University Press of Kentucky, [Chapter 1: "The Hijacking of the Global Food Supply"] pp. 5-20.
- Shiva, Vandana (1993), *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, London and New Jersey: Zed Books, pp. 19-60; [Chapter 1: "Science and Politics in the Green Revolution"], pp. 61-102 [Chapter 2: "Miracle Seeds' and the destruction of Genetic Diversity"]; pp. 171-193 [Chapter 5: "The Political and Cultural Costs of the Green Revolution"].

#### Suggested Readings:

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

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

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

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

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

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

**Learning Objectives**

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

## Learning outcomes

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

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

## SYLLABUS OF DSC-1

**Unit I:** Definitions of Culture and its various aspects

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

**Unit II:** Language and Literature

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

**Unit III:** Performing Arts

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

**Unit IV:** Architecture: Meanings, Forms and Functions

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

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

### Essential/recommended readings

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

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

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

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

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

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

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

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

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

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

### **Suggestive readings**

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

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

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

**SEMESTER – IV**  
**DEPARTMENT OF HISTORY**  
Category I  
**BA (Hons.) History**

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – IV: c.1200 – 1500**

**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 – IV: c.1200 – 1500	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of India- III : 750-1200

**Learning Objectives**

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

**Learning outcomes**

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

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

**SYLLABUS OF DSC-1**

**Unit I: Survey of sources**

1. Persian ta’rikh traditions
2. Malfuzat and premakhyans

3. Inscriptions and regional identity: Kakatiyas

**Unit II:** Political structures

1. Sultanates of Delhi: transitions in ruling elites, service cultures, iq̄tas
2. Articulating political authority: monuments and rituals
3. Political cultures: Vijayanagara and 'Surāṣṭrān'

**Unit III:** Society and economy

1. Agricultural production,
2. Technology and changes in society
3. Monetization; market regulations; urban centres; trade and craft

**Unit IV:** Religion, society and cultures

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2. Bhakti; Sant tradition: Kabir and Nanak, **Jnanaeshwar. and Namdev** cults: Jagannath and Warkari
3. Gender roles: women bhaktas and rulers

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

**Essential/Recommended Readings**

**Unit I:** This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. **(Teaching Time: 12 hrs. Approx.)**

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", Indian Historical Review, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly im-portant is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Del-hi Sultanate'. In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Per-manent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled Historians of Medieval India.)
- Ernst, Carl W. (1992). Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. Therelevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth centu-ry: A Study of Sufi Premakhyan's'. In Rethinking A Millennium: Perspectives

on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.

- Behl, Aditya. 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hier-archies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.

- हबीब, मोहम्मद. (2014). 'सल्तनत काल के र्तया सी म्स्तावेज़', मध्यकालीन -9, रम् ल्ली: राजकमल प्रकाशन, सल्तनत का राजतनततक तसद् ा:ग्रंथशष्पी.
- :ततआउद्दीन बरनी के फतवा- एजहा ा दारी के अनुवाद सतहत, र् ल्ली
- ररजवी, सैतय अतहर अब्बास. (1957). तुगलक कालीन भारत, भाग -2, राजकमल प्रकाशन, प्रासंगक भाग; 'अनुद् त ग्रंथो की समीक्षा', पष्ठ संख्या -क-द.
- बहल, आर् त्त्य. (2012). 'मायावी मगृ ि: एक हचनम् वी सूफी प्रेमाख्यान (1503 ई), मध्यकालीन भारत का सांस्कृतिक इतिहास (सं.) मीनाक्षी खन्ना, ओरिएंट ब्लैकस्वॉन, पष्ठ संख्या.185-218.

**Unit II:** Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Delhi Sultanate and Vijayanagara. (Teaching Time: 12 hrs. approx.)

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', In Medieval India: Researches In The History Of India 1200-1750, Vol. I, Edited By Irfan Habib, New Delhi: Oxford University Press, Pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves Were Nobles: The Shamsi Bandagān In The Early Delhi Sultanate', Studies In History, Vol. 10, Pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and A Persian Secretarial Class In The Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, Vol. 43, No. 1, Pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and Its Sultans in the Thirteenth and Fourteenth Centuries Ce', In Court Cultures In The Muslim World: Seventh To Nine-teenth Centuries, Edited By Albrecht Fuess And Jan Peter Hartung, London: Routledge, Pp. 123-48.
- Kumar, Sunil. (2014). 'bandagi And Naukari: Studying Transitions In Political Culture And Service Under The North Indian Sultanates, 13th-16th Centuries', In After Timur Left, Edited By Francesca Orsini And Samira Sheikh, Delhi: Oxford University Press, Pp. 60- 108.
- Ali, Athar. (1981). 'Nobility Under Mohammad Tughluq', Proceedings Of The Indian History Congress, Vol. 42, Pp. 197-202.
- Habib, Irfan. (1982). 'iqta', In Cambridge Economic History Of India, Vol. 2, Edited By Tapan Raychaudhuri And Irfan Habib, Cambridge: Cambridge University Press, Pp. 68-75. Note That The Entire Section On Agrarian Economy (Pp. 48-75) Should Be Read For A Fuller Understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay With Appendices, Allahabad: Central Book Depot. See Especially Chapter 2 And Appendix B & C.
- Hardy, Peter. (1998). 'growth Of Authority Over A Conquered Political Elite: Early Delhi Sultanate As A Possible Case Study', In Kingship And Authority In South Asia,

Edited By J. F. Richards, Delhi: Oxford University Press. (First Published, 1978).

- Kumar, Sunil. (2001). 'qutb And Modern Memory' In Partitions Of Memory: The After-life Of The Division Of India, Edited By Suvir Kaul. Delhi: Permanent Black, Pp. 140-82. (Re-printed In Sunil Kumar's The Present In Delhi's Pasts, Delhi: Three Essays Press, 2002, Pp. 1-61.)
- Meister, Michael W. (1972). 'the Two-And-A-Half-Day Mosque', Oriental Art, Vol. 18, Pp. 57-63. Reproduced In Architecture In Medieval India: Forms, Contexts, Histories, Edited By Monica Juneja, New Delhi: Permanent Black, 2001, Pp. 303-314.
- Wagoner, Philip.(1996). 'sultan Among Hindu Kings: Dress, Titles, And The Islamicization Of Hindu Culture At Vijayanagara', Journal Of Asian Studies,Vol. 55, No. 4, Pp. 851-80.
- Sheik, Samira. (2010). Forging A Region: Sultans, Traders And Pilgrims In Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास', मध्यकालीन भारत, अंक-7, (संपादक.) इरफ़ान हबीब, रत्न लक्ष्मी: राजकमल प्रकाशन.
- ईटन, ररर्डि. 2012. 'मध्यकालीन मुक्कन में इस्लामिक स्थान की अभिव्यक्ति'
- मध्यकालीनभारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षी खन्ना
- ,ओरएंटलब्लैकस्वॉन, पृष्ठ संख्या. 134-53.

**Unit III:** This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 9 hrs. approx.)**

Habib, Muhammad. (1974). 'introduction' To Elliot and Dowson's History Of India Vol. li. Reprinted In Politics and Society During the Early Medieval Period: Collected Works Of Professor Habib, Vol. 1, Edited By K.A. Nizami. New Delhi: People's Publishing House, Pp. 33-110.

- Moreland, W.H. (1988 Reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', In
- Agrarian System Of Moslem India. Delhi: Kanti Publications. Reprint, Pp. 21- 66.
- Habib, Irfan. (1991). 'Agricultural Production', In the Cambridge Economic History of India, Vol. I, Edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman Reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section li. Proceedings Of the Indian History Congress, Vol. 31, Pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility In The Delhi Sultanate', In Medieval India1: Researches In The History Of India 1200-1750, Edited By Irfan Habib. New Delhi: Oxford University Press, Pp. 22-48.
- Habib, Irfan. (1984). 'Price Regulations Of Alauddin Khalji – A Defence Of Zia Barani',
- Indian Economic And Social History Review, Vol. 21, No. 4, Pp. 393-414. Also Reprinted In Money And The Market In India: 1100-1700, Edited By Sanjay

- Subrahmanyam, New Delhi: Oxford University Press, 1994, Pp. 85-111.
- Habib, Irfan. (1978). "Economic History Of The Delhi Sultanate – An Essay In Interpretation", Indian Historical Review Vol. 4, Pp. 287-303.
  - Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, Pp. 156- 294 (Chapters 6-7).
  - Phillip B. Wagoner, 'money Use in The Deccan, C. 1350–1687: The Role Of Vijayanagara Hons In The Bahmani Currency System', Indian Economic And Social History Review 51, No. 4 (2014).
  - Subrahmanyam, Sanjay. (1994). 'introduction' To Money And The Market In India 1100- 1700, Edited By Sanjay Subrahmanyam, New Delhi: Oxford University Press, Pp. 1-56.
  - Digby, Simon. (1982). Chapter V: 'the Maritime Trade Of India', In Cambridge Economic History Of India, Edited By Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, Pp. 121-159.
  - हबीब, इरफान. (2016). मध्यकालीन भारत में प्रद्योतगकी: नई रत्न ल्ली: राजकमल.
  - हबीब, इरफान. (2017). मध्यका
  - लीन भारत का आतथवक इततहास: एक सवेक्षण. नई रत्न ल्ली: राजकमल.
  - मश, एस. सी. (2014). 'मगु ल पूव भारत में सामाजकतशीलता ', मध्यकालीन
  - भारत, अक-9, (सं.) इरफान हबीब, रत्न ल्ली: राजकमल प्रकाशन. पष्ठ सखं्या.51-58.
  - हबीब, इरफान. (1999). 'भर भारत में सामाजकौर आगथकरवततन (1200-1500
  - ई.)', भारतीय इततहास में मध्यकाल, (सं.) इरफान हबीब: नई रत्न ल्ली: सफ्र हातमी मेमोररयल रस्ट पष्ठ सखं्या. 159-68.
  - हबीब, इरफान. (2016). 'रत्न ल्ली सलूनत का आगथकमध्यकालीन भारत, खंि-9 पष्ठ सखं्या- 35-67.इतहास: एक व्याख्या लेख',
  - हबीब, मोहम्मम. (2014). ' मूरी भारत में नगरीय क्ांतच ', मध्यकालीन भारत, अं.) इरफान हबीब, रत्न ल्ली: राजकमल प्रकाशन. पष्ठ संख्या.51-58.
  - ▣ हबीब, इरफान. (1992). 'अलाउद्दीन खली के मलय नयंक्षण के उपाय: जया बरनी के समगथन में, मध्यकालीन भारत, अक्राशन , पष्ठ सखं्या 24-46. -4.(सं). इरफान हबीब, रत्न ल्ली, राजकमल

**Unit IV:** This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy, Vijaya. (1997). Walking Naked: Women, Society, Spirituality in South India. Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets (1989), Nos. 50-51-52, (January- June 1989), New Delhi, Manushi Trust, 1989.
- Christian Lee Novetzke, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. Chapter 3 and Chapter 4 will be good enough for Jnanadev.
- For Namdev., Christian Lee Novetzke, *Religion and public memory: a cultural history of Saint Namdev in India*, Chapter 1: A Sant between Memory and History, pp. 35-73
- हबीब, इरफान. (1999). 'मध्यकालीन लोकवाग्नी एके मूर्खत्वात् का मानवीय स्वरूप
- और ऐतहासिक पररवेश', भारतीय इतिहास में मध्यकाल, (सं.) इरफान हबीब, रत्न लाली: राजकमल प्रकाशन. पृष्ठ संख्या. 145-58.
- रंजित, सतीश (1999). 'भारत में भक्ति आंदोलन के उदय की ऐतहासिक पृष्ठभूमि
- में', मध्यकालीन भारत में इतिहास लेखन, धर्म और राज्य का स्वरूप, रत्न लाली: ग्रंथशिल्पी. पृष्ठ संख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीन भारत में भक्ति और साहित्यिक आंदोलन, रत्न लाली: ग्रंथशिल्पी.

- लॉरेन्स जेन्स (2010). नगुण संतोंके स्वप्न. रत्नलाली: राजकमल प्रकाशन.

### Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). "'Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M., ed. (2003). India's Islamic Traditions. 711-1750. New Delhi: Oxford University Press. <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India 1: Researches in the History of India 1200- 1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192- 1286. Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford

University Press.

- Ramaswamy, Vijaya. (1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', The Indian Historical Review, vol. XVII, NOS.1-2, 60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), South Asian Texts in History: Critical Engagements with Sheldon Pollock Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum. (1990) 'Mirabai and the Spiritual Economy of Bhakti', Economic & Political Weekly, Vol. 25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). The Sants: Studies in a Devotional Tradition of India. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). Amir Khusraw: The Poet of Sultans and Sufis. Oxford: One World.
- रूद्र, सतीश. मध्यकालीन भारत: सल्तनत से मगुल काल तक (1206-1526) , भाग -1, जवाहर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स पब्लिकेशन.
- तारारंम् . (2006). भारतीय संस्कृति पर इस्लाम का प्रभाव, नई दिल्ली, ग्रंथशाली. वामान्, हररंद्र (सं). मध्यकालीन भारत , भाग -1 -(750-1540), हिंदी माध्यम
- कायाम् न्वय तनिशालय , दिल्ली विश्वविद्यालय .
- हबीब, मोहम्मद और खलीक अहसम नज़ामी. (1998). (सं.). तदल्ली सल्तनत, तदल्ली मैकमलन

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

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

### 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		
Rise of the Modern West – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied Rise of the Modern West – I

### Learning Objectives

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

### Learning outcomes

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

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

### SYLLABUS OF DSC- 2

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

**Unit 2:** The English Revolution (1603-1688): major issues, strands and implications.

**Unit 3:** Mercantilism and European economies: Trade and Empire - 17<sup>th</sup> - 18<sup>th</sup>centuries.

**Unit 4:** Scientific Revolution. Enlightenment: political, economic and social ideas.

**Unit 5:** Origins of the Industrial Revolution and the Divergence debate.

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

### **Essential/recommended readings**

**Unit 1:** The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 9hrs. approx.)**

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

**Unit-II:** The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 9 hrs. approx.)**

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

**Unit-III:** The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. **(Teaching period: 9 hrs. approx.)**

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

**Unit-IV:** The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted. The unit will also define the phenomenon of Enlightenment. Main thinkers and their ideas, and the connection between Enlightenment and modernity will be analysed.

**(Teaching period: 9 hrs. approx.)**

- Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). *The Scientific Revolution and the Origin of Modern Science*. London: Palgrave.
- Conrad, Sebastian. (2012). *Enlightenment in Global History: A Historiographical Critique*. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). *The Enlightenment World*. London: Routledge.
- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press. (Introduction and conclusion).

**Unit-V:** The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. **(Teaching period: 9 hrs. approx.)**

- Deane, Phyllis. (1965). *The First Industrial Revolution*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J. (1999). *Industry and Empire*. London: Penguin Books.
- Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press.

- Pomeranz, Kenneth. (2000). *The Great Divergence: China, Europe and the Making of the Modern World*. Princeton: Princeton University Press.

**Suggestive readings (if any)**

- Anderson, M. S. (1976). *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). *The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century*. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). *Revisions in Mercantilism*. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). *The Economic History of Britain Since 1700, Vol. I: 1700-1860*. Cambridge: Cambridge University Press.
- Henry, John. (2011). *A Short History of Scientific Thought*. London. Macmillan International.
- Hill, Christopher. (1997). *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century*. London/New York: Palgrave Macmillan.
- Huff, Toby E. (2003). *The Rise of Early Modern Science: Islam, China and the West*. Cambridge: Cambridge University Press (2nd edition).
- Marshall, P. J. (Ed.). (1998). *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*. Oxford: Oxford University Press.
- Mathias, Peter. (2001). *The First Industrial Nation*. London: Routledge.
- Stone, Lawrence. (2002). *The Causes of the English Revolution, 1529-1642*. New York: Routledge.
- Studer, Roman. (2015). *The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power*. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present*. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press.

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

**DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern Japan (c. 1868 – 1950s)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern Japan (c. 1868 – 1950s)	4	3	1	0	12 th Pass	NIL

**Learning Objectives**

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts, contextualizing these against the backdrop of their contemporary history and politics.

**Learning outcomes**

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

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics. Examine the divergent pathways to modernity followed by Japan.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

**SYLLABUS OF DSC-3**

**Unit 1:** Transition from Feudalism to Capitalism

1. Crisis of the Tokugawa Bakuhan System
2. The Meiji Restoration: Nature and Significance; Early Meiji Reforms
3. Economic Development in the Meiji Era

**Unit 2: Democracy and Militarism**

1. Meiji Constitution
2. Failure of Parliamentary Democracy; Militarism and Fascism

**Unit 3: Imperialistic Expansion**

1. Korea
2. Manchuria
3. China

**Unit 4: American Occupation, post-War Reconstruction**

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

**Essential/recommended readings**

**Unit 1:** This unit will introduce students to the history of Japan's transition from feudalism to capitalism. The Unit will also examine historical processes which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 9 hrs. approx.)**

- Gordon, A. (2003). A Modern History Of Japan- From Tokugawa Times To The Present. New York: Oxford University Press, Chapter 3- The Intellectual World Of Late Tokugawa & Chapter 4- Overthrow Of The Tokugawa.
- Hall, J.W. (1991). (Ed.). Cambridge History Of Japan. Volume Iv: Early Modern Japan. Cup. Cambridge.
- Jansen, M.B. (2000). The Making Of Modern Japan. Cambridge: Harvard University Press.
- Jansen. M.B. And Gilbert Rozman. (1986). Japan In Transition From Tokugawa To Meiji. Princeton, Princeton University Press
- Livingston, J. Et Al. (1974). The Japan Reader: Volume I- Imperial Japan: 1800-1945. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). Japan – A Modern History. W.W. Norton And Company. Chapter 3- Self And Society.
- Pyle, K.B. (1995). The Making Of Modern Japan. Lexington: D.C. Heath.
- Sansom, G.B. (2015). The Western World And Japan-- A Study In The Interaction Of European And Asiatic Cultures. Bibliolife DbA Of Biblio Bazaar Li Llc. Chapters 14 And 15.
- Totman, C. (1980). Collapse Of The Tokugawa Bakufu. 1862-1868. University Of Hawaii Press.

**Unit 2:** This unit deals with the emergence and growth of democratic governance in Japan.

The polemics of Meiji Constitution, and failure of democracy and subsequent rise of Militarism have been examined in this unit. **(Teaching Time: 12 hrs. approx. )**

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

**Unit 3:** This unit will enable students to understand the imperialistic designs of Japan and the role of nationalism in its conception. It will also examine the nature and consequences of Japanese colonialism in Korea, Manchuria and China. **(Teaching Time: 12 hrs. approx.)**

- Beasley, W.G. (1987) *Japanese Imperialism 1894-1945*. Oxford: Clarendon Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). *Power and Culture, The Japanese-American War, 1941-1945*. Harvard University Press.
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). *The Emergence of Imperial Japan-Self Defence or Calculated Aggression?* Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47- 53, 55- 58, 69-73.
- Morley, J.W. (Ed). (1971). *Dilemmas of Growth in Pre-war Japan*. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and

- Consequence, Chapter IV The Failure of Military Expansionism, Chapter VI- Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.

**Unit 4:** This unit deals with the American occupation of Japan after World War-II and the post-war reconstruction. **(Teaching Time: 12 hrs. approx )**

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

**Suggested Readings:**

- Akita, G. (1967). *Foundations of the Constitutional Government in Japan, 1868-1900*. Harvard East Asian Series, 23. Cambridge, Mass: Harvard University Press.
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin. (Chapter 2).
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946, Chapter 2.
- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.
- Beasley, W.G. (1963). *The Making of Modern Japan*. London: Wardenfield and Nicolson, 1963, Chapter VI- New Men and New Methods 1868-1873.
- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
- Chatterji, B.R. (1966). *Modern Japan: Perry to Sato*. Meerut, Meenakshi Prakashan, India.
- Duus, P. (1968). *Party Rivalry and Political Change in Taisho Japan*. Harvard: Harvard University Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin, Chapter 15- Tokugawa Japan: A Centralized Feudal State, Chapter 17- Japan's Response to the West, and Chapter 18- Modernization in Meiji Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991). ed. *Cambridge History of Japan*. Volume IV: Early Modern Japan. Cambridge University Press. Beasley, W.G. (1963). *The Making of*

- Modern Japan. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozmaned, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp/Kunio>
- Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston. W.W. Norton and Company.
- McLaren, W.W. (1923). *A Political History of Japan during the Meiji Era 1867- 1912*. Reproduction by Nabu Press, 2000.
- Morris I. (Ed.). (1963). *Japan 1931-1945: Militarism, Fascism, Japanism?* D.C. Heath and Company.
- Myers, R.H. and Mark R. Peattie (Ed.). (1984). *The Japanese Colonial Empire, 1895-1945*. Princeton University Press.
- Norman, E.H. (1940). *Japan's Emergence as a Modern State*. New York: International Secretariat, Institute of Pacific Relations, First Indian Reprint 1977, Khosla and Co., Chapter III The Restoration.
- Peffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Sansom, G.B. (1931). *Japan: A Short Cultural History*. London and New York: Cresset Press and D. Appleton.
- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.
- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.

- Tsutsui, W.M. (2009). ed. A Companion to Japanese History. Oxford: Wiley- Blackwell.
- Wray, H. and H. Conroy. (1983). Japan Examined: Perspectives on Modern Japanese History. University of Hawaii Press, Honolulu.
- Yanaga, C. (1949). Japan since Perry. New York: McGraw-Hill Book Company.
- लातोरेत, के नेथ ,कॉट. (1965) जापान का इ9तहास. <म् >ल?: वैC ा9नक तथा तकनीकE शGम् ावल? आयोग, भारत सरकार.
- पणु तांबेकर, P िक ँरण वSकटेश.(1967) एVशया कE WवकासोXमख ँ एकता. लखनऊ: <हXम् ? सVम9त, सर्ूना Wवभाग, उ\_रम् ेश.
- Wवनाके , हरे >िःएम. (1974). पवू एc Vशया का आधुनक इ9तहास. लखनऊ: <हXम् ? सVम9त सर्ूना Wवभाग.
- तवार?, ेमशंकर. (2005). जापान का इ9तहास. Wवग्व भारती: Wवग्व भारतीपुगलके शXस. ुनक जापान का इ9तहास. <म् >ल?: खोसला पुगलVशगं हाउस.
- नॉमनc , ई. एर्. (2015) आध
- सराओ, कै. ट?. एस. (2015) आधुनक जापान का इ9तहास. <म् >ल? Wवग्वWवक्यालय: <हXम् ? म्ाायम कायााCXवयन9तनेशालय
- Wवक्यालंकार, समयके त. ँ (2015). एVशया का आधुनक इ9तहास, मसरू?: P ि सर,वतीससन.
- पांिये , धनप9त. (2017). आधुनक एVशया का इ9तहास. <म् >ल?: मोतीलाल बनारसीम् ास

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE): Environmental History of the Indian Subcontinent**

**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		
Environmental History of the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

**Learning Objectives**

This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history. The course has the following broad objectives: To introduce historical studies that explore the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies. The themes and issues discussed in this course familiarizes the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between human and environment. This will also enable students to situate the environmental historiography that revises the colonial notion of depicting pre-colonial India as an unchanging landscape.

**Learning outcomes**

After completing this course, students should be able to -

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organising lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.

- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have liveable cities.
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.

## SYLLABUS OF DSE

### Unit 1: Introduction to the Environmental History of the Indian Subcontinent

1. Doing Environmental History: Issues and Perspectives, Historiography
2. Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and Oral History

### Unit 2: Living with Nature

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

### Unit 3: Environment and Livelihood in Medieval Times

1. Pastoralism, Animal Husbandry, and Agriculture
2. Forests and Tribal Groups

### Unit 4: Colonial Capitalism and Natural Resources

1. Changing Energy Regimes; Railway and Deforestation, Dams and Hydroelectric Power
2. Rivers, Canals, and Embankments

### Unit 5: Environmental Crisis and the Future

1. Factories and Urban Spaces; Bombay, Calcutta and Delhi
2. Industrial Agriculture; Biodiversity Loss; Species Extinction

### Practical component (if any) - NIL

### Essential/recommended readings

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

- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Arnold, David and Ramachandra Guha (1995), "Themes and Issues in the Environmental History of South Asia," In David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 1-20.

**Unit 2:** This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- Lal, Makkhan (2008), "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- Thapar, Romila (2008), "Forests and Settlements," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Hughes, Donald J. (1998), "Early Ecological Knowledge of India from Alexander to Aristotle to Aelian," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 70-86.

**Unit 3:** This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism, and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre- modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: PermanentBlack.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, pp. 97-106.
- Singh, Chetan, (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.

- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.

**Unit 4:** This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of waterbodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. **(Teaching time: 9 hrs. approx.)**

- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Guha, Ramchandra (1983), "Colonialism, Capitalism and Deforestation," *Social Scientist*, Vol. 11, No.4, pp.61-64.
- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- D'Souza, Rohan, (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In MaheshRangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550- 583.
- Rao, G. N. (1988), "Canal Irrigation and Agrarian Change in Colonial Andhra: A Study of Godavari District, c. 1850-1890, *Indian Economic and Social History Review*, Vol. 25, No. 1, pp. 25-60.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185- 209.
- Gilmartin, David (1996), "Models of the Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin, In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the*

Environmental History of South Asia. Delhi: Oxford University Press, pp. 210-36.

**Unit 5:** Historical thinking and writing on climate change help to provide a long-term perspective on contemporary social, ecological, economic crisis with the question of socio-environmental justice as a central concern. By focusing on the specific contexts of Bombay, Calcutta and Delhi, the first rubric provides a historical perspective to the contemporary urban problems of air and water pollution, and issues related to access to energy sources as social issues of urbanized environment. The second rubric explains how the issues of biodiversity loss, species extinction, and the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. **(Teaching time: 9 hrs. approx)**

- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution]
- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52.
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728, Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban Environment during the Nineteenth Century, Studies in History, Vol. 23, No. 1, pp. 1-31.
- Shiva, Vandana (2016), Stolen Harvest: The Hijacking of the Global Food Supply. Kentucky: The University Press of Kentucky, Chapter 1: "The Hijacking of the Global Food Supply", pp. 5-20.
- Adve, Nagraj (2022), Global Warming in India: Science, Impacts, and Politics. Bhopal: Eklavya Foundation.

**Suggested Readings:**

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. The Making of Agrarian Policy in British India, 1770-1900. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Columbia University Press. pp. 205 -224.
- Chakravarti, Ranabir, (1998), "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, Nature and the Orient: The Environmental History of South and Southeast Asia. Oxford: Oxford University Press, pp. 87-105.
- D'souza, Rohan (2006), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India. New Delhi: Oxford University Press.

- Erdosy, George (1998), "Deforestation in Pre and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, Nature and the Orient: The Environmental History of South and Southeast Asia. Delhi: Oxford University Press.
- Fisher, Michael H. (2018), An Environmental History of India: From Earliest Times to the Twenty-first Century. New York: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), The Use and Abuse of Nature. Delhi: Oxford University Press.
- Grove, Richard (1997), Ecology, Climate and Empire. Delhi: Oxford University Press.
- Hughes, Donald (2006), What is Environmental History?. Cambridge: Polity Press. Chapter 1: Defining Environmental History: pp. 1-17
- Malamoud, Charles (1998), Village and Forest in Ancient India. Delhi: Oxford University Press.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. South Asian Archaeology. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Rangarajan, Mahesh, Environmental Issues in India: A Reader. Delhi: Pearson, pp. 42-48.
- Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), India's Environmental History: A Reader. Ranikhet: Permanent Black [Introduction]
- Rodrigues, Louiza (2019), Development and Deforestation: The Making of Urban Bombay, C. 1800-1880. Delhi: Primus Books.
- Satya, Laxman D. (1997), Cotton and Famine in Berar, 1850-1900, Delhi: Manohar Publishers.
- Thapar, Romila, (2008), "Perceiving the Forest: Early India," In Rangarajan, Mahesh and
- K. Sivaramakrishanan, eds (2014), India's Environmental History: A Reader. Ranikhet: Permanent Black.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, Staying Alive: Women, Ecology and Survival in India. New Delhi: Kali for Women. pp.96-178.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," Economic and Political Weekly, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885. Delhi: Primus Books.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): History of South East Asia – 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 South East Asia – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of South East Asia – I

#### Learning Objectives

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

#### Learning outcomes

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

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

## SYLLABUS OF DSC-3

### **Unit 1:** From Commerce to Colonialism:

1. The Dutch and English ascendancy
2. Changing Patterns of Maritime Trade: The Straits of Malaka

### **Unit II:** Colonialism in Dutch Indonesia, British Burma: The 19th and 20th centuries

1. The Colonial State: Traditional elite, Race and the Legal Order
2. Agrarian Transformation: Plantation Economy, Peasant Protests
3. Colonial Modernity: Education and religion in the early twentieth century

### **Unit III:** Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

1. Burma: From Independence to the Revolutionary Council
2. Indonesia: The Revolution, the making of Indonesia, Sukarno

### **Unit IV:** Post War Southeast Asia

1. Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
2. The Port and City in Southeast Asia: Singapore

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

### **Essential/recommended readings**

**Unit-I:** The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 6 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume I & II, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). Southeast Asia in Early Modern era: Trade, Power and Belief, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). Prelude to Colonialism: The Dutch in Asia, Hilversum: Uitgeverij Verloren

**Unit- II:** At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the case studies of Dutch Indonesia and British Burma learn about the structure and organization of the colonial state and how the agrarian plantation economy altered the political and economic landscape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 15 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume II, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). Law, Disorder and the State: Corruption in Burma c.1900, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). British Burma in the New Century, 1895-1918, London: Palgrave Macmillan
- Vickers, Adrian. (2015). A History of Modern Indonesia, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). Being “Dutch” in the Indies: A history of creolization and Empire, 1500-1920 (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Breman, Jan. (1989). Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia, Delhi: Oxford University Press
- Scott, James. (1976). Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia, New Haven: Yale University Press
- Ann Stoler, ‘Plantation, Politics and Protest on Sumatra’s East Coast’, Journal of Pesant Studies, Vol.13, No.2, 1986
- Pannu, Paula, Production and Transmission of Knowledge in Colonial Malaya, Asian Journal of Social Science, Vol 37, No 3, Special Focus, Beyond Sociology, 2009, pp.427- 451
- Laffan, Michael. (2011). The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past, Princeton: Princeton University Press
- Ali, Muhammad. (2016). Islam and Colonialism: Becoming Modern in Indonesia and Malaya, Edinburgh: Edinburgh University Press

**Unit-III:** After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 15 hrs. approx.)**

- Christie, Clive J. (2000). A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism, London: I.B. Tauris
- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume II, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). Nations and States in Southeast Asia, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). Making Enemies: War and State Building in Burma, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). The Making of Modern Burma, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). A History of Modern Indonesia, Cambridge: Cambridge University Press

- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press

**Unit-IV:** At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. **(Teaching time: 9 hrs. approx.)**

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

**Suggested Readings:**

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

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

## DSE for BA (Hons.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): History of Vernacular Literature

#### 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		
DSE- History of Vernacular Literature	4	3	1	0	12 <sup>th</sup> Pass	-

#### Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

In the Indian subcontinent, too, it is possible to see a similar evolution of different languages in different parts of the country. Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. While Sanskrit had a pan-India presence, Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how core these languages are to the identities of their speakers.

#### Learning Outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

#### SYLLABUS OF DSC-3

**Unit 1:** Debating the Vernacular and its significance for History

**Unit 2:** Language Culture and Histories from the South

**Unit 3:** The Early Modern Context of Language and Region

**Unit 4:** The Colonial Context

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

**Essential/recommended readings**

**Unit 1:** Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

Essential Readings

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Zutshi, Chitralekha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India", *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

**Unit 2:** Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

Essential Readings

- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151-195, 2009
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891-1970*, University of California Press, 1997.

**Unit 3:** In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 09 hours)

**The Early Modern Context of Language and Region:**

1. Marathas and Marathi
2. Hindavi/ Awadhi
3. Braj and the Vernacular debate

### Essential Readings

- Busch, Allison, "Hidden in Plain View: Brajbhasha Poets at the Mughal Court", *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, "Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha", in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500," *Daedalus*, Vol. 127, No. 3, *Early Modernities*, 1998, pp. 41-74.

**Unit 4:** The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

#### **The Colonial Context:**

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

### Essential Readings

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803-1956*, Cambridge University Press, 2020.
- Misra, Salil, 'Transition from the Syncretic to the Plural: the World of Hindi and Urdu', Jamal Malik and Helmut Reifeld (ed.) *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

#### **Suggested Readings:**

- Borek, Piotr, "Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji's Visit to Agra (1666) in Brajbhāṣā Verse", *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1-17.
- Mantena, Rama Sundari, "Vernacular Publics and Political Modernity: Language and Progress in Colonial South India", *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.

- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

## DSE for BA (Hons.)

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Delhi Through the Ages

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- Delhi Through the Ages	4	3	1	0	12 <sup>th</sup> Pass	

#### Course Objective

This introductory course looks at watershed moments in Delhi's historical past concerning politics, urbanization, culture, and crisis to provide a background to Delhi's significance and dilemmas today.

#### Learning Outcome

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

- To provide a framework within which to locate and study the history of Delhi till the early modern period.
- Analyse and comprehend the challenges of Delhi through the study of the history of its political, urban, and socio-cultural developments and changes

#### Course Content

**Unit I:** The Historical Polities of Delhi:

- a) Indraprastha: from Earliest time to 1000CE
- b) Delhi in the Tomar-Chauhan period
- c) Sultanate Delhi
- d) Shahjahanabad
- e) The colonial capital

**Unit II:** Delhi's Urbanization and its Challenges:

- a) Lal Kot to Tughluqabad
- b) Delhi under the Mughals
- c) Delhi's modern transformation in the 20 th Century

**Unit III:** The Syncretic and Changing Culture of Delhi:

- a) Ashokan Edicts and Iron Pillars
- b) Hazrat-i Delhi: Nizamuddin Auliya and Nasiruddin Chirag Delhi
- c) Humayun Tomb
- d) Growth of Urdu language and literature in 18 th -19 th Century Delhi
- e) Delhi University

**Unit IV:** A City of Crises, Resilience and Transition

- a) The Mongols Invasions
- b) Delhi when it was not the Mughal capital
- c) 'Crisis' of the 18 th Century?
- d) Delhi in the 19 th Century: Between the Mughals and the Colonial
- e) The Revolt of 1857
- f) Delhi in 1947

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

### *Essential/recommended readings*

Unit 1: This unit will seek to introduce the students to the various significant historical political formations that emerged in Delhi by focusing on the debate on Indraprastha; evidence for Lalkot-Rai Pithora; the nature of the Sultanate polity and the city; the imperial design of Shahjahanabad and the British conception of the city as an imperial capital. (Teaching Time: 12 hours Approx.)

#### Essential Reading

- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- R., Mani B., and I. D. Dwivedi 2006. ‘Anangpur Fort: The Earliest Tomar Settlements, Near Delhi,’ in Upinder Singh, ed., *Delhi: Ancient History, Social Science Press, New Delhi*, pp 200–204.
- Mani, B.R. 1997. *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International
- Kumar, Sunil. 2011. ‘Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE’; in Albrecht Fuess and Jan Peter Hartung. (eds.) *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) ‘Qutb in Modern Memory.’ In: Kaul, Suvir, (ed.), *Partitions of Memory*. Delhi: Permanent Black, pp. 140–182.
- Blake, Stephen, 1985. ‘Cityscape of an Imperial City: Shahjahanabad in 1739’; in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99
- Metcalf, Thomas. 1989. *Imperial Visions*. Delhi: Oxford University Press, 211–239, (Ch.7 & 39; New Delhi: *The Beginning of the End*).

**Unit II:** This unit will briefly explore significant periods of urbanization in Delhi and some of the challenges faced during these developments. It will trace the early urbanization of Delhi from Lal Kot to Tughluqabad, the changes during the Mughal Period, Marathas and Sikhs in Delhi and finally, the transformation of Delhi in the 20 th Century, focusing on migration and displacement. (Teaching Time: 12 hours Approx.)

#### Essential Readings:

- Ali, Athar. 1985; *Capital of the Sultans: Delhi through the 13th and 14th Centuries*, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Shokoohy, Mehrdad. 2007. *Tughluqabad: a paradigm for Indo-Islamic Urban Planning and its architectural components*. London: Araxus Books.
- Welch, Anthony and Howard Crane. (1983). “The Tughluqs: Master Builders of the Delhi Sultanate”: *Muqarnas*, vol. 1 pp. 123-166.
- Hasan, Nurul, S. (1991). “The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad”, In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta. Narayani. (1993). “The Indomitable City,” in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Rezavi, Syed Ali Nadeem, (2010). “The Mighty Defensive Fort’: Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.”
- *Proceedings of the Indian History Congress* 71, pp. 1108–1121.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Datta, V N. 1986.; *Punjabi Refugees and the Urban Development of Greater Delhi*, ; in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, 442–462.
- Tarlo, Emma. 2001. *Welcome to History: A Resettlement Colony in the Making*. Manohar Publishers and Distributors, 51-69.

**Unit III:** This unit will touch upon some episodes in the past of Delhi that show the historical shaping and reshaping of a syncretic culture over time, with a focus on the names of Delhi, beliefs about the Iron Pillar, Ashokan Edict, the emergence of Sufi tradition in Sultanate Delhi, Mughal architecture, Urdu language and literature in the 18 th - 19 th Century Delhi Renaissance and the emergence of Delhi University. (Teaching Time: 9 Hours Approx.)

Essential Reading:

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī," *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513–519.
- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- Haidar, Najaf. 2014; *Persian Histories and a Lost City of Delhi*, *Studies in People History*, vol. 1, pp. 163–171
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims," in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Aquil, R. 2008.; *Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam*, *South Asia Research* 28: 23–48.
- Sunil Kumar, *The Pir's Barakat and the Servitor's Ardour: The Contrasting History of the two Sufi Shrines in Delhi* in Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Lowry, Glenn D. 1987. *Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Koch, Ebba. (1994). "Diwan-i'Amam and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Alam, Muzaffar. 2013; *Introduction to the second edition: Revisiting the Mughal Eighteenth Century*"; in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-lxiv
- Shamsur Rahman Faruqi. *A Long History of Urdu Literary Culture*, Part 1: Naming and Placing a Literary Culture in Sheldon Pollock ed. *Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 803-863.
- Hardeep Puri, *DELHI UNIVERSITY: Celebrating 100 Glorious Years*, Delhi, 2022
- Naim, C. M. 2004. *Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors* ; in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250–279.
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.
- Basu, Aparna. 1986; *The Foundations and Early History of Delhi University* ; in
- Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430

**Unit IV:** This unit will examine a few exceptional periods of crisis in the history of Delhi and how these phenomena shaped the city over time. (Teaching Time: 12 hours Approx.)

Essential Readings:

- Jackson, Peter. 1986. 'Delhi: The Problem of a Vast Military Encampment,' in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), 18–33.
- Ojha, Archana, *Impact of Mongol Invasions on the Delhi Sultanate*, *Proceedings of Indian History Congress*, no. 52, 1991, pp. 245-248.
- Chandra, Satish. 1991; *Cultural and Political Role of Delhi, 1675-1725*"; in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, 106–116.
- Spear, TGP. *Twilight of the Mughals*. Alam, Muzaffar. 2013, "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-Ixiv
- Liddle Swapna, *The Broken Script: Delhi Under the East India Company and the Fall of the Mughal Dynasty 1803-1857*, Speaking Tiger Books, 2022.

- Lahiri, Nayanjot. 2003; Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife ; World Archaeology, vol. 35, no.1, 35–60.
- Pandey, Gyan. 2001. Remembering Partition, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121–151.

#### Suggested Readings

- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. 2000. "Delhi Walled: Changing Boundaries"; in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247–281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the "Twilight,"" in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen P. 1991. *Shahjahanabad: The Sovereign City in Mughal India, 1639- 1739*. Cambridge; New York: Cambridge University Press.
- Hasan, Zafar. 1922. *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India,
- Habib, Irfan. 1978. 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review*, vol. 4, pp. 287-303.
- Flood, Finbarr B. 2008. "Introduction"; in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Page, J.A. 1926. *A Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India No,22
- Page, J.A. 1937. *A Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Singh, Upinder. Ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. 2003. "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi; *RES: Anthropology and Aesthetics*, No. 43, *Islamic Arts*, pp. 95–116.
- Anand Taneja. *Saintly Visions: Other Histories and History's Others in the Medieval Ruins of Delhi*; *IESHR*, 49 (2012).
- Pinto, Desiderios. J. (1989). *The Mystery of the Nizamuddin Dargah: the Account of Pilgrims,"* in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Frances W. Pritchett, *A Long History of Urdu Literary Culture, Part 2: Histories, Performances, and Masters in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 864–911.
- Upinder Singh, *Discovering Ancient in Modern Delhi*. In Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Farooqui, Mahmood. 2013. *Besieged: Voices from Delhi, 1857*. Delhi: Penguin.
- (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael. 2005. *Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857 ; South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. 1998. "Ghalib: A Self Portrait," in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: [http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt\\_ralprussell\\_1972.pdf](http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralprussell_1972.pdf)
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

## SEMESTER – V

### DEPARTMENT OF HISTORY COURSES OFFERED BY DEPARTMENT OF HISTORY

#### Category I

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

#### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – V: c. 1500 – 1600

#### 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 – V: c. 1500 – 1600	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

#### Learning Objectives

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

#### Learning outcomes

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

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment and consolidation of the Mughal state.
- Explain the religious milieu of the time by engaging with some prominent religious traditions.
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

#### SYLLABUS OF DSC

##### Unit I: Sources and Historiography

1. An overview of Persian Literary Traditions
2. Vernacular Literature- Brajbhasha and Telugu/Tamil

**Unit II: Political Formations and Institutions**

1. Mughal state- Role of Military tactics and technology; Changing notions of Kingship ; Institutions (Evolution of Mansab, Jagir and land revenue system)
2. Rajput and Ahom Political culture
3. Formation of Nayaka states of Madurai, Thanjavur and Jinji

**Unit III: Political and Religious Ideas**

1. Sulh-i-kul and Akhlaqi tradition; Ideological challenges
2. Vaishnava Bhakti Traditions of North India
3. Shaivite traditions

**Unit IV: Visual culture and articulation of Authority**

1. Fatehpur Sikri.
2. Chittor Fort.
3. Temples and Gopurams of the Nayakas: Meenakshi temple

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

**Unit I.** This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyse these sources based on their modern historiographical interpretations. **(Teaching Time: 9 hrs. approx.)**

**Essential Readings:**

- Rizvi, S. A. A. (1975)- Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605), Delhi: Munshiram Manoharlal
- Truschke, Audrey (2016). Culture of Encounters, New Delhi: Penguin Allen Lane, (Chapter 4 'Abul Fazl Redefines Islamicate Knowledge and Akbar's Sovereignty', pp. 142- 165)
- Alam, Muzaffar (2004). Languages of Political Islam, Delhi: Permanent Black, (Chapter 4, 'Language and Power', pp. 115-140)
- Ali, S Athar. (1992). "Translations of Sanskrit Works at Akbar's Court" Social Scientist, vol. 20 no.9, pp, 38-45
- Busch, Allison (2005), "Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas" in South Asia Research, Vol. 25, No.1, pp 31-54
- Busch, Allison (2010) "Hidden in Plain view: Brajbhasha poets at the Mughal Court" Modern Asian Studies. Vol. 44, No.2, pp 267-309
- Sharma, Sandhya (2011). Literature, Culture and History in Mughal North India, 1550- 1800, Delhi: Primus (Introduction and Chapter 5)
- Rao, V N, David Shulman, and Sanjay Subrahmanyam (eds.) (2001). Textures of Time: Writing History in South India 1600-1800, Delhi: Permanent Black
- 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

**Unit II.** This unit enables students to understand the various contexts and processes involved in the establishment and consolidation of the Mughal state encompassing such themes as the role of military tactics and technology, legitimacy through innovative notions of kingship and administrative institutions. Besides the Mughal state, it also discusses other political formations, some of considerable resilience and importance that complicated the processes of imperial integration. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India. **(Teaching Time- 15 hrs. approx.)**

- Gommans, Jos J L. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London and New York: Routledge
- Gommans, Jos J L & Dirk H A Kolff, eds. (2001). *Warfare and Weaponry in South Asia 1000-1800*, New Delhi: OUP, (Introduction)
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press. (Chapter on 'Turko-Mongol Theory of Kingship')
- Khan, I.A. (1972). "The Turko-Mongol Theory of Kingship", in K A Nizami (Ed.).
- *Medieval India-A Miscellany*, Vol. II, London: Asia Publishing House.
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press. (Introduction & Chapters 1-4)
- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP, (Introduction)
- Ali, S Athar (Revised 1997) -*The Mughal Nobility Under Aurangzeb*, Delhi: Oxford University Press (Chapter 2)
- Moosvi, Shireen. (1981). "The Evolution of the Mansab System under Akbar until 1596- 97", *Journal of the Royal Asiatic Society of Great Britain & Ireland*, Vol. 113 No. 2, pp. 173-85,
- Habib, Irfan (1999), *The Agrarian System of Mughal India (1556-1707)*, OUP, New Delhi (Chapter 6)
- Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80", *Journal of Royal Asiatic Society*, No 1-2 , pp.29- 36
- Ziegler, Norman P (1998)- "Some Notes on Rajput Loyalties During the Mughal Period" in John F. Richards, (Ed.). *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 242-284.
- Zaidi, S Inayat A. (1997). "Akbar and Rajput Principalities- Integration into Empire" in Irfan Habib (ed.) *Akbar and His India*, Delhi: Oxford University Press
- Chandra, Satish. (1993). *Mughal Religious Policies, The Rajputs and The Deccan*, Delhi: Vikas Publishing House.
- Balabanlilar, Lisa (2013). *Imperial Identity in the Mughal Empire*, New Delhi: Viva Books. (Introduction and Chapters 1 and 2)
- Rao, V N, David Shulman, and S. Subrahmanyam (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press
- Rao, V, & Subrahmanyam, S. (2012). 'Ideologies of state building in Vijayanagara and post-Vijayanagara south India: Some reflections' In P. Bang & D. Kolodziejczyk (Eds.), *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge, Cambridge University Press, pp 210-232

- Dirks, Nicholas B (2007). *The Hollow Crown. Ethnohistory of an Indian Kingdom*, Cambridge: Cambridge University Press (Introduction)
- Howes, Jennifer (2003). *The Courts of Pre-colonial South India*, London: Routledge. (Introduction and Chapter 3)
- Karashima, Noboru (1985). "Nayaka Rule in North and South Arcot Districts in South India During the 16th Century", *Acta Asiatica*, Vol. 48, pp. 1-25

**UNIT III:** This unit seeks to capture the political and religious milieu of the times focussing on developments in Indian Islam as well as more generally on cross-cutting ideas in circulation in north India manifested in the teachings of Vaishnava Bhakti saints. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*. New Delhi: Munshiram Manoharlal
- Alam, Muzaffar (2004). *The Languages of Political Islam: India (1200-1800)*, Delhi: Permanent Black (Introduction, Chapters 2 and 5)
- Ali, S Athar (2008), "Sulh-i-Kul and Religious Ideas of Akbar" in *Mughal India: Studies in Polity, Ideas, Society and Culture*, Delhi: Oxford University Press
- Moosvi, Shireen (2007). "The Road to Sulh-i-Kul: Akbar's Alienation from Theological Islam" in Irfan Habib (ed.) *Religion in History*, Delhi: Tulika
- Friedman, Yohanan (1971), *Shaykh Ahmad Sirhindi: An Outline of His Thought and a Study of His Image in the Eyes of Posterity*, McGill-Queen's University Press, Montreal (Introduction)
- Lorenzen, David N. (1995). *Bhakti Religion in North India: Community Identity and Political Action*, New York: State University of New York Press (Introduction)
- Chatterjee, K. (2009). "Cultural Flows and Cosmopolitanism in Mughal India: The Bishnupur Kingdom", *Indian Economic and Social History Review*, vol. 46, No. 2, pp. 147- 82.
- Dalmia, Vasudha (2015), 'Hagiography and the "other" in the Vallabha Sampradaya' in Vasudha Dalmia and Munis D Faruqi (eds), *Religious Interactions in Mughal India*, New Delhi, OUP.
- Stewart, Tony K (2013), 'Religion in Subjunctive: Vaishnava Narrative Sufi Counter-Narrative in Early Modern Bengal', *The Journal of Hindu Studies*, Vol 6, pp 52-72

**Unit IV:** This unit focuses on the nuanced usage of visual culture (particularly architecture) an effective means to articulate authority by rulers of different backgrounds and political ambitions. **(Teaching Time: 9 hrs. approx.)**

- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press (PP 51-74)
- Brand, Michael, and Glen D Lowry (Eds.). (1987). *Fatehpur Sikri*, Bombay: Marg Publications (Chapters 2-7)
- Koch, Ebba. (2002). *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New Delhi, New York: Oxford University Press (Introduction, Chapter on Akbar)
- Sharma, Rita and Sharma, Vijay (2020), *Forts of Rajasthan*, Rupa Publications
- Jaweed, Md Salim (2012), 'Rajput Architecture of Mewar From 13th to 18th Centuries',
- PIHC, Vol 73, pp 400-407

- Asher, Catherine B (2020), 'Making Sense of Temples and Tirthas: Rajput Construction Under Mughal Rule', *The Medieval History Journal*, Vol 23, Part1, pp 9-49
- Tillotson, Giles Henry Rupert (1987). *The Rajput Palaces: The development of an architectural style, 1450-1750*. Yale Univ. Press, (Chapters 1-3)
- Mitchell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*, Cambridge: Cambridge University Press
- Eaton, Richard M. And Phillip B. Wagoner. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi:Oxford University Press. (Chapters 2 and 3)
- Karashima, Noboru (2014). *A Concise History of South India: Issues and Interpretations*,
- New Delhi,Oxford University Press. (Section 6.1-6.6)
- Rao, V N, David Shulman, and S. Subrahmanyam. (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press

### **Suggestive readings**

- Eaton, Richard (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Chapter 5).
- Kolff, Dirk H.A. (1990). *Naukar, Rajput and Sepoy: the Ethnohistory of the military labour market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).
- Talbot, Cynthia (2013), 'Becoming Turk the Rajput Way: Conversion & Identity in an Indian Warrior Narrative', Richard Eaton et al, *Expanding Frontiers in South Asian and World History, Essays in Honour of JF Richards*, Cambridge University Press
- RaziuddinAquil. (2007). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford: Oxford University Press.
- Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 285-326.
- Sharma, Krishna (2003). *Bhakti and Bhakti Movement*, Delhi: Munshiram Manoharlal Publishers
- Habib, Irfan (ed.1997) *Akbar and His India*, Delhi: Oxford University Press
- Siddiqui, N A. (reprint 1989). *Land Revenue Administration under the Mughals(1700-1750)*. New Delhi: Munshiram Manoharlal Publishers
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Aquil, Raziuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History*, Delhi: Manohar publishers and Distributors (Chapters 3 and 4)
- Nizami, K A (1983). *On History and Historians of Medieval India*, New Delhi: Vedic Books
- Spear, Percival (2009). "The Mughal Mansabdari System" in Edmund Leechand S N Mukherjee (eds.) *Elites in South Asia*, Cambridge: Cambridge University Press
- Alam, Muzaffar (2021). *The Mughal and the Sufis: Islam and Political Imagination in India*, Ranikhet: Permanent Black, pp 1-93 (Chapters 1 and 2)
- Talbot, Cynthia, and Catherine B Asher (2006). *India Before Europe*, Cambridge: Cambridge University Press

- Bahugana, R.P. (2008). "Kabir and other Medieval Saints in Vaishnava Tradition", PIHC, Vol. 69, pp 373-383
- Rezavi, Nadeem, (2013) Fatehpur Sikri Revisited, OUP. Readings in Hindi Medium
- Chandra, Satish (2018). Madhyakalin Bharat (Part II), Sultanat se Mughal Ka ITak, New Delhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). Madhyakalin Bharat, (Vols. 1-8, relevant articles), New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.). (2016). Akbar Aur Tatkaleen Bharat, New Delhi: Rajkamal Prakashan
- Habib, Irfan. (2017). Madhyakalin Bharat ka ArthikItihas: Ek Sarvekshan, NewDelhi: Rajkamal Prakashan
- Verma H C. (Ed.) (2017). Madhyakalin Bharat (Vol. II) 1540-1761, HindiMadhyam Karyanvan Nideshalaya, Delhi University
- Mukhia Harbans (2008), Bhartiya Mughal, Urdu Bazaar, New Delhi

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

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): History of India – VI: c. 1750 – 1857

### 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 – VI: c. 1750 – 1857	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

#### Learning Objectives

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

#### Learning outcomes

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

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

#### SYLLABUS OF DSC

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

1. Issues and Debates
2. Continuity and change

**Unit II:** Colonial expansion: policies and methods with reference to any two of the following Bengal, Mysore, Marathas, Awadh, Punjab and the North- East

**Unit III:** Colonial state and ideology

1. Imperial ideologies: Orientalism, Utilitarianism, and Evangelicalism
2. Indigenous and colonial education

**Unit IV:** Economy and Society

1. Land revenue systems and its impact
2. Commercialization of agriculture
3. De-industrialization

**Unit V:** 19th Century: Reforms and Revival

1. Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis, AryaSamaj
2. Discourse on Gender and Caste in Reform and revival movement

Unit VI: Popular resistance

1. The Uprising of 1857
2. Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion(1860). Kol Uprising (1830-32)

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

**Essential/recommended readings**

**Unit-I:** This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidence used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 9 hrs. approx.)**

- Alavi, Seema(ed.). (2002). The Eighteenth Century in India. New Delhi: OUP (Introduction).
- Bayly, C.A. 1988. Indian Society and the making of the British Empire. Cambridge: CUP (Chapter1, pp. 7- 44).
- Parthasarathi, Prasannan. 2011. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Faruqui, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.), Expanding Frontiers in South Asian and World History: Essays in Honour of John

- F. Richards (pp. 1- 38).

**Unit- II:** This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan (Chapter 1, 'Transition to the Eighteenth Century', pp. 37- 62).
- Bayly, C. A. (2008). Indian Society and the making of the British Empire. Cambridge: CUP (Chapter 2, 'Indian Capital and the Emergence of Colonial Society' pp. 45- 78; Chapter 3, 'The Crisis of the Indian State', pp. 79- 105).
- Fisher, Michael H. (1996). The Politics of British Annexation of India 1757-1857. Oxford: OUP (Introduction).
- Marshall, P.J. (1990). Bengal: The British Bridgehead. Cambridge: CUP.
- Cederlof, Gunnel. (2014). Founding an Empire on India's North- Eastern Frontiers 1790- 1840: Climate, Commerce, Polity. OUP.
- Farooqui, Amar, (2013), Zafar and The Raj: Anglo- Mughal Delhi c. 1800-1850, Primus Books, Delhi.

**Unit-III:** The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse and the manner in which colonial education policy and system evolved. **(Teaching Time: 6 hrs. approx.)**

- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP (Chapters 1,2 & 3).
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814.
- Stokes, Eric. (1982 reprint). The English Utilitarians and India. Oxford: OUP (Chapter 'Doctrine and its Setting')
- Rocher, Rosanne. (1993). "British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. Oriental- ism and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press, pp. 215-250.
- Viswanathan, Gauri. (2014 reprint). Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press (Introduction and Chapters 1 to 4).
- Copland, Ian. (2007). "The Limits of Hegemony: Elite Responses to Nineteenth-Century Imperial and Missionary Acculturation Strategies in India". Comparative Studies in Society and History. Vol. 49. No. 3. (637- 665).
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan ("Introduction").
- Dharampal. The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Vol III, Goa, Other India Press

**Unit-IV:** This Unit shall familiarise students with the key debates on the economic impact of Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, and handicraft production. **(Teaching Time: 9 hrs.approx.)**

- Stein, Burton. (ed.). (1992). *The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57-79)).
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in- Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).
- Sumit Sarkar (2014) *Modern Times, India 1880s – 1950s*, Permanent Black, New Delhi. Chapters 3 & 4
- Shrivastava, Sharmila, *Slopes of struggle: Coffee on Baba Budan hills*, *Indian Economic and Social History Review*, Volume LVII, Number 2, (April – June 2020) pp. 199 - 228

**Unit-V:** This Unit shall acquaint students with the social churning on questions of tradition, modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of 'ideal womanhood', the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 9 hrs. approx.)**

- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India*(pp. 15-47; pp. 122- 131).
- Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*. Taylor and Francis (pp. 1- 197).
- Sarkar, Sumit and Tanika Sarkar (eds.).(2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). "Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India". *History Workshop*, 36, pp.209–227.
- Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).

- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).
- Chakravarti, Uma. (1998). Rewriting History: The Life and Times of Pandita Ramabai. New Delhi: Kali for Women (Chapter, 'Caste, Gender and the State in Eighteenth Century Maha- rashtra', pp. 3-42).

**Unit-VI:** This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). The Peasant Armed: the Indian Revolt of 1857. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and
- Narayani Gupta (Eds.), India's Colonial Encounter, New Delhi: Manohar
- David, Saul. (2010). "Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw", In Kaushik Roy (ed.) War and Society in Colonial India (82-113).
- Hardiman, David. (1993). Peasant Resistance in India, 1858- 1914. New Delhi: OUP. Introduction & pp. 1-125.
- Desai, A.R. (ed.) (1979). Peasant Struggles in India. Bombay: UP. (136- 158)
- Mukherjee, Rudrangshu. (1984) Awadh in Revolt 1857-1858. New Delhi: Oxford University Press.

**Suggestive readings (if any)**

- Alavi, Seema ed. (2002). The Eighteenth Century in India. New Delhi: OUP. Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In Education and the Disprivileged : Nineteenth and Twentieth Century India, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). "Chapter 2: Kings and Service People 1700-1830." Caste, Society and Politics in India from the 18th Century to the Modern Age. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.
- Bhattacharya, Sabyasachi ed. (2007). Rethinking 1857. Delhi: Orient Longman. Chaudhury, Sushil. (2000). The Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". Journal of Asian Studies, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). Castes of Mind. Princeton, New Jersey: Princeton University Press,

- Green, William A. et al. (Spring 1985). "Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis" *Albion: A Quarterly Journal Concerned with British Studies*, 17 (1), pp. 15-45. [pp. 20-24 is a survey of British strategy/calculations during its territorial expansion]
- Guha, Ranajit. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press (Introduction & Chapter 'Territoriality').
- Hutchins, Francis. (1967). *The Illusion of Permanence*. Princeton, New Jersey: Princeton University Press.
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge
- *History of India, Vol.3.1*. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press (Chapter 4, Ordering Difference, pp. 92-.128).
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press (Introduction and Chapter 1, 'The Colonial and the Imperial', pp. 1- 44).
- Mukherjee, Rudrangshu. (2018). "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the North western Provinces". *The Year of Blood: Essays on the Revolt of 1857*. New Delhi: Social Science Press and Routledge.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar. Introduction (1- 16).
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Robb, Peter, ed. (1993). *Dalit movements and the meanings of labour in India*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2010). *Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940*. New Delhi: OUP (Chapter 6, pp. 190- 219).
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Stern, Phillip. (2011). *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. New York: Oxford University Press.

- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* In C.A. Bayly (ed.). New Delhi: Oxford University Press.
- Tilak, Lakshmi Bai. (2017, 1973). *Smritichitre: The Memoirs of a Spirited Wife*. New Delhi: Speaking Tiger. (Translated by Shanta Gokhale).
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, University of Pennsylvania Press, 1993.
- Books in Hindi:
  - Bandyopadhyay, Sekhar, (2007), *Plassey se vibhajan tak aur uske baad*, Orient Blackswan, New Delhi
  - Shukla, R. L. (ed). *Adhunik Bharat Ka Itihas*, Hindi Madhyam Karyanvayan Nideshalay, Delhi University
  - Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, Sucheta Mahajan, *Bharat ka Swatantrata Sangharsh* Hindi Madhyam Karyanvayan Nideshalay, Delhi University
  - Sumit Sarkar, *Adhunik Bharat (1885 – 1947)* Rajkamal Prakashan
  - Sumit Sarkar, *Adhunik Kaal (1880 – 1950)*, Rajkamal Prakashan
  - Bipan Chandra, *Adhunik Bharat Ka Itihas*, Orient Blackswan
  - Bipan Chandra, *Adhunik Bharat Mein Upniveshavad aur Rashtravad*, Medha Publishing House
  - B. L. Grover, Alka Mehta, Yashpal, *Adhunik Bharat Ka Itihas*, S. Chand
  - Lakshmi Subramanian, *Bharat Ka Itihas: 1707 – 1857*, Orient Blackswan

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

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

### Credit distribution, Eligibility and Pre-requisites of the Course

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

#### Learning Objectives

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

#### Learning outcomes

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

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

#### SYLLABUS OF DSC-3

##### Unit I: The French Revolution

1. The Enlightenment, political and economic crisis of the Ancien Regime
2. A new political culture and transformations: Democratisation of polity and academies, changing social relations
3. Historiographical Perspectives on the French Revolution

##### Unit II: Continuity and change in the early nineteenth century

1. First French empire and monarchical consolidation
2. Revolutions 1830s-1850s

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

1. Experience of Industrialisation France, Germany and Eastern / Southern Europe
2. Impact of the Industrial Revolution: Work, Family and Gender

**Unit IV: Political movements in the 19th century**

1. Parliamentary and institutional reforms in Britain, chartists & suffragettes
2. Industrial unrest, development of socialism: Utopians, Marxism, the International working class movement and social democracy

**Unit V: Culture and Society: 1789-1850s**

1. Popular Consumption of Culture: Neo Classical Art, Romanticism and Realism in art and literature
2. The City in the age of Industrialization

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

**Essential/recommended readings**

**Unit 1:** In this rubric the students would have learnt about the origins of the French Revolution and political transformation in late eighteenth century France. They would have explored various themes linking the phases of the revolution with various key developments during the revolutionary years, transformation of institutions and social relations. **(Teaching time: 15 hrs. approx.)**

- McPhee, Peter. (2002). The French Revolution 1789-1799. New York: Oxford University Press (Chs.1 -- 9) E book by Peter Mc. Phee
- Campbell, Peter R. (Ed.).(2006). The Origins of the Revolution. New York: Palgrave Macmillan, pp. 1-34, 139-159 (Introduction and Ch.5).
- Rude, George (2000). Revolutionary Europe 1783-1815. Somerset, New Jersey, U.S.A.: Wiley-Blackwell (Ch.1).
- Furet, Francois, (1988). The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66.
- Landes, Joan B. (1988). Women and the Public Sphere in the Age of the French Revolution. Ithaca, London: Cornell University Press,
- Darnton, Robert. (1996). "What was Revolutionary About the French Revolution." in Peter Jones, (Ed.). The French Revolution in Social and Political Perspective. London: Edward Arnold, pp. 18-29.
- Kates, Gary. (Ed.).(1998). The French Revolution: Recent debates and Controversies. London and New York: Routledge.
- Frey, Linda S. and Marsha S. Frey.(2004). The French Revolution, Westport, CT: Greenwood Press, pp. 37-46 ("A New Political Culture").
- Kennedy, Emmet. (1989). A Cultural History of the French Revolution. New Haven and London: Yale University Press. Chapter 9

- Hunt, Lynn.(2004).Politics, Culture, and Class in the French Revolution. Oakland: University of California Press.
- Hunt, Lynn.(1989). "Introduction: The French Revolution in Culture, New Approaches and Perspectives."Eighteenth-Century Studies 22(3), Special Issue: The French Revolution in Culture, Spring.
- लालबहािरवमाि।यरू ोपकाइर्हासः फ् ासीसं ी क्रार्से रि र्ीय वर्त युद्ध र्क।
- पाथिसारि गुप््रा (संपाि क)। यरू ोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have studied about the establishment of Napoleonic Empire, its impact on France and Europe. They would have read about the consolidation of monarchical power and about events leading up to the revolutions 1848. **(Teaching time: 6 hrs. approx.)**

- Grabb, Alexander.(2003).Napoleon and the Transformation of Europe. NewYork: Palgrave Macmillan (Ch. 2 &Ch.3).
- Lyons, Martin. (2006).Post-Revolutionary Europe, 1815-1856, New York:Palgrave Macmillan.
- Price, Roger (1988).The Revolutions of 1848. London: Macmillan.
- David Thomson, Europe since Napoleon, 1957, Part-II Chapter 6 and 7
- Sperber, Jonathan (2005). The European Revolutions, 1848-1851. Cambridge:Cambridge University Press.
- लाल बहािर वमाि। यरू ोप का इर्हासः फ् ासीसं ी क्रार्से रि र्ीय वर्त युद्ध र्क।
- पाथिसारि गुप््रा (संपाि क)। यरू ोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

**Unit III:** In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century. **(Teaching time: 9 hrs. approx.)**

- Stearns, Peter N.(2013).The Industrial Revolution in World History. Boulder: West-view Press.
- Trebilcock, Clive. (2000). "Industrialization of Modern Europe 1750-1914." in T.C.W. Blanning (Ed.).The Oxford History of Modern Europe. Oxford: OxfordUniversity Press, pp. 46-75.
- Cameron, Rondo. (1985). "A New View of European Industrialization."Economic History Review 38 (1), pp. 1-23.
- Beaudoin, Steven M.(2003).The Industrial Revolution. Boston, New York:Houghton Mifflin Company (Ch.4 & Ch.5)
- Simonton, Deborah. (1998).The Routledge History of Women in Europe since1700, London and New York: Routledge, pp.134-176 (Ch.5).
- Louise Tilly and Joan Scott, Women, Work and Family, 1978 Routledge,London and New York

- Tom Kemp, Industrialisation in Nineteenth Century Europe, 1974, Routledge
- लाल बहारी वमशि । यरू ोप का इरुसः फ् ासीसं ी करुसे रि र्ीय र्वत युद्ध क् ।
- पाथिसरिी गुप्रा (संपािक) । यरू ोप का इरु Nideshalaya, DU. ास। Hindi Madhyam Karyanvaya
- रि वेश वजय, मीना भारराज, वंिना चौधरी (संपािक)। आधर ुनक यरू ोप का इरुसः आयाम और रि शरं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit IV:** At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism. **(Teaching time: 9 hrs. approx.)**

- Lang, Sean (2005).Parliamentary Reform, 1785-1928. London and New York: Routledge.
- Willis, Michael. (1999). Democracy and the State, 1830-1945.Cambridge: Cam-bridge University Press.
- Walton, John K.(1999).Chartism, London and New York: Routledge.
- Geary, Dick (1981).European Labour Protest 1848-1939. London: Croom Helm London
- Kolakowski, Leszec. (1978).Main Currents of Marxism. Volume I. Oxford:Clarendon Press.
- Lichthem, George. (1970). A Short History of Socialism. London: Weidenfieldand Nicolson.
- Joll, James. (1990).Europe Since1870.New York: Penguin Books, pp. 49-77
- लालबहारीवमशि । यरू ोप का इरुसः फ् ासीसं ी करुसे रि र्ीय र्वत युद्ध क् ।
- पाथिसरिी गुप्रा (संपािक) । यरू ोप का इरु ास। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रि वेश वजय, मीना भारराज, वंिना चौधरी (संपािक)। आधर ुनक यरू ोप का इरुसः आयाम और रि शरं। Hindi Madhyam Karyanvaya Nideshalaya, DU

इरुसः आयाम और रि शरं। Hindi Madhyam Karyanvaya Nideshalaya, DU

**Unit V:** Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism. **(Teaching time: 6 hrs. approx.)**

- Blanning, T.C.W. (2000). "The Commercialization and Sacralization of European Culture in the Nineteenth Century." in T.C.W. Blanning, (ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, pp. 101- 125 &126-152.
- Blanning, T.C.W. (2010). The Romantic Revolution: A History. London: George Weidenfeld & Nicholson.
- Blanning, T.C.W. (ed.) (2000). Nineteenth Century Europe, Short Oxford History of Europe, Oxford: Oxford University Press (Chapter 4)

- Schneider, Joan, (2007) The Age of Romanticism, Greenwood Guides to Historical Events 1500-1900, Greenwood Press, London
- Lees, Andrew and Lynn Hollen Lees.(2007).Cities and the Making of Modern Europe 1750-1914. Cambridge: Cambridge University Press.
- लालबहादुरि वमि।यूपकाइहसः फासोसंीत् सेरीयत्नक।
- पाथिसारीगपु (संपािक)।यूपकाइहसः आधरनकयूपकाइहसः आयम और रि शरं। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रिवेशक, मीनाभासज, विनाचौधरी (संपािक)।आधरनकयूपकाइहसः आयम और रि शरं। Hindi Madhyam Karyanvaya Nideshalaya, DU

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

**DISCIPLINE ELECTIVE CORE COURSE– 1 (DSE): History of the USSR: From Revolution to Disintegration (c. 1917 – 1991)**

**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 the USSR: From Revolution to Disintegration (c. 1917 –1991)	4	3	1	0	12 th Pass	NIL

**Learning Objectives**

The course introduces students to the history of the USSR from the two revolutions of 1917 to the disintegration of USSR. Students study the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. Students will also trace the evolution of new institutions and ways of organizing production both in the factory and at the farm. They will also evaluate important foreign policy issues and the Soviet Union’s involvement and role in the World War II. The course studies the most dramatic years in the history of the USSR i.e., the period between 1945 to 1991. The extent of major economic and political changes between 1956 and 1991 will be examined and the period of reconstruction , stagnation and growth will be examined. The reforms of the Gorbachev era will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

**Learning outcomes**

On completion of this course students shall be able to

- Explain how USSR emerged out of Imperial Russia.
- Explain the new organization of production in the fields and in the factory.
- Outline and explain key developments in the history of the USSR between 1917 and 1991.
- Examine Soviet policies for the period of the course in relation to nationalities and gender questions.
- Outline Soviet foreign policy issues.
- Analyse the factors leading to disintegration of the Soviet Union and the formation of Confederation of Independent States.

**SYLLABUS OF DSE**

- I. The Russian Revolutions of February and October 1917; Background, Causes and Outbreak.
- II. Aspects of Socialist Industrialization -Ideas, Debates and Planning
  - a) War Communism, NEP, Great Debate
  - b) Collectivization
  - c) Industrialization and Planning

III. Soviet Foreign Policy from World War II to Cold War – (1930s-64)

IV. Soviet Union from Reconstruction to Stagnation to Recovery

- a) Khrushchev
- b) Brezhnev
- c) Gorbachev

V. Question of Nationalism and Disintegration of USSR

VI. Aspects of Culture in Soviet Union

- a) Gender 1917-45
- b) Literature and Arts 1917-64
- c) Cinema and Sports 1920s-91

**Essential Readings and Unit Wise Teaching Outcomes:**

Unit I: In this unit students will learn about the background to the Russian Revolutions of February and October 1917 its causes and outbreak.

- Acton, Edward, Vladimir Cherniaev and William Rosenberg eds. (1997). Critical Companion to the Russian Revolution, 1914-1921. London: Arnold. Pp.3 -34
- Figs, Orlando. (1996). A People's Tragedy: A History of the Russian Revolution. London: Jonathan Cape. PART TWO THE CRISIS OF AUTHORITY (1891-1917) pp. 157- 305
- Kenez, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 1 and 2, pp. 1- 40
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 1 to 4, pp 5- 139
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 1: साम्राज्यवादी रूस; अध्याय ती न- 1905 की क्रांति और उसके बाद की स्थिति 1905 - 1914, अध्याय चार- प्रथम विश्व युद्ध से लेकर बोल्शेविक क्रांति तक।

Unit II: In this unit students will learn about economic policies of the Bolsheviks and associated debate in the 1920s. The students will also learn about the issues related to processes of Collectivisation and Industrialisation in Russia.

- Fitzpatrick, Sheila. (2001). The Russian Revolution 1917-1932. New York, USA: Oxford University Press. Chapter 3: The Civil War, Chapter 4: NEP and Future of the Revolution. Pp 68- 119
- Nove, Alec. (1993). An Economic History of the USSR, 1917-1991. London: Penguin Books, (revised edition), Chapters 3 to 6, pp 39- 158
- Kenez, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 2 and 3, pp 14- 78, Chapters 7 to 9, pp 159- 272
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 5 and 6, pp 140- 191
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 2: साम्यवादी रूस; अध्याय पांच- साम्यवादी रूस के प्रारंभिक चरण, अध्याय सात- नवीन आर्थिक नीति एवं अन्य प्रयोग। खंड 2: साम्यवादी

रूस; अध्याय नौ- औद्योगिकरण एवं कृषि 1928 - 1941, अध्याय - समूहिककरण, स्तालिनकालीन उपोत्पादक तथा चौथी पर पांचवी योजनाएं।

- Lewin, Moshe. (1985). *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon.
- Allen, Robert. (2003). *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: Princeton University Press. Chapter 8, pp 153- 171
- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press. Ch. 2, pp 40-66
- Davies, R.W., Mark Harrison and S.G. Wheatcroft (Eds.). (1994). *The Economic Transformation of the Soviet Union, 1913-1945*. Cambridge: Cambridge University Press. . (Whole book relevant)

Unit III: In this unit students will learn about Soviet foreign policy issues with reference to Comintern and Nazi Soviet Pact. It also examines the role of the USSR during the second World War. This unit will also teach students about the history of the Cold War, its origins, major developments, and transitions.

- McDermott, Kevin and Jeremy Agnew. (1996). *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan. Whole book
- Roberts, Geoffrey. (2006). *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press.
- Suny, Ronald Grigor. (Ed.). (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press. Chapters 8 and 23, pp 217- 242 and 636- 661
- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press. Chapter 6, pp 132- 159
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 3: साम्यवादी रूस की विदेशनीति; अध्याय चौदह- बोल्शेविक क्रांति से लेकर हिटलर के उत्कर्ष तक, अध्याय पंद्रह- अनाक्रमण समझौता, द्वितीय विश्वयुद्ध कालीन कूटनीतिज्ञता।
- Gaddis, John Lewis. (1997), *We Now Know*, Oxford University Press, pp. 1- 53 and 281- 295
- ☐ McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave pp 156- 193
- ☐ *The Cambridge History of the Cold War*, Volumes I and II, Reprint edition. Cambridge: Cambridge University Press. Chapters 1, 2, 4, 5, 7 and 9 from volume 1 and chapters 3, 4 and 7 from volume 2
- ☐ Zubok, Vladislav M, (2007), *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*, University of North Carolina Press, Chapel Hill, pp 29-162

Unit IV: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev's industrial and agricultural reforms. : This unit also deals with the era of Conservatism and reform in the Soviet political system. It begins with the period of Brezhnev. goes up to Gorbachev.

- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan. Pp 1- 29, 61- 70 and 95- 137
- Hanson, Philip. (2014). *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge. Pp 48- 97
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press. Pp 268- 291
- Nove, Alec (1993), *An Economic History of the USSR*, Penguin, pp 331- 377
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई। - 1965 ई खंड 2: साम्यवादी रूस; अध्याय

- बारह- खुश्चेव का उत्कर्ष और कृषि सम्बन्धी सुधार, अध्याय तेरह - खुश्चेव की बीसवीं कांग्रेस, उद्योगीकरण, दाल संगठन व अन्य महत्वपूर्ण सीमा चिन्ह।
- Crump, Thomas (2013). Brezhnev and the Decline of the Soviet Union, Routledge. Pp 71- 117
- Brown, Archie. (1996). The Gorbachov Factor. Oxford: Oxford University Press, Paperback. Pp 130- 211
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia Volume 3. Cambridge: Cambridge University Press. Pp 292- 351
- Fainberg, Dina and Artemy M. Kalinovsky, ed, (Volume 19, Number 4, Fall 2017) Reconsidering Stagnation in the Brezhnev Era: Ideology and Exchange, Journal of Cold War Studies, The MIT Press introduction and pp 3- 20, 43- 76

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

- Kotz, David and Fred Weir. (2007). Russia's Path from Gorbachev to Putin, Routledge, chapters 4-8
- Suny, Ronald Grigor. (1993). The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union. Stanford: Stanford University Press. Pp 127- 162
- Suny, Ronald Grigor. (1997). The Soviet Experiment: Russia, the USSR and the Successor States. New York: Oxford University Press.
- Keeran, Roger and Kenny, Thomas (2010), Socialism Betrayed: Behind the Collapse of the Soviet Union, Bloomington, New York, Epilogue

Unit VI: In this unit students will learn about women and aspects of culture such as literature, arts cinema and sports during the period of the Soviet system.

- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapter 17 and 18, pp 468- 522
- Suny, Ronald Grigor and Martin, Terry. (2001). A State of Nation: Empire and Nation Making in the Age of Lenin and Stalin, OUP, pp 67- 90
- Fitzpatrick, Sheila. (1999). Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s. New York: Oxford University Press. Chapter 6, pp 164- 189
- Parks, Jenifer (2017), The Olympic Games, the Soviet Sports Bureaucracy and the Cold War: Red Sport, Red Tape, Lexington Books, Introduction, chapters 3- 5
- Sarantakes, Nicholas Evan (2010), Dropping the Torch: Jimmy Carter, the Olympic Boycott and the Cold War, Cambridge University Press, Introduction, chapters 2, 5, 8 13, 14 and 15

#### **Suggested Readings:**

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

- Dobrenko, Evgeny. (2007). Political Economy of Socialist Realism, New Haven: Yale University Press.
- Filtzer, Donald. (1986). Soviet Workers and Stalinist Industrialization, 1928-1941. Pluto Press.
- Gatrell, Peter. (2014). Russia's First World War: a social and economic history. New York: Routledge.
- Goldman, Wendy. (2002). Women at the Gates: gender and industry in Stalin's Russia. Cambridge: Cambridge University Press.
- Gregory, Paul. (2004). The Political Economy of Stalinism: Evidence from the Soviet Secret Archives. Cambridge: Cambridge University Press.
- Kotkin, Stephen. (1995). Magnetic Mountain: Stalinism as a Civilization. Berkeley: University of California Press.
- Lieven, Dominic.(Ed.). (2006). Cambridge History of Russia, Vol. 2: Imperial Russia, 1689-1917. Cambridge: Cambridge University Press.
- Overy, Richard. (1998). Russia's War, 1941-1945. New York: Penguin.
- Viola, Lynne.(Ed.). (2002). Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s. Ithaca: Cornell University Press.
- करुणा कौशिक (1990): साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई, हिंदी माध्यम कार्यन्वयन निदेशालय
- Brown, Archie. (2009). Seven Years That Changed the World: Perestroika in Perspective. Oxford: Oxford University Press.
- EIlman, Michael and Vladimir Kontorovich. (1998). The Destruction of the Soviet Economic System: An Insider's History. London and New York: Routledge.
- Figs, Orlando. (2014). Revolutionary Russia, 1891-1991. United Kingdom: Pelican paperback.
- Hosking, Geoffrey. (1992). History of the Soviet Union: 1917-1991. Third edition: Fontana Press.
- Brown, Archie. (2010). The Rise and Fall of Communism. London: Vintage. Leffler, Melvyn P., ed. (2010).
- Kotkin, Stephen. (2008). Armageddon Averted: The Soviet Collapse, 1970-2000. Second edition. Oxford and New York: Oxford University Press.
- Nove, Alec. (1977). The Soviet Economic System. London: Allen & Unwin. from Stalin to Khrushchev. Cambridge: Cambridge University Press.
- Service, Robert. (2015). The End of the Cold War: 1985-1991. London: Pan MacMillan

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): Gender in Indian History upto 1500

### 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		
<b>Gender in Indian History up to 1500</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The course teaches how 'Gender' is not a 'value free' term denoting biological differences but indicates social and culturally constructed unequal relationships that need careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspect of masculinities as well as alternative sexualities, spanning temporal frames from earliest times to 1500 CE. There is an added emphasis on learning inter- disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste and patronage that enriches an understanding of historical processes.

#### Learning outcomes

On completion of this course students shall be able to

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

#### SYLLABUS OF DSE

**Unit I: Gender in Context of historical analysis:** Theories and concepts

1. Understanding Structures of Patriarchy, Patrilocality Patriliney and Matriarchy, Matrilocality and Matriliney
2. Gender: a tool of Historical Analysis

**Unit II: Aspects of Gender: Socio-Economic and Political Ramifications**

1. Types of households, property and patronage

2. Women and exercise of Power, with special reference to Rudrama-Devi and Razia Sultan
3. Questions of Sexualities including masculinities and alternative gender

**Unit III: Gendered Representations in the World of Divinity and Art**

1. Vedic-Puranic, Buddhist, Korravai-Durga, Shakta and Warkari Panths
2. Visual Representation at Mathura and Khajurao

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

**Essential/recommended readings**

**Unit -I:** The unit should familiarise students with theoretical frames of patriarchy and gender and how these concepts provide tools for historical analysis. **(Teaching time: 12 hrs. approx.)**

- Geetha, V. (2002). Gender. Calcutta: Stree.
- Kent, Susan Kingley. (2012). Gender and History. New York: PalgraveMcMillan. pp. 49-75.
- Scott, J. W. (1986). "Gender a useful Category of Historical Analysis". The American Historical Review vol.91/9, pp.1056-1075.
- Rose, Sonya, (2018). What is Gender History?. Jaipur; Rawat Publication (Indian Reprint). pp1-35.
- Walby, S. (1990). Theorizing Patriarchy. Oxford: Basil Blackwell. pp.1-24, 109-127.
- Vinita, Ruth. (2003). The self is not Gendered: Sulabha's debate with King Janaka. NWSA Journal, Summer, 2003, Vol. 15, No. 2 (Summer, 2003), pp. 76-93

**Unit II:** This section should equip students to locate fluctuating gender relations within households, court and also explore linkages between gender, power and politics. Additionally, discussion on the question of sexualities would open up vistas for a nuanced historical learning of normative and alternative sexualities as well as issues of masculinities. **(Teaching time: 18 hrs. approx.)**

- Chakravarti, U. (2006). Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of 'Ancient' India. Tulika Books: New Delhi. pp.253-274.
- Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India". Journal of Persianate Studies, vol. 4, 45-63.
- Jha, Pankaj. (2019). 'Political Ethics and the Art of Being a Man'. Pankaj Jha, A political History of Literature: Vidyapati and the Fifteenth Century. Delhi: Oxford University Press, pp.133-183.
- Roy, K. (2010). The Power of Gender and the Gender of Power, Explorations in Early Indian History, New Delhi: Oxford University Press, pp.70-87 and pp.271-289.
- Sahgal, Smita. (2017). Niyoga: Alternative Mechanism to Lineage Perpetuation in Early India; A Socio-Historical Enquiry, Delhi: ICHR and Primus Books, pp.126-175.

- Shah, Shalini.(2019).“Engendering the Material Body: A Study of Sanskrit Literature”.
- Social Scientist vol. 47,no 7-8, pp.31-52.
- Singh, Snigdha. (2022). Inscribing Identities Proclaiming Piety
- Exploring Recording Practices In Early Historic India, Delhi: Primus, pp 53- 81.
- Talbot, Cynthia. (1995). “Rudrama Devi The Female King: Gender and Political authority in medieval India”. David Shulman(Ed.), Syllables of the Sky: Studies in South Indian Civilisation. OUP: New Delhi, pp.391-428.
- Tyagi, Jaya, (2015). 'The Dynamics of Early Indian Household: Domesticity, Patronage and Propriety in Textual Traditions', in Kumkum Roy, ed. Looking Within Looking Without; Exploring Households in Subcontinent Through Time.Delhi; Primus Books pp.137-172.

**Unit III:** The focus is on studying gender representation in in the world of divinity and art.  
**(Teaching time: 15 hrs. approx.)**

- Bawa, Seema. (2021). ‘Idyllic, Intimate, Beautiful Pleasures in Visual Culture at Mathura in Locating Pleasure’, in Seema Bawa (ed.). Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures, Bloomsbury Academic India, pp. 54-93.
- Blackstone, R. K. (1998). Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas. Britain: Curzon Press. pp. 37-58.
- Desai, Devangana. (1975). Erotic Sculpture of India: A Socio-Cultural Study. New Delhi: Tata McGraw Hill, pp. 40-70.
- Mahalakshmi, R. (2011). “Inscribing the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region”, R., Mahalakshmi. The Making of the Goddess: Korravai-Durga in Tamil Traditions. New Delhi: Penguin Books India, pp. 1-39.
- Roy, Kumkum. (2002). “Goddess in the Rgveda-An Investigation” in Nilima Chitgopekar (ed.). Invoking Goddess, Gender Politics in Indian Religion. Delhi: Shakti Books, pp.11-61.
- Saxena, Monika. (2019). Women and the Puranic tradition in India. New York: Routledge, pp.96-157.
- Zelliott, Eleanor and Mokashi Puneekar, Rohini. (eds.). (2005). Untouchable Saints ..an Indian Phenomenon. Delhi: Manohar Publications.pp157-167.

**Suggested Readings:**

- Abbott, E. Justin.(1985). Bahina Bai A Translation of Her Autobiography and Verses.Delhi: Motilal Banarasidass.(Reprint).
- Ali, A. (2013). “Women in Delhi Sultanate”. The Oxford Encyclopaedia of Islam and Women, vol. 1. New York: Oxford University Press, pp.197-200.
- Bawa, Seema. (2013). Gods, Men and Women Gender and Sexuality in Early Indian Art. Delhi: D.K. Print World Ltd.
- Bhattacharya, N.N. (1999). “Proprietary Rights of Women in Ancient India”, Kumkum, Roy (ed.). Women in Early Indian Societies. Delhi: Manohar, pp.113- 122.
- Bhattacharya, S. (2014). “Issues of Power and Identity: Probing the absence of Maharani- A survey of the Vakataka inscription”. Indian Historical Review vol.41/1, pp. 19-34.
- -----(2019). “Access to Political Spaces and Bhauma-Kara Queens:

- Symbols of Power and Authority in Early Medieval Odisha” in Sadananda Nayak and Sankarshan Malik ed. *Reconstruction of Indian History: Society and Religion*. Ghaziabad: N B Publications. pp.131-144.
- Cabezon, J. I. (ed.).(1992). *Buddhism, Sexuality and Gender*, Albany: StateUniversity of New York Press.
  - Chakravarti, Uma. (2018). *Gendering Caste through Feminist Lens*. New Delhi: Sage. Revised Edition.
  - Dehejia, Vidya. (2009). *The Body Adorned: Dissolving Boundaries Between Sacred and Profane in India’s Art*, New York: Columbia University Press, pp.1- 23.
  - Jaiswal, Suvira. (2008). “Caste, Gender and Ideology in the making of India”. *Social Scientist* vol. 36, no. 1-2. pp. 3-39.
  - Orr, Leslie, (2000). “Women’s Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism in Medieval Tamil Nadu”. Mandakranta Bose (ed.). *Faces of the Feminine in Ancient Medieval and Modern India*. New Delhi: Oxford University Press, pp. 124-146.
  - Rangachari, Devika. (2013). *Exploring Spaces for Women in Early Medieval Kashmir*, NMML Occasional Papers.
  - Roy, Kumkum.(1994). *Emergence of Monarchy in North India, Eighth-Fourth Centuries BC: As Reflected in the Brahmanical Tradition*. Delhi: Oxford University Press.
  - Sahgal, Smita. (2022). “Locating Non-Normative Gender Constructions within Early Textual Traditions of India”, in Vasundhara Mahajan et al (ed.) *Gender Equity: Challenges and Opportunities*, Proceedings of 2nd International Conference of Sardar Vallabhbhai National Institute of Technology, Singapore:Springer Nature Singapore Pte Ltd. pp. 441-450
  - ----- (2019). “Goddess Worship and Mutating Gender Relations within Hindu Pantheon: From Vedic to Puranic”. Veenus Jain and Pushpraj Singh (eds.), *Women: A Journey Through The Ages*, New Delhi: New Delhi Publishers, pp.23-32.
  - Shah, S. (2012). *The Making of Womanhood; Gender Relations in the Mahabharata*. Revised Edition, Delhi: Manohar. (Also available in Hindi, Granthshilpi, 2016).
  - ----- (2009). *Love, Eroticism and Female Sexuality in Classical Sanskrit literature 7-13 centuries*. Delhi : Manohar Publishers.
  - ----- (2017). “Articulation ,Dissent and Subversion: Voices of female emancipation in Sanskrit literature”. *Social Scientist* vol. 45, no. 9 -10, pp. 79- 86.
  - Singh, Snigdha. (2022). “Women in transition at Mathura Sanctuaries”. VeenusJain and Pushpraj Singh (eds.), *Women: A Journey Through The Ages*, New Delhi: New Delhi Publishers, pp.72-96.
  - Tyagi, Jaya. (2014). *Contestation and Compliance :Retrieving Women Agency from Puranic traditions*. Delhi: OUP.
  - ----- (2008). *Engendering the Early Households, Brahmanical Precepts in early Grhyasutras, middle of the First millennium BCE*, Delhi: Orient Longman.
  - Karve, Iravati, (1992). "On the Road; A Maharashtrian Pilgrimage" in Zelliott, Eleanor and Berntsen, Maxine.(eds.). *The Experience Of Hinduism: Essays on Religion in Maharashtra*.Delhi: Shri Satguru Publications pp 142-171.
  - Zwilling, L and M. Sweet. (1996). “Like a City Ablaze’: The Third Sex and the Creation of Sexuality in Jain Religious Literature.” *Journal of History of Sexuality*. vol.6/3, pp. 359- 384.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE): History of Africa 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		
<b>History of Africa c. 1500 – 1960s</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

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

#### Learning outcomes

On completion of this course the student shall be able to

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

#### SYLLABUS OF DSE

**Unit I:** Historiographies on Africa: Development of historiography on Africa and a brief survey of pre-15th century cultures and civilizations.

**Unit II:** Africa and World: Trade Relations from 15th century to 19th century: Economy, society and state in Africa from the end of the 15th to 19th centuries.

**Unit III:** Colonization of Africa: Atlantic Slave trade; Africa's contribution to the development of European capitalism.

**Unit IV:** Movements against Slave Trade and Slave Autobiographies: the end of the slave trade, and the shift to 'Legitimate Commerce' and 'Informal Empire'.

**Unit V:** Race, Imperialism and Apartheid:

1. The historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid
2. The making of colonial economies in Sub-Saharan Africa, towards the end of the 19th century
3. The colonial experience of Algeria under the French, and the National Liberation Movement of Algeria

**Unit VI:** Negritude, Diaspora and Independence Movement: Various forms of protest and National Liberation Movements century to 1939; peasant and worker protests, popular culture, gender and ethnicity.

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

#### **Essential/recommended readings**

**Unit I:** This unit deals with Development of historiography on Africa and a brief survey of pre-15th century cultures and civilizations in Africa. **(Teaching time: 6 hrs. approx.)**

- Manning, P., (2013). 'African and World Historiography', *Journal of African History*, Vol. 54, No.3, pp. 319-30. London: Cambridge University Press.
- Mazrui, A.A., (Ed.). (1993). *UNESCO General History of Africa: Africa Since 1935* Vol. VIII. London: Heinemann.
- Fanon, F. (1963). *The Wretched of the Earth*. New York: Grove Press.
- Rediker, M., (2007). *The Slave Ship: A Human History*. New York: Viking.
- Ischie, E., (1997). *A History of African Societies upto 1870*. London: Cambridge University press.

**Unit-II:** This unit will deal with Africa and World, trading relations from the end of the fifteenth to the nineteenth centuries. It would also examine the nature of economy, society and state in Africa. **(Teaching time: 9 hrs. approx.)**

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

**Unit III:** This unit examines the colonization of Africa, the history of Africa in the Atlantic world with specific reference to slaves, slave-ships, piracy and slave

rebellions. It also elaborates upon Africa's contribution to the development of European capitalism. **(Teaching time: 6 hrs. approx.)**

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

**Unit-IV:** This unit deals with the movements against slave trade leading to its end and the shift to 'Legitimate Commerce' and 'Informal Empire' from 1800 onwards. It also familiarizes students about the experience of the native Africans through the slave autobiographies. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Freund, B. (1988). *The African Worker*. Cambridge: Cambridge University Press.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Douglass, F., (1995). *Narrative of the Life of Frederick Douglass, an American Slave*. Boston: Dover Publications.

**Unit V:** This unit deals with the history of Imperialism and the historical roots and meaning of Apartheid in South Africa and the struggle against it. It also deals with the making of colonial economies in Sub-Saharan Africa towards the end of the 19th century. **(Teaching time: 9 hrs. approx.)**

- Ahmida, A.A. (Ed.). (2000). *Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics*. London: Palgrave.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Davidson, B. (1978). *Africa in Modern History: The Search for a New Society*. London: Allen Lane.
- Ross, R. (1999). *A Concise History of South Africa*. Cambridge: Cambridge University Press.
- Ruedy, J. *Modern Algeria: The Origins and Development of a Nation*. Bloomington: Indiana University Press, 2005.
- Stora, B. *Algeria, 1830-2000: A Short History*. (2001). Ithaca: Cornell University Press, 2001.
- Thompson, L. *A History of South Africa*. (2000). New Haven and London: Yale University Press.

**Unit-VI:** This unit traces the history of various forms of protest and 'national liberation movements' upto 1939; peasant and worker protests, popular culture, gender and ethnicity. It also examines Worker protests, peasant rebellions and National Liberation Movements in Africa. **(Teaching time: 9 hrs. approx.)**

- Crummy, D. (Ed.). (1986). *Banditry, Rebellion and Social Protest in Africa*. London: Heinemann.

- Sueur, J.L. (Ed.). *The Decolonization Reader*. Abingdon: Psychology Press, 2003.
- Freund, B. (1988). *The Making of Contemporary Africa*. London: Palgrave Macmillan.

**Suggested Readings:**

- Jewsiewicki, B. and Newbury, D., (1985). *African Historiographies: What history for Which Africa?* London: Sage Publications.
- Memmi, A. (1991). *The Colonizer and the Colonized*. Boston: Beacon Press.
- Owen, R., and Bob Sutcliffe. (Eds.). (1972). *Studies in the Theory of Imperialism*. London: Longman Publishing Group, 1972.
- Robinson, D., and Douglas Smith. (Eds.). (1979). *Sources of the African Past: Case Studies of Five Nineteenth-Century African Societies*. London: Heinemann.
- Bennoune, M. (1988). *The Making of Contemporary Algeria: Colonial Upheavals and Post-Independence Development*. Cambridge: Cambridge University Press.
- Callinicos, L. (1995). *A People's History of South Africa: Gold and Workers 1886-1924, Volume 1*. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1987). *A People's History of South Africa: Working Life 1886- 1940, Volume 2*. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1993). *A People's History of South Africa: A Place in the City, Volume 3*. Johannesburg: Ravan Press Ltd.
- Du bois, W.E.B. (1979) *The World and Africa: An Inquiry into the part which Africa has played in World History*. New York: International Publishers.
- Rediker, M. (2014). *Outlaws of the Atlantic: Sailors, Pirates and Motley Crews in the Age of Sail*. Boston: Beacon Press.
- Inikori, J.E. (2002). *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Equiano, Olaudah., (1789). *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. London : T. Wilkins, etc.
- Asanti, Molefi K., (2019). *The History of Africa: The Quest for Eternal Harmony*. Routledge.
- Collins, Robert O. and Lyob, R. (Eds.). (2015). *The Problems in African History: The Precolonial Centuries*. Markus Wiener Publishers.

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

## 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: सुमतसरकार, बंगालमूर्ेशीआलोलन(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.
- Pouchepadass, 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.
- O'Hanlon Rosalind (2017). *Caste and its Histories in Colonial India: A Reappraisal*, *Modern Asian Studies* 51, 2 pp. 432–461
- Hasan, Mushirul and Asim Roy (Eds.). (2005). *Living Together Separately: Cultural India in History and Politics*. New Delhi: Oxford University Press.
- Hasan, Mushirul ed. (1993). *India's Partition: Process, Strategy and Mobilization*. (Themes in Indian History. Oxford India Readings. Delhi: Oxford University Press.

- Hasan, Mushirul, Gupta, Narayani. (1993). *India's Colonial Encounter. Essays in Memory of Eric Stokes*. Delhi: Manohar, pp. 183-199; 325-362.
- Kumar, Dharma. (1983) *The Cambridge Economic History of India*. Vol. 2: c. 1757-1970. Delhi: Orient Longman in association with Cambridge University Press.
- Kumar, Ravinder. (1969). 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India' *Modern Asian Studies*, Vol. 3, Issue. 4, pp. 357-376.
- Metcalfe, Barbara. (2014). *Islamic Revival in British India: Deoband, 1860-1900*. Princeton: Princeton University Press
- Mishra, Yuthika. (2004). "The Indian National Movement and Women's Issues: 1850- 1950", in *The Encyclopaedia of Women's Studies*, Vol. I. Women's Movements, ed. Subhadra Channa, New Delhi: Cosmo Publications.
- Mukhopadhyay, Amitabh. (1995). *Militant Nationalism in India: 1876 – 1947*. Calcutta: Institute of Historical Studies.
- Naik, J.V. (2001). "Forerunners of Dadabhai Naoroji's Drain Theory", *Economic and Political Weekly*, Vol. 36 (46), pp. 4428-32.
- Pandey, Gyanendra. (2001). *Remembering Partition: Violence, Nationalism and History of India*. Cambridge: Cambridge University Press
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. Second edition. New Delhi: Anthem Press (Introduction and Chapter 4).
- Parekh, Bhikhu. (2001). *Gandhi a Very Short Introduction*. Oxford: Oxford University Press, e-book.
- Pati, Biswamoy. (Ed.). (2000). *Issues in Modern Indian History: For Sumit Sarkar*. Mumbai: Popular 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 इर्तहासः फ्ासीसंी क्रार्त 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 इर्तहासः 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 इर्तहासः फ्ासीसंी क्रार्त 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 इर्तहासः 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, हंन्िी 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, हिंी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2013।
- सांस्कृ त्तक इर्तहास एक तुलनात्मक सवेक्षण, िेवेश वजय, हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2009।
- प्रारंभक आधरु नक यरू ोप में सांस्कृ त्तक पररवतिन, संपार्ित िेवेश वजय, हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय, 2006।
- यरू ोप का इर्तहास, पाथि सारर्थ गुप्ता, हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- यरू ोप 1870 से जेम्स जॉल, स्नेह महाजन (अनुवाकिक) हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- बीसवीं शताब्िी का वि इर्तहास : एक झलक भाग 1 स्नेह महाजन हंन्िी माध्यम कायािन्वय निशालय र्िल्ली विवधालय
- वि इर्तहास 1500 1950 , जैन एवं माथुर, जैन प्रकाशन मंर्िर, 2016
- मास्टररंग मॉडनि वल्डि हंसी आधुर्नक 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.
- Faruqi, 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 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., MacRaild, D.M. (1997). Studying History. How to Study. Palgrave, London. (Ch.4, "Approaches to History: Sources, Methods and Historians").
- Howell, Martha and Walter Prevenier (2001). From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press. (Ch.2, "Technical Analysis of Sources," Ch.3, "Historical Interpretation: The Traditional Basics," and Ch.4, "New Interpretative Approaches").

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

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

**Suggested Readings:**

- Arnold, J.H. (2000). *History: A Very Short Introduction*. Oxford: Oxford University Press (Ch.3. & Ch.7).
- Black, J., 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.
- Altekar, A. S. (1944). *Education in Ancient India*. Benares: Nand Kishore & Bros.
- Bandyopadhyay, D. (2002), 'Madrasa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
- Bhattacharya, Sabyasachi (ed.), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi, 2001. (Introduction)
- Bronkhorst, Johannes. (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin. (2009). *The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary*, North Point Press, New York.
- Charney, Michael W. (2011), 'Literary Culture on the Burma–Manipur Frontier in the Eighteenth and Nineteenth Centuries'. *The Medieval History Journal*, (14) 2, pp 159-181.

- Chatterji, Basudev. (ed.) (1999), "Towards Freedom (1938 Watershed)", Oxford University Press for ICHR, (Vol. I. chapter 8.)
- Constable, Philip. (2000), "Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India", IESHR, Vol. 37, No. 4, pp. 383-422.
- Deshpande, Madhav. (2020), "Language and Testimony in Classical Indian Philosophy", in Edward N. Zalta (ed.), The Stanford Encyclopedia of Philosophy.
- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', American Historical Review, Vol. 91, No. 1, February, pp. 37-65.
- Gandhi, Mahatma. (1938), Educational Reconstruction, Hindustani Talimi Sangh, Wardha.
- George L. Hart (1975), The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts, Issue 21 of Center for South and Southeast Asia Studies, UC Berkeley Publications of the Center for South and Southeast Asia studies.
- 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.
- Habib, S Irfan and Raina Dhruv (Ed. (2007), Social History of Science in Colonial India. India: Oxford University Press.
- Hardy, Peter. (1972), Muslims of British India, Cambridge: Cambridge University Press.
- Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi.
- Jafar, S.M. (1936), Education in Muslim India, S. Muhammad Sadiq Khan, Peshawar.
- Jafri, Saiyid Zaheer Husain. (2012). 'Education and transmission of knowledge in medieval India', Intellectual Discourse, 20 (1), 79-102.
- Jafri, Saiyid Zaheer Husain. (2020), 'Making of the Indo-Islamic Intellectual Tradition in the Upper Gangetic Valley: Migrations, Settlements, Adaptations and 'Crises'', The Historian, Vol 18 (Summer): 16-39.
- Kamal, MM. (1998), The Epistemology of the Carvaka Philosophy, Journal of Indian and Buddhist Studies, 46(2), pp. 13-16.
- Kumar, Krishna. (2009), "Listening to Gandhi" in his What is Worth Teaching?, Orient Longman, (Third Edition), Ch. 9, pp. 111-128.

- Kumar, Krishna. (2014), *Politics of Education in Colonial India*, New Delhi, Routledge.
- Kumar, Krishna. and Oesterheld, Joachem. (eds.). (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz).
- 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.
- Naik, J.P. & Nurullah, Syed. (2004) *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
- Naik, J.P. (1941), "Compulsory Primary Education in Baroda State: Retrospect and Prospect", (First published in the *Progress of Education*, Poona, and thereafter published in book form).
- Nambissan, Geetha B. (1996), "Equity in Education? Schooling of Dalit Children in India" *Economic & Political Weekly*, Vol. 31, pp. 1011-24.
- Oesterheld, Joachim. (2009), "National Education as a Community Issue: The Muslim Response to the Wardha Scheme" in Krishna Kumar and Joachem Oesterheld (eds.), *Education and Social Change in South Asia*, Orient Longman, New Delhi, pp. 166-195.
- Hartung, Jan-Peter and Reifeld, Helmut (Ed.). (2006), *Islamic Education, Diversity and National Identity*, Sage.
- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Rao, Parimala V. (ed.). (2014), *New Perspectives in the History of Indian Education*, Orient BlackSwan, New Delhi.
- Salgado, Nirmala, S. (1996), "Ways of Knowing and Transmitting Religious Knowledge: Case Studies of Theravada Buddhist Nun", *Journal of the International Association of Buddhist Studies*, Volume 19, Number 1, pp. 61-80.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', *Oxford Review of Education*, Vol. 16, No. 1.
- 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.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.
- Sikand, Y. (2005), *Bastions of the Believers: Madrasas and Islamic Education in India*. New Delhi: Penguin.
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- Wujastyk, Dominik. (2003) *The Roots of Ayurveda* (Penguin Classics). Penguin. Introduction p.1-38.
- 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 polities, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualise the impact of colonialism on Latin America.
- Explain social protest and anti-colonial resistance in Latin America, as well as practices of ‘transculturation’.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

**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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