

**Syllabus and Scheme of Examination for B.A. History
Honours**

Three year full time Programme

**Choice Based Credit System
(CBCS)**

**Course Revisions
Draft 2 (18th May 2019)**

**In response to feedback from CoC meetings held on
3rd, 4th, 6th, 9th, 12th April and 13th, 14th and 15th May 2019**

Introduction to CBCS Programme:

The Choice Based Credit System (CBCS) offers flexibility of programme structure while ensuring that the student gets a strong foundation in the subject and gains an in depth knowledge of all aspects of the field. The Learning Outcomes-based Curriculum Framework (LOCF) is designed around the CBCS and is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices.

BA HISTORY HONOURS PROGRAMME

I Introduction:

The Department of History is one of the founding departments of the University of Delhi and its Honours and Programme courses are regarded as the strongest in the country. There are few reputed Departments of History in the world that do not have teachers and students that received instruction in History at Delhi University.

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

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

II Duration:

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

III Teaching and Learning Modalities:

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

out throughout the term and comprises 25% of the final grade. The second is the end of semester examination which comprises 75% of the final grade.

IV Structure of Programme:

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

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

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

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

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

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

CORE COURSES

Semester	Course Code	Name of the Course	Credits
I		History of India – I	5+1
		Social Formations and Cultural Patterns of the Ancient World –I	5+1
II		History of India – II	5+1
		Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1
III		History of India – III (c. 750-1200 CE)	5+1
		Rise of the Modern West – I	5+1
		History of India – IV (c. 1200-1500)	5+1
IV		Rise of the Modern West – II	5+1
		History of India – V (c. 1500-1600)	5+1
		History of India – VI (c. 1750-1857)	5+1
V		History of Modern Europe – I	5+1
		History of India – VII (c.1600-1750)	5+1
VI		History of India – VIII (c.1857-1950)	5+1
		History of Modern Europe – II	5+1

DSE PAPERS

Semester	Course Code	Name of the Course	Credits
V DSE I		History of USA: Independence to Civil War or	5+1
		History of the USSR: From Revolution to World War or	
		History of Africa, c. 1500-1960s	
		Gender in Indian History up to 1500	
V DSE II		History of Modern China 1840-1950s or	5+1
		Making of Southeast Asia up to the 16th Century or	
		Global Ecological Perspectives	
VI DSE III		History of USA: Reconstruction to New Age Politics or	5+1
		History of the USSR: The Soviet Experience (1945-1991)	
		History of Latin America (c. 1500-1960s)	
		Gender in Indian History (c. 1500-1950)	
VI DSE IV		History of Modern Japan (c. 1868-1950s) or	5+1
		Colonial to Post Colonial Southeast Asia (17th to the 20th Centuries)	
		The Making of Contemporary India (c. 1950-1990s)	

GE PAPERS

Semester	Course Code	Name of the Course	Credits
I GE I		Delhi Through the Ages: The Making of its early Modern History or	5+1
		Science, Technology and Humans	
II GE II		Delhi Through the Ages: From Colonial to Contemporary Times or	5 +1
		The World After 1945 or	
		Aspects of Cultural History of India in Pre-Colonial Times	
III GE III		Politics of Nature or	5+1
		The Making of Post-Colonial India (1950-1990)	
IV GE IV		Religion and Religiosity or	5+1
		Inequality and Difference	

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

ECC PAPERS			
Semester	Course Code	Name of the Course	Credits
I AECC I		English / Hindi/ MIL Communication or Environmental Studies	4
II AECC II		English / Hindi/ MIL Communication or Environmental Studies	4

VI Course Objectives

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

ronment are designed to sensitise students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

In the course of their engagement with historical material, we also aim to equip them with an 'appropriate' vocabulary of the discipline, while sensitising them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History. The objective is that they should be able to do this through their written work – essays, project/research papers, etc. as well as in the oral form – presentations, debates, discussions, etc. It is also intended that while doing so students should be able to formulate cogent arguments, presenting the necessary evidence to establish these, all based on sound logical reasoning, while applying the methods and rigours of the historical discipline.

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

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

VII BA Honours Structure and Distribution of Courses

Semester	Core Courses	Discipline Specific Courses	Generic Elective	Skill Enhancement Course	Ability Enhancement Courses
1	History of India I		GE I		English / MIL or Environmental Studies
	Social Formations and Cultural Patterns of the Ancient World-I				
2	History of India II		GE II		English / MIL or Environmental Studies
	Social Formations and Cultural Patterns of the Ancient and Medieval World-II				
3	History of India III – (c. 750-1200 CE)		GE III	SEC I	
	Rise of the Modern West – I				
	History of India IV (c. 1200-1500)				

4	Rise of the Modern West – II		GE IV	SEC II	
	History of India V (c. 1500-1600)				
	History of India VI (c. 1750-1857)				
5	History of Modern Europe – I	DSE I and DSE II			
	History of India VII (c.1600-1750)				
6	History of India VIII (c.1857-1950)	DSE III and DSE IV			
	History of Modern Europe – II				

VIII Learning Outcomes

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

A. *Construct historical narratives*

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

B. *Formulate arguments based on a historiographical engagement*

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

C. *Engage with scholarly writings and presentations*

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

D. *Answer questions, write essays and research papers*

- Access source materials (scholarly writings) and identify reliable and appropriate source materials,
- Evaluate source materials,
- Incorporate ideas from these sources,
- Synthesize arguments and facts culled from scholarly writings,

- Articulate a persuasive and well-structured historical argument on the basis of such synthesis,
- Employ multiple forms of evidence in this historical argument,
- Formulate relevant and meaningful historical questions,
- Read and interpret primary sources, at least at an elementary level, wherever there is an opportunity or requirement,
- Interpret appropriately and answer questions based on the above,
- Write clear, cogent, and well – researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history (evidence could include secondary and/or primary sources), avoiding plagiarism,
- Use proper citations and footnotes within formal written assignments,
- Deliver presentations based on such well – researched material orally as well,
- Participate in debates and other forms of verbal historical discussion.

E. Work collaboratively

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

IX. Graduate Attributes:

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

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

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

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

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

X. Qualification Descriptors:

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

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

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

Teaching

Research

Politics

Journalism

Media

Performing Arts

International Relations

Administration

Social Work

Law

Management

Policy Making

Human Resource Development

XI. Teaching-Learning Process

The pedagogic methods adopted for the History (Honours) programme involves direct lectures, tutorial discussions, as well as technology-supported presentations. We believe that education is a touch-sport and all sessions between students and teachers are meant to be interactive.

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

2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with the respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the latter can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of History Honours in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may also keep an eye over the social dynamics among the students and ensure that no body feels marginalized or side-lined in the class due to gender, region, class or any other reason.

3) Wherever needed, teachers use audio-video based technological devices (e.g Power Point) to make their presentations more effective. If a course so demands, students are also shown a documentary or feature film and encouraged to critically engage with the ideas therein.

List of BA Honours History Revised CBCS Courses May 2019

Core Courses:

CC I: History of India-I

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

CC III: History of India-II

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

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

CC VI: Rise of the Modern West- I

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

CC VIII: Rise of the Modern West- II

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

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

CC XI: History of Modern Europe– I

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

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

CC XIV: History of Modern Europe- II

Discipline Specific Courses:

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

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

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

DSE IV: Gender in Indian History up to 1500

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

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

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

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

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

DSE X: The Making of Southeast Asia

DSE XI: Global Ecological Histories

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

DSE XIII: Modern Southeast Asia: Colonial to the Post Colonial

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

Generic Electives:

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

GE II: Science, Technologies and Humans: Contested Histories

GE III: The World After 1945

GE IV: Aspects of Cultural History of India in Pre-Colonial Times

GE V: Politics of Nature

GE VI: The Making of Post Colonial India

GE VII: Religion and Religiosity

GE VIII: Inequality and Difference

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

Skill Enhancement Courses:

SEC I: Understanding Heritage

SEC II: Archives and Museums

SEC III: Indian Art and Architecture

SEC IV: Understanding Popular Culture

New Skill Enhancement Courses

SEC V: Historian's Craft

SEC VI: History, Sociology and Anthropology

Discipline Core Courses

Core Course I
History of India- I

Course Objectives:

The course intends to provide not only an extensive survey of early Indian history to the students of the prestigious history honours course but also familiarize them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course empowers the students not only with the significance of sources in history writing but make them aware with the importance of environmental factors in the study of history. Spanned over a very long period of our ancient past, from pre-historic times up to the end of Vedic cultures in India, the course dwells upon major landmarks of ancient Indian history like beginning of the food production, Harappan civilization and Vedic cultures to name a few.

Learning Outcome:

After completing the course the students will be able to understand the significance of and role of environment in history and become an aware citizen towards protection of environment. They will be able to understand the trajectory of prehistory in India's past and transition to proto-history from prehistory along with their characteristic features. The students will be able to understand the pre and early historic technological development and their contribution in the development of human civilization in India. They will also be able to understand the significance of regions in history and the issues related to them.

Course Content:

I. Reconstructing ancient Indian history

- [a] The Indian subcontinent: landscapes and environments
- [b] Sources and methods of historical reconstruction
- [c] Changing historical interpretations
- [d] Early Indian notions of history

II. Prehistoric hunter-gatherers

- [a] Palaeolithic cultures: sequence and distribution; stone industries and other technological developments
- [b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
- [c] The prehistoric mind: funerary practices and art

III. The advent of food production

New discoveries; the regional and chronological distribution of the neolithic and chalcolithic cultures; subsistence; patterns of interaction and exchange

IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

V. Cultures in transition up to c. 600 BCE

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

- [a] North India
- [b] Central India and the Deccan
- [c] South India

ESSENTIAL READINGS

- Allchin, B., and R. Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking, 1997.
- Chakrabarti, D.K. *India: An Archaeological History*. New Delhi: Oxford University Press, 1999.
- Chakravarti, R. *Exploring Early India up to c. AD 1300*. Delhi: Primus, 2016 (3rd edition). [Available in Hindi]
- Kenoyer, J.M. *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press and American Institute of Pakistan Studies, 1998.
- Ratnagar, S. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.
- Sharma, R.S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983. [Available in Hindi]
- Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass, 1996. [Available in Hindi]
- Singh, U. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman, 2008. [Available in Hindi]
- Thapar, R. *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press, 2000.
- Thapar, R. *Early India: From the Origins to AD 1300*. New Delhi: Penguin, 2003. [Available in Hindi]

SUGGESTED READINGS

- Allchin, F.R. *et al. The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press, 1995.
- Chakrabarti, D.K. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press, 2006.
- Kosambi, D.D. *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan, 1998 (reprint).
- Lahiri, N., ed. *The Decline and Fall of the Indus Civilization*. Delhi: Permanent Black, 2000.
- Moorti, U.S. *Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House, 1994.
- Neumayer, E. *Lines on Stone: The Prehistoric Rock Art of India*. New Delhi: Manohar, 1993.
- Ratnagar, S. *Harappan Archaeology: Early State Perspectives*. Delhi: Primus, 2015.
- Roy, K., ed. *Women in Early Indian Societies*. New Delhi: Manohar, 1999.
- Sahu, B.P., ed. *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.
- Sharma, R.S. *Perspectives in the Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal, 2003 (reprint). [Available in Hindi]
- Thapar, R., ed. *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan, 1995.
- Trautmann, T.R., ed. *The Aryan Debate*. New Delhi: Oxford University Press, 2005.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Civilization, Culture, Aryan, Social Stratification, Megaliths, First Urbanization.

Core Course II
Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

This paper offers a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions from the hunting-gathering subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe and Meso-America. The paper proceeds to familiarise students with early urban civilizations, and the interface between urban settled communities and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.

Learning Outcomes:

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

- Describe key moments in human evolution and the development of various subsistence patterns.
- Explain the differences between various forms of early human societies.
- Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
- Analyse the features of early urban civilizations and their interaction with nomadic pastoralists.
- Analyse the role of developing metal technology in human societies.

Course Structure:

I. Evolution of humankind and Paleolithic cultures

[a] Environmental context of human evolution

[b] Biological evolution of hominids

[c] Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves

II. Understanding the Mesolithic

[a] Mesolithic as a stage in prehistory

[b] Environmental change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

III. The Neolithic

[a] Debating the origins of food production--- climate change; population pressure; ecological choices; cognitive reorientations

[b] Features of the Neolithic based on sites from West Asia, Europe and East Asia: nature and size of settlements; tool-kits, artifacts and pottery; family and household

[c] Features of social complexity in late Neolithic communities; ceremonial sites and structures

IV. The Bronze Age

[a] Concepts: 'Bronze Age', 'Urban Revolution', 'Civilization' and 'State'

[b] Ecological context of early civilizations

[c] Aspects of social complexity: class, gender and economic specialization

[d] Forms of kingship, religion and state

{b, c and d are to be based on any one case study: ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty)}

V. Nomadic pastoralism

[a] Conceptualizing nomadic pastoralism

[b] The emergence of specialised pastoral economy in West Asia and its relationship to sedentary farming, third and second millennium BCE

[c] Socio-political interactions between nomadic pastoralists and urban-state societies in West Asia, third and second millennium BCE

VI. The advent of Iron -- its origins and implications

ESSENTIAL READINGS

- Bogucki, P. *The Origins of Human Society*. Massachusetts and Oxford: Blackwell Publishers, 1999
- Chang, K.C. *The Archeology of Ancient China*. New Haven: Yale University Press, 1977
- Childe, G. "The Urban Revolution." *The Town Planning Review*, Vol. 21, No. 1 (April 1950), pp.3-17
- Fagan, B.M. and N. Durrani. *The People of the Earth: An Introduction to World Pre-history*. 16th
- Farooqui, A. *Early Social Formations*. Delhi: Manak Publications, 2001. reprint, New York: Routledge, 2016.
- Flannery, K.V. "Origins of Food Production." *Annual Review of Anthropology*, 2 (1973): 271- 310.
- Feng, Li. *Early China*. Cambridge: Cambridge University Press, 2013.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indi-

an subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Human Evolution, Hominids, Hunter- gatherers, Prehistoric art, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'state', Kingship, Pastoralism, Iron Age.

Core Course III

History of India- II

Course Objectives:

This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.

Learning Outcome:

After completing this course, the students will be able to understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India. They will be able to know the features and stages of civilization in ancient Indian history. They will also be familiar with the process of urbanization and de-urbanization & monetization and demonetization in early India. This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture.

Course Content:

I. Introducing the early historical

- [a] The city
- [b] Writing
- [c] The state and the forest.

II. Changing political formations (c. 600 BCE to c. 300 CE)

- [a] The *mahajanapadas*; monarchies and *ganas/sanghas*
- [b] The Mauryan empire: political structure; the nature of *dhamma*
- [c] Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
- [d] Tamilakam

III. Economy and society (c. 600 BCE to c. 300 CE)

- [a] Expansion of agrarian economy and production relations
- [b] Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across India, Asia and beyond
- [c] Social stratification: class; *varna*; *jati*; untouchability; gender; marriage and property relations

IV. Towards early medieval India (c. 4th century to 750 CE)

- [a] Introducing the early medieval: changing perspectives
- [b] The nature of polities: the Gupta empire and its contemporaries; post-Gupta polities -- Pallavas, Chalukyas and Vardhanas
- [c] Agrarian expansion; land grants; changing production relations; graded land rights and peasantry
- [d] Urban patterns; trade and currency
- [e] *Varna*; the proliferation of *jatis*; changing norms of marriage and inheritance

V. Religion, philosophy and society (c. 600 BCE – 750 CE)

- [a] Shramanic traditions with special reference to Buddhism and Jainism
- [b] Consolidation of the Brahmanical tradition
- [c] Puranic Hinduism

VI. Cultural developments (c. 600 BCE – 750 CE)

- [a] A brief survey of creative literature; scientific and technical treatises
- [b] Art and architecture; forms of patronage

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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Early Historical, Second Urbanization, Mahajanapada, Ganasangha, Dhamma, Tinai, Varna, Jati, Untouchability, Varnasankara, Sreni, Buddhism, Jainism, Stupa, Dravida, Nagara, Gandhara art, Mathura Art, Indian feudalism, Brahmadeya, Puranic Hinduism, Patronage.

Core Course IV

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

Course Objectives:

This paper traces the changing political formations, economic and social structures in the ancient Greek and Roman empires. It also closely examines the nature of European feudal societies and the medieval economy of Europe during the 8th to 14th centuries. The paper contextualises the development of a crisis within the backdrop of marked changes within the medieval economy, society and polity. It concludes with a detailed overview of Islamic societies that emerged in West Asia.

Learning Outcome: On completion of this course, the students will be able to:

- Identify the key historical features of Classical Greece and Rome.
- Explain the emergence of medieval polities and feudal institutions.
- Explain the trends in the medieval economy and their impact on social, cultural and religious life.
- Analyse the rise of Islam and the transition to state formation in West Asia.
- Discuss the development of various spiritual, literary and broader urban traditions.

Course Content:

I. Classical Greece and Rome

[a] Emergence of the polis and changing political formations in ancient Greece: Athens and Sparta.

[b] Rome from Republic to Empire: i) Conflict of the Orders; Imperial expansion and social tensions. ii) The Augustan experiment. iii) Crisis of the Roman empire.

[c] Slavery in ancient Greek and Roman economy and society

[d] Culture and religion in ancient Greece and Rome

II. Feudal societies in medieval Europe (8th – 14 century)

[a] The emergence of states: medieval monarchies, aristocracies, nobility and the culture of chivalry; church and state.

[b] The growth of seignorial authority: i) parcellization of sovereignty and militarization ii) the creation of a dependent peasantry: from colonate to serfdom.

[c] The growth of the medieval economy from 11th -14th

[d] Religion and culture in medieval Europe centuries: agriculture, towns, trade and its impact on feudal relations.

[e] The crisis of feudalism

III. Islamic Societies in West Asia

[a] Rise of Islam and the making of political authority: from tribe to state. i) Prophet and Ummah (ii) Caliphate and Sultanate: Ummayyads and Abbasids

[b] The Sunna, the Shia and the Sufi traditions

[c] Adab, literature, and the urban tradition

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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Polis, Roman empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seignorial authority, Crisis of feudalism, Rise of Islam, Sufism, Ummayyads and Abbasids

Core Course V
History of India- III (c. 750-1200)

Course Objective:

This course is designed to make the students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. A.D. 750 – A.D. 1200) of Indian history. With its focus on the multiple approaches to the 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:

After finishing the course, a learner would be able to

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

Course Content:

I. Studying early medieval India

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

II. Political structures and processes

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

III. Social and economic processes

- [a] Agricultural expansion; forest-dwellers, peasants and landlords
- [b] Expansion of varna-jati order and brahmanization
- [c] Forms of exchange; inter-regional and maritime trade
- [d] Processes of urbanization

IV. Religious, literary and visual cultures

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

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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbanization, Religion, Architecture, Bhakti.

Core Course VI

Rise of the Modern West- I

Course Objectives:

The paper familiarizes the student with important transitions and transformations that unfolded gradually in the sphere of the economy, political realm, social and cultural life from late medieval period onwards in various parts of Europe. The course shall critically examine the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World', and the peculiarities of the processes by which Europe's economy thrived via colonial expansion and exploitation of slave labour. Students shall also be made to engage with emerging trends in state formation; new art forms, city life and patronage; and the social milieu in which new socio-religious practices and relations between the state and religious authority emerged.

Learning Outcomes:

On completion of this course, students will be able to:

- Outline important transitions that took place in Europe and marked a significant break from earlier economic, social and political conditions.
- Explain the process by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life.
- Critically analyse the linkages between Europe's political economy and trading structure and those of the colonised world.
- Evaluate the developments in social, cultural and religious trends and their connections with major economic transitions and changing dynamics of state formation

Course Content:

I. Transition from Feudalism to Capitalism: problems and theories

II. Early colonial expansion

- [a] Motives, beginning of the era of colonisation
- [b] Mining and plantation
- [c] African slaves

III. Renaissance

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

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

V. Economic developments of the 16th century

- [a] Shift of economic balance from the Mediterranean to the Atlantic
- [b] Commercial Revolution
- [c] Price Revolution

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

ESSENTIAL READINGS

- Anderson, Perry. *Lineages of the Absolutist State*. London: Verso Edition, 1979.
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- Winks, Robin W. and Lee Palmer Wandel. *Europe in a Wider World, 1350-1650*. New York: Oxford University Press, 2003.

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- Cipolla, Carlo M., ed. *Fontana Economic History of Europe*, Vols. II, III. New York: Barnes and Noble, 1976.
- Dickens, A.G. *German Nation and Martin Luther*. London: Edward Arnold, 1974.
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- Kriedte, Peter. *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press, 1983.
- Lee, Stephen. *Aspects of European History 1494-1789*. London: Methuen & Co. Ltd., 1984 (2nd edition)
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- Mac Culloch, Diarmaid. *Reformation: Europe's House Divided, 1490-1700*. London: Penguin Books Ltd., 2004.
- Mac Kenny, Richard. *Renaissances: The Cultures of Italy, 1300-1600*. London/New York: Palgrave Macmillan, 2005.
- Rich, E.E. and C.H. Wilson, ed. *The Cambridge Economic History of Europe, Vols. IV-V*. Cambridge: Cambridge University Press, 1967, 1977.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

The Transition Debate, Colonialism, Renaissance, Humanism, Reformation, Commercial Revolution

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

Course Objective:

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

Learning Outcome:

At the end of the course, learners would be:

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

Course Content:

I. Survey of sources

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

II. Political structures

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

III. Society and economy

- [a] Ecological context; agricultural production
- [b] Technology and changes in society
- [c] Monetization; market regulations; urban centers; trade and craft

IV. Religion, society and cultures

- [a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
- [b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari
- [c] Gender roles: women bhaktas and rulers
- [d] 'Hindu-Muslim' relations reconsidered

ESSENTIAL READINGS

- Asher, C.B. and C. Talbot, eds. *India before Europe*. Cambridge: Cambridge University Press, 2006.
- Eaton, R.M., ed. *India's Islamic Traditions, 711-1750*. New Delhi: Oxford University Press, 2003.
- Eaton, R.M. *Essays on Islam and Indian History*. New Delhi: Oxford University Press, 2000.
- Habib, I. and T. Raychaudhuri, eds. *Cambridge Economic History of India, vol. 1*. Cambridge: Cambridge University Press, 1982.
- Hardy, P. *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*. London: Luzac and Company Ltd., 1966.
- Juneja, M., ed. *Architecture in Medieval India: Forms, Contexts, Histories*. Delhi: Permanent Black, 2001.
- Kumar, S., ed. *Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*. Delhi: Three Essays Collective, 2007.
- Kumar, S. *The Emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black, 2007.
- Lorenzen, D.N. *Religious Movements in South Asia 600-1800*. New Delhi: Oxford University Press, 2004. [Paperback edition, 2005]
- Michell, G and J.M.Fritz. *New Light on Hampi: Recent Research at Vijayanagar*. Mumbai: Marg, 2001.
- Schomer, K. and W.H. McLeod, eds. *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidass Publishers, 1987.
- Stein, B. Peasant, *State and Society in Medieval South India*. New Delhi: Oxford University Press, 1980.
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- Vaudeville, C. *Myths, Saints and Legends in Medieval India*. New Delhi: Oxford University Press, 1996.

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- Alam, M. *The Languages of Political Islam in India c. 1200-1800*. Delhi: Permanent Black, 2004.
- Eaton, R.M. & P.B. Wagoner. *Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi: Oxford University Press, 2014.
- Flood, F.B., ed. *Piety and Politics in the Early Indian Mosque*. New Delhi: Oxford University Press, 2008.
- Habib, I. ed. *Medieval India I: Researches in the History of India 1200-1750*. New Delhi: Oxford University Press, 1992.
- Habib, I. ed. *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib*. New Delhi: Oxford University Press, 2016.
- Jackson, P. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
- Karashima, N. *A Concordance of Nayakas: The Vijayanagar Inscriptions in South India*. Delhi: Oxford University Press, 2002.
- Kumar, M. *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. New Delhi: Manohar, 2013.
- Prasad, P. *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. Delhi: Oxford University Press, 1990.
- Rizvi, S.A.A. *A History of Sufism. vol. 1*. Delhi: Munshiram Manoharlal, 1978.
- Sheikh, S. *Forging a Region: sultans, traders and pilgrims in Gujarat, 1200-1500*. New Delhi: Oxford University Press, 2010.
- Talbot, C. *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*. New Delhi: Oxford University Press, 2001.
- Wright, H.N. *The Coinage and Metrology of the Sultans of Delhi*. London and Delhi: Oxford University Press, 1936. [Also reprinted from Delhi: Oriental Books Reprint Corporation, 1974.]

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Tarikh, Delhi Sultans, Kakatiyas, Vijayanagar, Agricultural Production, *Iqtas*, Monetization, Sufism, Bhakti.

Core Course VIII
Rise of the Modern West- II

Course Objectives:

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. The development of modern political arrangements, new intellectual currents, and modern scientific views and theories shall be examined closely. The paper shall discuss and contextualise the emergence of new socio-economic forces that propelled what is popularly known as the Industrial Revolution of the late eighteenth century.

Learning Outcomes:

On completion of this course, students will be able to:

- Identify key developments in Europe during the 17th and 18th centuries.
- Explain the political and intellectual trends of this time period.
- Contextualise the elements of modernity developing in social, political and intellectual realms.
- Discuss the features of Europe's political economy and the emergence of capitalist industrialisation.

Course Content:

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

II. The English Revolution

[a] Major issues

[b] Political and intellectual currents

III. The rise of Modern Science in relation to European society from the Renaissance to the 17th century

IV. Mercantilism and European economies: trade and empire in the 17th and 18th centuries

V. The Enlightenment: ideas and impact

VI. Origins of the Industrial Revolution: divergence debate

ESSENTIAL READINGS

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- Coleman, D.C., ed. *Revisions in Mercantilism*. London: Methuen Young Books, 1969.
- Deane, Phyllis. *The First Industrial Revolution*. Cambridge: Cambridge University Press, 1965.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

Core Course IX
History of India-V (c. 1500-1600)

Course Objective:

This course engages students into a critical discussion of the economic, political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state. It also provides a basic understanding of major developments in those areas of the Indian subcontinent that were not ruled by the Mughal state in the sixteenth century. The students would familiarize 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:

At the conclusion of the course, the students shall:

- Be able to critically evaluate major sources available in Persian, Sanskrit, Braj Bhasha, Avadhi, Tamil and Telugu languages for the period under study.
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment of Mughal state and consolidation of its power.
- Explore the changes and continuities in the sphere of agrarian relations, land revenue regimes, commerce, Sufism, etc.

Course Content:

- I. Sources and historiography
 - [a] Persian literary traditions: *Tawarikh*; *Insha* and translations
 - [b] Vernacular literature: *Brajbhasha* and *Telugu /Tamil*
- II. Establishment of political authority: Mughals, Rajputs and Nayakas
 - [a] Campaigns and conquest: tactics and technology
 - [b] Chaghatayid traditions: the Mughal household; AbulFazl's interventions
 - [c] Rajputs and other warrior groups in the Mughal empire
 - [d] The Nayakas
- III. Consolidation of political authority: Mughal, Rajputs and Nayakas
 - [a] Historiographies on the nature of the Mughal state
 - [b] Evolution of the administrative institutions: *zabt*, *mansab*, *jagir*, *madad-i-ma'ash*
 - [c] Agrarian and revenue relations: *Zamindars* and peasants
 - [d] The Rathores of Marwar
 - [e] The Nayakas
- IV. Articulation of authority
 - [a] Fatehpur Sikri
 - [b] Forts in Marwar
 - [c] Temples and gopurams of the Nayakas
- V. Political and religious ideas
 - [a] *Akhlaqi* traditions; *Sulh -i- Kul*
 - [b] Sufi interventions; Shattaris and Chishtis
 - [c] Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi
 - [d] Deccan Sultanates, transregional links and Shia Ideology

ESSENTIAL READINGS

- Alam M. and S. Subrahmanyam. *The Mughal State 1526-1750s*. New Delhi: OUP, 1998.
- Alam, M. *The Languages of Political Islam in India, c.1200-1800*. New Delhi: Permanent Black, 2004.
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- Bhargava, M., ed. *Exploring Medieval India*, vol. I and II. New Delhi: Orient Blackswan, 2010.
- Bhargava, V.S. *Marwar and the Mughal Emperors*. New Delhi: Munshiram Manoharlal, 1966.

- Busch, Allison. “Literary Responses to the Mughal Imperium: The Historical Poems of Kesavadas.” *South Asia Research*, 25, 1 (2005): 31-54.
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- Kapur, N.S. *State Formation in Rajasthan: Mewar During the Seventh – Fifteenth Centuries*. New Delhi: Manohar, 2002. (This should be read in context of Marwar).
- Karashima, N., ed. *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press, 2014.
- Khan, I.A. *Gunpowder and Firearms: Warfare in Medieval India*. New Delhi: Oxford University Press, 2004.
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- Sharma, G.D. *Rajput Polity: A Study of Politics and Administration of the State of Marwar, 1638-1749*. New Delhi: Manohar, 1997.
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- Ahmad, A. *Studies in Islamic Culture in the Indian Environment*. Indian edition, Oxford University Press, 1999.
- Alam, M. and S. Subrahmanyam. *Writing the Mughal World*. Ranikhet: Permanent Black, 2011.
- Alam, M. *Crisis of Empire in Mughal North India*. New Delhi: Oxford University Press, 1986.
- Alam, M., F.N. Delvoeye and M. Gaborieau. *The Making of Indo-Persian Culture: Indian and French Studies*. Delhi: Manohar, 2000.
- Aquil, R. ed. *Sufis and Society in India*. New Delhi: Oxford University Press, 2010.
- Bhadani, B.L. and Dwijendra Tripathi, eds. *Facets of Marwar Historians*. Jaipur: Publication Scheme, 1996.
- Brand, M. And G. D. Lowry, eds., with contributions by Ziauddin Desai and Attilio Petruccioli, *Fatehpur Sikri: A Sourcebook*, MIT, 1985.
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- Gommans, J. L. *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*. London & New York: Routledge, 2002.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Tawarikh, vernacular literature, Mughal State, *Mansabdari*, *Jagirdari*, *Zamindars*, architecture, *Nayaks*, *Sulh-i-kul*. Deccan Sultanates

Core Course X
History of India- VI (c. 1750-1857)

Course Objectives:

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

Learning Outcomes:

On completion of this paper, the students will 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.
- Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
- Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Course Content:

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

- [a] Issues and Debates
- [b] Continuity and change

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

- [a] Regional kingdoms: economic and military dimensions of colonial expansion: Bengal, Mysore, Marathas, Awadh and Punjab
- [b] Variations in development of agriculture, trade and technology
- [c] Culture and society

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

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

IV. Law and education

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

V. Economy and society

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

VI. Cultural changes, social and religious reform movements:

- [a] Reform and revival: Brahmo Samaj, Prathna Samaj, Ramakrishna and Vivekananda, Jyotiba Phule, Arya Samaj, Wahabi, Deoband, Aligarh.
- [b] Debates around gender, caste and community

VII. Popular resistance

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

ESSENTIAL READINGS

- Bandhopadhyay, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004
- बंदोपाध्याय, शेखर. पलासीसे विभाजन तक: आधुनिक भारत का इतिहास.
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- Raj, K. N. et. al, ed. *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press, 1985.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

Core Course XI

History of Modern Europe – I

Course Objectives

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

Learning Outcome:

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

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

Course Content:

I. The French Revolution and its European repercussions

- [a] Crisis of the Ancien Regime
- [b] Intellectual currents
- [c] Social classes and emerging gender relations
- [d] Phases of the French Revolution 1789-99
- [e] Art and culture of the French Revolution
- [f] Napoleonic consolidation –reform and empire

II. Restoration and revolution: c 1815-1848

- [a] Forces of conservatism and restoration of old hierarchies
- [b] Social, political and intellectual currents
- [c] Revolutionary and radical movements 1830-1848

III. Capitalist industrialization and social and economic transformation (late 18th century to 1914)

- [a] Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- [b] Evolution and differentiation of social classes: bourgeoisie, proletariat, landowning classes and peasantry.
- [c] Changing trends in demography and urban patterns
- [d] Family, gender and process of industrialization

IV Liberal democracy, working class movements and Socialism in the 19th and 20th Centuries:

- [a] The struggle for parliamentary democracy and civil liberties in Britain: popular movements – chartists and suffragettes
- [b] The making of democratic and constitutional rights
- [c] Forms of protest: food riots in France and England in early nineteenth century, Luddism; trends in labour movements: Britain, France and Germany
- [d] Early socialist thought, Marxian Socialism and the First and Second International.

ESSENTIAL READINGS

- Berger, S., ed. *Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, 2006.
- Blanning, T.C.W. *The Oxford History of Modern Europe*. Oxford 1996, 2000.
- Davies, N. *Europe: A History*. New York: Harper Perennial, 1998.
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- Lefebvre, G. *The Great Fear of 1789: Rural Panic in Revolutionary France*, London: New Left Books, 1973.
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- Samuel, Raphael. "Workshop of the World: Steam Power and Hand Technology in Mid-Victorian Britain," *History Workshop*, 3 (1977).
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Ancien Regime, Gender Relations, Art and Culture, Napoleonic Consolidation, 1848, Industrialization, Demography, gender, Family, British parliamentary Democracy, Protest Movements, Marxism, First 7 Second International

Core Course XII
History of India- VII (c. 1600-1750)

Course Objective:

The course draws students into a discussion of the multiple historiographic narratives available for the history of India during the period between the early seventeenth century and the mid-eighteenth century. They are familiarized with the problems the Mughal state faced in the process of expansion of their territorial boundaries. It also provides students an occasion to understand the challenges that the Mughal state faced from Marathas, Sikhs and others. They explore state sponsored art and architecture as part of the political culture of the time and are encouraged to appreciate the major strides that trade, technologies and artisanal activities made during this period.

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

- Describe the major social, economic, political and cultural developments of the time.
- Examine, in broad strokes, the varied body of contemporaneous literature available in Persian and non-Persian languages.
- Explain the religious and intellectual ferment of the seventeenth and the eighteenth centuries especially with regard to art, literature and architecture.
- Appreciate and express the continued expansion and dynamism of maritime trade in India.

Course Content:

I. Sources

- [a] Persian histories, memoirs: *Jahangirnama*; *Maasir-i Alamgiri*
- [b] Travelogues: Bernier, Manucci
- [c] Vernacular literary cultures: *Mangalkavya* and *Rekhta*

II. Political alliances and state formation

- [a] Mughal Conquest and limits of expansion: Deccan
- [b] Issues in the wars of succession
- [c] Rajput political culture and state formation: Eastern Rajasthan
- [d] Marathas: Shivaji and expansion under the Peshwas

III. Religion, society and the state

- [a] Religious and intellectual ferment: Sikh, Vallabhi and Dara Shukoh
- [b] Reassessing Aurangzeb: *Jaiya*, temple grant, music and relations with the Sikh Gurus

IV. Political culture

- [a] Mughal courtly culture: *Umara*; *Haram*; *Mirzanama*,
- [b] Shahjahanabad
- [c] Mughal painting: allegory and symbolism under Jahangir and Shah Jahan
- [d] Rajput paintings

V. Society and economy

- [a] Understanding agrarian environment: forest, tribes, migrant communities
- [b] Indian Oceanic trade; European commercial enterprise – Kerala, Coromandel coast; western India
- [c] Crafts and technologies

VI. Interpreting the 18th Century

ESSENTIAL READINGS

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- Alavi, S. ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2002.
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- Aquil R. and P. Chatterjee eds., *History in the Vernacular*. New Delhi: Permanent Black, 2008.
- Bhargava, M., ed., *Exploring Medieval India*, Vols. I and II. New Delhi: Orient Blackswan, 2010.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Jahangirnama; *Maasir-i Alamgiri*, Manucci, Bernier, Mughal Conquest, the Deccan, War of Succession, Marathas, Shivaji, Peshwas, Sikhism, Dara Shukoh, Courtly Culture, Shahjahanabad, Mughal paintings, Indian Ocean, the 18th Century.

Core Course XIII
History of India- VIII (c. 1857-1950)

Course Objectives:

This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state.

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

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

Course Content:

I. Caste, community and nation

- [a] Regional, religious and linguistic identities
- [b] Assertions of caste identity: Sanskritizing and anti-Brahmanical trends; regional variations

II. Economy and social classes

- [a] Economic critique of colonial rule
- [b] Rise of modern industry: emergence of capitalist and working class
- [c] Famines and their impact

III. Early Nationalism

- [a] Emergence of Congress
- [b] Moderates and Extremists
- [c] Swadeshi and Revolutionary Movements

IV. Emergence and social base of Gandhian Nationalism

- [a] Intellectual foundations of Gandhian Nationalism
- [b] Rowlatt, Khilafat and Non-Cooperation Movements
- [c] Civil Disobedience Movement
- [d] Quit India Movement

V. Other Currents in Nationalism

- [a] Ambedkar and the Dalit Movement
- [b] Singh Sabha and the Akali Movement
- [c] Left movements: peasants and workers
- [d] Tribal movements

VI. Communalism: ideologies and practices

- [a] Trends in Communalism
- [b] World War II and the post-War crisis
- [c] Partition

VII. Independence and the emergence of a new State

- [a] Negotiations for Independence
- [b] The Making of the Constitution
- [c] Integration of Princely States
- [d] Land Reforms and the beginning of Planning

ESSENTIAL READINGS

- Bandhopadhyaya, Shekhar. *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004.
- बंदोपाध्याय, शेखर. पलासीसे विभाजन तक: आधुनिक भारत का इतिहास.
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Caste, Region & Linguistic Identities, Colonial Economy, Nationalist Movement, Khilafat, Non Cooperation Movement, Quit India Movement, Ambedkar, Akali Movement, Left Movement, Communalism, Integration of Princely States, Land Reform and Planning

Core Course XIV

History of Modern Europe- II

Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarizes 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:

On completion of this course, students will be able to:

- Trace varieties of nationalisms 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.

Course Content:

I. Varieties of Nationalisms and the remaking of states in the 19th and 20th centuries

- [a] Intellectual currents, popular movements and the formation of national identities in Germany, Italy and the Balkans.
- [b] Post-Unification: problems of state building in Germany and Italy

II. Tsarist Russia and the coming of the Bolshevik Revolution

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

III. Imperialism, War and Crisis, c. 1880-1939

- [a] Theories and mechanisms of Imperialism
- [b] War of 1914-18: historiographical debates; developments leading to the War; power blocs and alliances
- [c] Fascism and Nazism: origins and forms; nature of the fascist state

IV. Cultural and Intellectual Developments since c.1850

- [a] Creation of a new public sphere, print culture, mass education and the extension of literacy
- [b] Creation of new cultural forms: romanticism to abstract art
- [c] Institutionalization of disciplines: history, anthropology, psychology
- [d] Culture and empire: race, gender and Imperialism; Orientalism

ESSENTIAL READINGS

- Davies, N., *Europe: A History*. New York: Harper Perennial, 1998.
- Deshpande, A., M. Jha and P. Chawla, eds. *Bisvi Shatabdi Mein Vishwa Itihaas ke Pramukh Mudde*. Delhi: Directorate of Hindi Medium Implementation, 2013.
- Hobsbawm, E.J. *Age of Empire*. London: Weidenfield and Nicholson, 1987; Abacus 2003.
- Hobsbawm, E.J., *Age of Extremes*. New York: Vintage Books, 1996.
- Joll, J., *Europe since 1870: An International History*. London: Penguin, 1970.
- Merriman, J., *History of Modern Europe, volume 2: From the French Revolution to the Present*. New York: WW Norton and Company 2004.
- Vijay, D., M. Bharadwaj and V. Chaudhari. *Adhunik Europe ka Itihas: Avam Evam Dishaen*. Delhi: Directorate of Hindi Medium Implementation 2010; 2014.

SUGGESTED READINGS

- Acton, E. V. Cherniaev and W. Rosenberg, eds. *Critical Companion to the Russian Revolution 1914-1921*. Bloomington: Indiana University Press, 1997; London: Bloombury Academic, 2001.
- बरनाल, जे. डी. विज्ञानक. सामाजिकभूमि . नईदिल्ली : हदीमाध्यमकार्यान्वयनदेश .
- Beales, D. and E. F. Biagini, *The Risorgimento and the Unification of Italy*. London: Routledge, 2002.

- Blackbourn, D. *The Long Nineteenth Century: History of Germany 1780-1918*. Oxford: Oxford University Press, 1998.
- Blum, J. *Lord and Peasant in Russia: from the Ninth to Nineteenth Century*. Princeton: Princeton University Press, 1961.
- Davis, J.A., ed. *Gramsci and Italy's Passive Revolution*. London: Croom Helm, 1979.
- Eley, G. *From Unification to Nazism: reinterpreting Germany's Past*. London: Allen and Unwin, 1986.
- Ferro, M. *The Bolshevik Revolution: A Social History of the Russian Revolution*. London: Routledge and Kegan Paul, 1985.
- Figs, O. *A People's Tragedy: The Russian Revolution 1891-1924*. London: Pimlico 1997.
- Henig, Ruth. *The Origins of the First World War*. London: Routledge, 1989.
- Hobsbawm, E.J. *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press, 1990.
- Kemp, T. *Theories of Imperialism*. London: Dobson Books, 1967.
- Kershaw, Ian. *The Nazi Dictatorship: Problems and Perspectives of Interpretation*. London: Hodder Arnold, 2000.
- Kramer L. and S. Maza, eds. *A Companion to Western Historical Thought*. Oxford: Blackwell, 2002.
- Martel, G. *A Companion to Europe*. Oxford: Blackwell, 2006.
- Mazower, M. *The Balkans: A Short History*. New York: Random House, 2000.
- McDonough, F. *The Origins of the First and Second World Wars*. Cambridge: Cambridge University Press, 1997.
- Perry, M. *An Intellectual History of Modern Europe*. Boston: Houghton Mifflin, 1993.
- Riall, L. *The Italian Risorgimento: State Society and Unification*. London: Routledge, 1994.
- Thurlow, R. C. *Fascism*. Cambridge: Cambridge University Press, 1999.
- Wade, R. A. *Revolutionary Russia: New Approaches, Rewriting Histories*. London and New York: Routledge, 2004.
- Winders, J. A. *European Culture since 1848: From Modern to Postmodern and Beyond*. New York: Palgrave, 2001

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

Discipline Specific Elective

History of the USA: Independence to Civil War

Course Objective

The course attempts to study the beginnings of the 'New World' and its diverse demography. It facilitates the understanding of the invaluable contributions of the marginalized social groups that contributed to the development of USA. It focuses on the evolution of American democracy, capitalism and its limitations along with USA's quest for dominance in world politics.

Learning Outcomes

The course will enable the students to explain the evolving and changing contours of USA and its position in world politics. This course will provide the students rigorous conceptualization in international studies. The written assignments and presentations will improve and develop the written expression, analytical and critical skills of the students.

Course Content

I. A New World

- [a] The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves
- [b] Revolution: sources, historiography

II. Limits of American democracy

- [a] The Federalist Constitution: Structure and its Critique
- [b] Jeffersonian Democracy: Its Limitations
- [c] Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes

III. Early Capitalism and its inequities

- [a] Growth of Market Society: Industrial Labour: gender, race, ethnicity
- [b] Immigrant Labour: religious, racial, ethnic bias; case history of Irish immigrants

IV. U.S. quest for dominance

- [a] Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812; Monroe Doctrine

V. Slavery

- [a] The economics of slavery: South vs. North/Debate
- [b] Slave life and culture; nature of female slavery; slave resistance (including female slave resistance)

VI. The Civil War

- [a] Issues of the War
- [b] Interpretations

ESSENTIAL READINGS

- Balleck, B.J. 'When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase'. *Presidential Studies Quarterly*, 22, Fall 1992.
- Kailyn, B., D. Wood, J. L. Thomas et.al. *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company, 2000.
- Boyer, P.S., H. Sitkoff et al. *The Enduring Vision: A History of the American People*. Vol. I. 5th edition. 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. I. New Jersey: Prentice Hall, 1995.
- Foner, E. *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press, 2000.
- Zinn, H. *A People's History of the United States, 1492-Present*. New York: Harper Collins, 200

SUGGESTED READINGS

- Barrington, M. Jr. 'The American Civil War: The Last Capitalist Revolution'. Barrington, M. Jr. *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 2015.
- Beard, C. 'The Constitution as an Economic Document'. Sheehan, D. *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston, 1963.

- Berkhofer, R. Jr. 'The White Advance Upon Native Lands'. Paterson, T.G., *Major Problems in American Foreign Policy: Documents and Essays*. Lexington, Massachusetts: D.C. Heath, 1989. .
- Bracey, J.H., A. Meier, E. Rudwick (ed.). *American Slavery: The Question of Resistance*. California: Wadsworth Publishing Co. Inc., 1971.
- Bruchey, S. 'The Early American Industrial Revolution'. Bruchey, S. *Enterprise: The Dynamic Economy of the Free People*. Massachusetts: Harvard University Press, 1990.
- Diggins, J.P. 'Power and Authority in American History: The Case of Charles Beard and His Critics'. *American Historical Review*, Vol. 86, October 1981. .
- Edmunds, R.D. 'Tecumseh, The Shawnee Prophet and American History'. *Western Historical Quarterly*, Vol. 14, No. 3, July 1983.
- Fitz, C.A. 'The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, its Aftermath and Spanish American Independence'. *The Journal of American History*, Vol. 102, Issue 2, September 2015. .
- Foner, E. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press, 1981.
- Genovese, E.D. *Roll, Jordan, Roll: The World The Slaves Made*. 9th edition. New York: Knopf Doubleday Publishing Group, 2011.
- Genovese, E.D. *The Political Economy of Slavery: Studies in the Economy and Society of the Slave South*. Connecticut: Wesleyan University Press. 2nd edn. Paperback, 1989.
- Goodman, W. 'The Origins of the War of 1812: A Survey of Changing Interpretations'. Sheehan, D. (ed.), *The Making of American History: The Emergence of a Nation. Vol. I*. New York: Holt, Rinehart & Winston, 1963. .
- Gutman, H. *Work, Culture & Society in Industrializing America*. New York: Random House Inc., 1977.
- Levy, L.W. *Essays on the Making of the American Constitution*. New York: Oxford University Press, 1987.
- Merk, F. *Manifest Destiny and Mission in American History*. Massachusetts: Harvard University Press, 1995.
- Perkins, D. 'The First Challenge: Monroe Hurls Defiance at Europe'. Sheehan, D. (ed.), *The Making of American History: The Emergence of a Nation. Vol. I*. New York: Holt, Rinehart & Winston, 1963.
- Stamp, K. *The Peculiar Institution: Slavery in the Ante-Bellum South*. New York: Vintage, 1989.
- Wallace, A.F.C. and E. Foner. *The Long, Bitter Trail: Andrew Jackson and the Indians*. New York: Hill and Wang, 1996.
- White, D.B. 'The Nature of Female Slavery'. in *Aren't I a Woman? Female Slaves in the Plantation South*. New York: W.W. Norton, 1985.
- Young, M. 'The Cherokee Nation: Mirror of the Republic'. *American Quarterly Special Issue: American Culture and the American Frontier*. Vol. 33, No. 5, Winter 1981.

Selected Films

- 'Lincoln' Directed and Co-produced by Steven Spielberg, 2012.
- 'The Birth of a Nation' (based on slave Nat Turner, who led a rebellion in Southampton, Virginia in 1831) Directed and Co-produced by D.W. Griffith, 2016.
- 'The Birth of a Nation' (showcases assassination of Lincoln; originally based on 'The Clansman' and 'The Leopard's Spots' by T.F. Dixon Jr.) Directed and Co-produced by D.W. Griffith, 1915.
- 'Glory' (set during the Civil War) Directed by Edward Zwick, Produced by Freddie Fields, 1989.
- '12 Years a Slave' Directed and Co-produced by Steve McQueen, 2013.
- 'Django Unchained' (set in Old West and Ante-Bellum South) Directed by Quentin Tarantino, Produced by Stacey Sher & Others, 2012.
- 'Amistad' (based on events in 1839 aboard the slave ship Le Amistad) Directed and Produced by Steven Spielberg, 1997.
- 'Gone with the Wind' (set in the Civil War era) Directed by Victor Fleming and Produced by David Selznick, 1939.
- 'Uncle Tom's Cabin' (set in 1856) Directed by Stan Lathan and Produced by Jeffrey A. Nelson and Others, 1987.
- 'Roots' (based on Alex Haley, 'Roots: The Saga of American Family, 1976) Directed by Bruce Beresford and Produced by Ann Kindberg and others, 2016.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Colonies, Revolution, Federalist Constitution, Jeffersonian Democracy, Westward Expansion, Indigenous tribes, Capitalism, Labour, Gender, Race, Manifest Destiny, 1812, Monroe Doctrine, Slavery, The Civil War

DSE II

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

Course objective:

The course studies the history of the USSR from the two revolutions of 1917 to the end of the WW II. It looks at the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. It also traces the evolution of new institutions and new ways of organizing production both in the factory and at the farm. Important foreign policy issues like the setting up of the Comintern, Soviet foreign policy and the Soviet Union's involvement and role in the World War II are also evaluated.

Learning Outcomes:

Upon successful completion of this course, students will have the knowledge and skills to :-

1. Demonstrate an in depth knowledge of the History of the USSR between 1917 to 1945.
2. Explain how USSR emerged out of Imperial Russia.
3. Summarize the steps in the consolidation of Bolshevik power.
4. Explain the new organization of production in the fields and in the factory.
5. Identify linkages between ideology, purges and propaganda.
6. Examine Soviet policies for the period of the course in relation to nationalities and gender questions and literature and art forms.
7. Outline Soviet foreign policy issues.

Course Content

I. Background to the Russian Revolutions of February and October 1917:

1. Peasants and workers movements
2. Literature and arts in post emancipation Russia
3. War and the revolutions of February and October

II. Consolidation of Bolshevik Power, Economic Policies and Debate in the 1920s: an overview

III. Collectivisation and industrialisation

IV. Ideology Party and State: Centralization and its Problems

V. Life under the Soviet System: 1917-1945

1. The Nationalities question
2. Gender
3. Literature and art forms

VI. Foreign Policy Issues: Comintern [anti-colonial struggles-India/Indo-China; the politics of United Front); World War II.

Essential Readings

- Acton, Edward, Vladimir Cherniaev and William Rosenberg eds. *Critical Companion to the Russian Revolution, 1914-1921*. London: Arnold, 1997.
- Engel, Barbara Alpern. *Women in Russia 1700-2000*. Cambridge: Cambridge University Press, 2004.
- Erlich, Victor. *Modernism and Revolution: Russian Literature in Transition*. Cambridge: Harvard University Press, 1994.
- Figes, Orlando. *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.
- Figes, Orlando. *Natasha's Dance: A Cultural History of Russia*. New York: Picador, 2002.
- Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York, USA: Oxford University Press, 2001.
- Kenez, Peter. *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press, 1999.
- Lewin, Moshe. *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon, 1985.
- Martin, Terry. *The Affirmative Action- Empire: Nations and Nationalisms in the Soviet Union 1923-1939*. Ithaca: Cornell University Press, 2001.
- McDermott, Kevin and Jeremy Agnew. *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan, 1996.
- Nove, Alec. *An Economic History of the USSR, 1917-1991*. London: Penguin Books, 1993 (revised edition).
- Roberts, Geoffrey. *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press, 2006.
- Service, Robert. *A History of 20th Century Russia*. London: Penguin Books, 1998.
- Suny, Ronald Grigor, ed. *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press, 2006.

Suggested Readings

- Allen, Richard. *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: Princeton University Press, 2003.

- Carley, M.J. *1939: The Alliance that Never Was and the Coming of World War II*. Chicago: Ivan R. Dee, 1999.
- Carr, E.H. *A History of Soviet Russia*, 7 volumes. New York: Macmillan, 1950-1964.
- Cohen, Stephen. *Bukharin and the Russian Revolution: A Political Biography, 1888-1938*. New York: Alfred Knopf, 1973.
- Davies, R.W. Mark Harrison and S.G. Wheatcroft, eds. *The Economic Transformation of the Soviet Union, 1913-1945*. Cambridge: Cambridge University Press, 1994.
- Davies, R.W. *The Industrialization of Soviet Russia*. Vol. 1: *The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-1930*. Basingstoke: Macmillan, 1980; Vol. 2, 1980; Vol. 3, 1989; Vol. 4, 1996; Vol. 5, 2004.
- Dobrenko, Evgeny and Marina Balina ed. *The Cambridge Companion to Twentieth Century Literature*. Cambridge: Cambridge University Press, 2011.
- Dobrenko, Evgeny. *Political Economy of Socialist Realism*, New Haven: Yale University Press, 2007.
- Filtzer, Donald. *Soviet Workers and Stalinist Industrialization, 1928-1941*. Pluto Press, 1986.
- Fitzpatrick, Sheila. *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press, 1999.
- Gatrell, Peter. *Russia's First World War: a social and economic history*. New York: Routledge, 2014.
- Getty, J. Arch and Oleg V. Naumov. *The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939*. New Haven: Yale University Press, 1999.
- Goldman, Wendy. *Women at the Gates: gender and industry in Stalin's Russia*. Cambridge: Cambridge University Press, 2002.
- Gregory, Paul. *The Political Economy of Stalinism: Evidence from the Soviet Secret Archives*. Cambridge: Cambridge University Press, 2004.
- कौशिक, कणा. साम्यवादी. हदीमाध्यमकायान्वयिनदेश, 1999.
 - Kotkin, Stephen. *Magnetic Mountain: Stalinism as a Civilization*. Berkeley: University of California Press, 1995.
 - Lieven, Dominic, ed. *Cambridge History of Russia, Vol. 2: Imperial Russia, 1689-1917*. Cambridge: Cambridge University Press, 2006.
 - Moser, Charles, ed. *Cambridge History of Russian Literature*. Cambridge: Cambridge University Press, 1992.
 - Viola, Lynne, ed. *Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s*. Ithaca: Cornell University Press, 2002.
- Volkov, Solomon. *The Magical Chorus: A History of Russian Culture from Tolstoy to Solzhenitsyn*. New York: Vintage Books, 2009.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Russian Revolutions 1917, Peasants, Literature, Bolsheviks, Economic Policies, Collectivization, Centralization, Soviet System, Nationalities Question, Gender

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

Course Objectives:

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

Learning Outcomes:

On completion of this course, students will be able to:

Progress beyond stereotypes on the African continent and outline major shifts in African history.

Explain elements of change and continuity in African polities, economy, society and cultural milieu from the 16th to 20th centuries.

Contextualise the impact of colonialism on the African continent.

Explain social protest and anti-colonial resistance in Africa, as well as practices of 'transculturation'.

Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Course Content:

I. Africa as 'The Dark Continent' with reference to historiography and a brief survey of pre-15th century cultures and civilizations in Africa

II. Trade in gold and slaves between Europe and Sub-Saharan Africa, from the end of the 15th to nineteenth centuries; economy, society and state in Africa

III. Africa in the Atlantic world: slaves, slave-ships, piracy and slave rebellions; Africa's contribution to the development of European capitalism

IV. The abolition of the slave trade and the shift to 'Legitimate Commerce' and 'Informal Empire', 1800 onwards

V. Imperialism and 'The Scramble for Africa'

[a] Collaboration, conflict and state formation

[b] The making of colonial economies in Sub-Saharan Africa, between the end of the 19th

VI. Decolonization, 1940's to 1960's: Worker protests, peasant rebellions and National Liberation Movements
century to 1939: cash crops, mining, forced labour; peasant and worker protests, popular culture, gender and ethnicity

VII. Case studies:

[a] The historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid

[b] The colonial experience of Algeria under the French, and the National Liberation Movement of Algeria

ESSENTIAL READINGS

- Ahmida, A.A., ed. *Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics*. London: Palgrave, 2000.
- Austen, R. *African Economic History*. London: Heinemann, 1987.
- Crummy, D., ed. *Banditry, Rebellion and Social Protest in Africa*. London: Heinemann, 1986.
- Davidson, B. *Africa in Modern History: The Search for a New Society*. London: Allen Lane, 1978.
- Fanon, F. *The Wretched of the Earth*. New York: Grove Press, 1963.
- Freund, B. *The African Worker*. Cambridge: Cambridge University Press, 1988.
- Freund, B. *The Making of Contemporary Africa*. London: Palgrave Macmillan, 1998.
- Mazrui, A.A., ed. *UNESCO General History of Africa: Africa Since 1935 Vol. VIII*. London: Heinemann, 1993.
- Rediker, M. *The Slave Ship: A Human History*. New York: Viking, 2007.
- Reid, R. J. *A History of Modern Africa: 1800 to the Present*. Hoboken: Wiley Blackwell, 2012.
- Rodney, W. *How Europe Underdeveloped Africa*. London: Bogle-L'Ouverture Publications, 1972.
- Ross, R. *A Concise History of South Africa*. Cambridge: Cambridge University Press, 1999.
- Ruedy, J. *Modern Algeria: The Origins and Development of a Nation*. Bloomington: Indiana University Press, 2005.
- Sparks, A. *The Mind of South Africa: The Story of the Rise and Fall of Apartheid*. New York: Ballantine Books, 1991.
- Stora, B. *Algeria, 1830-2000: A Short History*. Ithaca: Cornell University Press, 2001.

- Sueur, J.L., ed. *The Decolonization Reader*. Abingdon: Psychology Press, 2003.
- Thompson, L. *A History of South Africa*. New Haven and London: Yale University Press, 2000.
- Vansina, J. *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press, 1990.
- Williams, E. *Capitalism and Slavery*. University of North Carolina Press, 1944.

SUGGESTED READINGS

- Memmi, A. *The Colonizer and the Colonized*. Boston: Beacon Press, 1991.
- Owen, R., and Bob Sutcliffe eds. *Studies in the Theory of Imperialism*. London: Longman Publishing Group, 1972.
- Robinson, D., and Douglas Smith eds. *Sources of the African Past: Case Studies of Five Nineteenth-Century African Societies*. London: Heinemann, 1979.
- Bennoune, M., *The Making of Contemporary Algeria: Colonial Upheavals and Post-Independence Development*. Cambridge: Cambridge University Press, 1988.
- Callinicos, L. *A People's History of South Africa: Gold and Workers 1886-1924*, Volume 1. Johannesburg: Ravan Press Ltd, 1995.
- Callinicos, L. *A People's History of South Africa: Working Life 1886-1940*, Volume 2. Johannesburg: Ravan Press Ltd, 1987.
- Callinicos, L. *A People's History of South Africa: A Place in the City*, Volume 3. Johannesburg: Ravan Press Ltd, 1993.
- Du bois, W.E.B. *The World and Africa: An Inquiry into the part which Africa has played in World History*. New York: International Publishers, 1979.
- Rediker, M. *Outlaws of the Atlantic: Sailors, Pirates and Motely Crews in the Age of Sail*. Boston: Beacon Press, 2014.
- Inikori, J.E. *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press, 2002

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

DSE-IV
Gender in Indian History up to 1500 CE

Course Objectives:

The course teaches how 'Gender' is not an innocent term denoting biological differences but a social and culturally constructed unequal relationship that needs careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspects of masculinities as well as alternative sexualities, spanning temporal frame from prehistory to 1500 CE. There is an added emphasis on intersectionality with other analytical tools/frames such as class, caste, and environment that makes understanding of historical processes more comprehensive.

Learning Outcomes:

The course should hone students' skills at analysing historical processes from the vantage of gender and also locate gender within larger socio-historical frames such as class and varna. This would eventually help students unravel complexities of early and medieval India. This course will motivate students to study unexplored arenas and subjects through gendered lens. The written assignments will help students to further streamline their arguments.

Course Content:

I. Theories and concepts

- [a] Gender: a tool of historical analysis
- [b] Understanding Origins and Structures of patriarchy

II. Aspects of Gender: Politics, Power and Household

- [a] Economic and Social Roles: household, patronage and Property
- [b] Women and Power: Raziyya and Rudramadevi
- [c] Questions of Sexualities

III. Gender, Representation and Literature

- [a] Religious Literature in the early period: Vedic, Buddhist and Puranic
- [b] Love and Manliness in Hindawi Romances; case studies of Padmavat, Purushpariksha and histories of Meera
- [c] Representations of the Divine Feminine: Virasaivism, Warkari Panths, Korravai -Durga in Tamil Traditions

ESSENTIAL READINGS:

- Ali, A. 'Women in Delhi Sultanate', in *The Oxford Encyclopaedia of Islam and Women*, Vol. 1. New York: Oxford University Press, 2013, pp. 197-200.
- Behl, Aditya, "The Magic Doe, Desire and Narrative in a Hindavi Sufi Romance, circa 1503", in Richard M. Eaton (ed.) *India's Islamic Traditions, 711-1750*, New Delhi, OUP, 2003, pp.180-208. (Also available in Hindi, in Meenakshi Khanna (ed.) *मध्यकालीन भारत का सांस्कृतिक इतिहास*, Social Science Press, New Delhi, 2007, pp. 173-202)
- Bhattacharya, S. 'Issues of Power and Identity: Probing the absence of Maharajni-A survey of the Vakataka inscription' *Indian Historical Review*, 41 (1) 2014, pp. 19-34.
- Blackstone, R. K. *Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas*, Curzon Press, 1998.
- Chakrabarti, Kunal, "Introduction", in *The Religious Process: The Puranic and the Making of a Religious Tradition*, Delhi, Oxford University Press, 2001, pp.1-43.
- Ernst, Carl W. and Bruce B. Lawrence, *Sufi Martyrs of Love: The Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan, 2002.
- Geetha, V. *Gender*, Calcutta: Stree, 2002.
- Jha, Pankaj, 'Political Ethics and the Art of Being a Man', in Pankaj Jha, *A political History of Literature: Vidyapati and the Fifteenth Century*, Delhi:OUP, 2019, PP.133-183.
- Kent, Susan, Kingley, *Gender and History*, New York, Palgrave MacMillan., 2012 pp. 49-75.
- Lerner, G., *The Majority Finds its Past: Placing Women in History*, New York: Oxford University Press, 1979.
- Orr, Leslie, "Women's Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism" in *Medieval Tamil Nadu*, in Mandakranta Bose ed., New Delhi: Oxford University Press, 2000, pp. 124-146.
- Ramaswamy, V. 'Rebels- House wives'; 'Women in and Out: Women within the Warkari Panths' in *Walking Naked: Women and Spirituality in South India*, Shimla: Indian Institute of Advanced Study, 1997, pp.145-194; pp.195-230.
- Roy, K., 'Construction of Gender Relations in the Rajatarangini of Kalhana'; 'Gender Relations during the First Millenium: An Overview' in *The Power of Gender and the Gender of Power, Explorations in Early Indian History*, New Delhi: Oxford University Press, 2010, pp.142-164 and pp.195-222.
- Sahgal, Smita, 'Masculinity in Early India: Constructing an Embryonic Frame', *Proceedings of Indian History Congress*, Vol.70, 2009-10, pp. 151-163.

- Sangari, Kumkum, “Mirabai and the Spiritual Economy of Bhakti”, *Economic and Political Weekly*, vol. 25, no, 27 (July 7, 1990), pp. 1461-1475.
- Scott, J. W, ‘Gender a useful Category of Historical Analysis’, *The American Historical Review*, Vol.91, no.9, 1986, pp.1056-1075.
- Shah, S. *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition, Delhi: Manohar, 2012.
- Singh, Snigdha, ‘Exploring the Question of Gender at an Early Stupa: Inscriptions and Images’, in S. Singh, ed. et al, *Beyond the Woman Question: Reconstructing Gendered Identities in Early India*, Delhi: Primus Books, 2018, pp. 21-62.
- Sreenivasan, Ramya, ‘Padmini, The Ideal Queen: Sufi and Rajput Codes in Malik Muhammad Jayasi's Padamavat’, in Vijaya Ramaswamy (ed.), *Re-searching Indian Women*, Manohar, New Delhi, 2003, pp. 97-118.
- Talbot, C. ‘Rudramba Devi The Female King: Gender and Political authority in medieval India, in David Shulman (ed), *Syllables of the Sky: Studies in South Indian Civilisation*, New Delhi: Oxford University Press, 1995, pp.391-428.

SUGGESTED READINGS:

- Altekar A. S., *The Position of Women in Hindu Society*, Delhi: Motilal Banarsidass, 1956.
- Bhattacharya Shatarupa, ‘Gender, Dana and Epigraphs: Access to Resources in Early Medieval Central India’, in Singh, Snigdha et al, *Beyond Woman Question: Reconstructing Gendered Identities in Early India*, Delhi: Primus, 2018, pp.63-100.
- Chakravarti, U., *Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of ‘Ancient’ India*, Tulika Books, New Delhi, 2006.
- Chitgopekar, N, ed., “Indian Goddess: Persevering and Antinomian Presences”; “Goddess in the Rgveda-An Investigation” in *Invoking Goddess, Gender Politics in Indian Religion*, Delhi: Shakti Books, 2002, pp.11-61.
- Gabbay, Alyssa, “In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India”, *Journal of Persianate Studies*, vol. 4 (2011) 45-63.
- Mahalaksmi, R., ‘Inscribing the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region’, in *The Making of the Goddess: Korravai-Durga in Tamil Traditions*, New Delhi: Penguin Books India, 2011, pp. 156-98.
- Rangachari, Devika, *Exploring Spaces for Women in Early Medieval Kashmir*, NMML Occasional Papers.
- Roy, Kumkum, *Emergence of Monarchy in North India, Eighth-Fourth Centuries BC: As Reflected in the Brahmanical Tradition*, Delhi: Oxford University Press, 1994.
- Sahgal, Smita, “Defining Sexuality and Locating it in Logic in Early India Texts”; Advocacy of the practice of Niyoga in Early Sanskrit and non-Sanskrit Texts”, *Niyoga: Alternative Mechanism to Lineage Perpetuation in Early India; A Socio-Historical Enquiry*, Delhi: ICHR and Primus Books, 2017, pp1-7, pp.21-81.
- Sahgal, Smita, “Goddess Worship and Mutating Gender Relations within Hindu Pantheon: From Vedic to Puranic”, in Veenus Jain and Puspraj Singh ed., *Women: A Journey Through Ages*, New Delhi: New Delhi Publishers, 2019, pp.23-32.
- Scott, J. W. *Gender and the Politics of History*. New York: Columbia University Press, 1998.
- Sharma, Sunil, Amir Khusraw, “Poetics of the Sacred and Profane Ghazal”, in, *The Poet of Sultans and Sufis*, Oxford: Oneworld, 2005. pp 40-51.
- Sreenivasan, Ramya, “Alauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives” in *Studies in History*, vol. 18, no.2, (2002), pp. 275-294.
- शालिनीशाह, नारीत्वकागठन: महाभारत में लैंगिकसम्बंधक संरचना, Delhi: Granthshilp, 2016
- Tyagi, J., *Engendering the Early Households, Brahmanical Precepts in early Grhyasūtras, middle of the First millennium BCE*, Delhi: OrientLongman, 2008.
- Wright, R. P., 'Women's Labour and Pottery Production in Prehistory' in Margret Conkey and Joan Gero (ed.), *Engendering Archaeology*, USA: Basil Blackwell, 1991.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods :

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Gender, Patriarchy, Households, Sexualities, Representations, Feminine

History of the USA: Reconstruction to New Age Politics

Course Objective

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

Learning Outcomes:

The course will enable the students to explain the history of USA in the international context. This course will provide the students training and skill in understanding and analyzing American internal politics and its power and influence in the international arena. The written assignments and presentations will improve and develop the writing, analytical and critical skills of the students.

Course Content

I. Reconstruction

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

II. The Gilded Age – Economic and Social Divide

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

III. Resistance vs. Reform

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

IV. Gender Roles

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

V. African-American Movement

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

VI. USA in World Politics

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

ESSENTIAL READINGS

- 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. 5thedn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. *The American Nation, A History of the United States*. 12thedn. 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. 2ndedn. 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.

SUGGESTED READINGS

- Barney, W.L. *The Passage of the Republic: The Inter-Disciplinary History of the Nineteenth Century America*. Massachusetts: D.C. Heath and Company, 2000.
- Bernstein, B.J. 'The New Deal: The Conservative Achievements of Liberal Reform'. Bernstein, B.J. (ed.). *Towards A New Past: Dissenting Essays in American History*. New York: Pantheon Books, 1968; also London: Chatto & Windus, 1970.
- Bruchey, S. *Enterprise: The Dynamic Economy of the Free People*. Massachusetts: Harvard University Press, 1990.
- 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.
- Dubofsky, M. and F.R. Dulles, *Labor in America: A History*. 8th edn. New Jersey: Wiley Blackwell, 2010.
- 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.
- Foner, E. *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins, 1970.
- Friedan, B. *The Feminine Mystique*. New York: W.W. Norton & Co., 1963.
- Gutman, H. *Work, Culture & Society in Industrializing America*. New York: Random House Inc., 1977.
- Hicks, J.D. *The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party*. Connecticut: Greenwood Press, 1981.
- 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.
- Leuchtenberg, W.E., *Franklin D. Roosevelt and the New Deal*. New York: Harper Perennial, 1963.
- Mann, A. *The Progressive Era: Liberal Renaissance or Liberal Failure*. New York: Holt, Rinehart & Winston, 1963. (Peter Smith Publication, Online Open Library, 2016).
- Matthews, G. *The Rise of Public Woman, Woman's Power and Woman's Place in the United States, 1630-1970*. New York: Oxford University Press, 1996.
- McMath, R. & E. Foner (ed.). *American Populism: A Social History, 1877-1898*. New York: Hill & Wang, 1993.
- Nash, G., J.R. Jeffrey et al. *The American People, Creating a Nation and a Society*. New York: Addison Wesley Longman, 2000 (chapter on Abolitionism and Women's Rights Movement).
- 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).
- Yee, Shirley J., *Black Women Abolitionists: A Study in Activism, 1828-1860*, Knoxville: The University of Tennessee Press, 1992.

Few Selected Films

- 'Malcolm X' Directed by Spike Lee, 1992.
- '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 Lauren 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.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

DSE VI

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

Course Objectives:

The course studies the most dramatic years in the history of the USSR .i.e. the period between 1945 to 1991. During these years the Soviet Union acquired the status of a super-power. Here we will examine the origins of the Cold War and study Khrushchev's foreign policy and relations with Eastern European and other socialist countries. The extent of major economic and political changes between 1956 and 1991 will also be examined. The students will be acquainted with trends in literature and culture in this period. The historical conditions leading to the dissolution of the Soviet Union will provide the context of reforms of the Gorbachov era and the question of nuclear disarmament.

Learning Outcomes:

Upon successful completion of the course students will have the knowledge and skill to:

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

Course Content:

- I. The Cold War: Origins, major developments and Khrushchev's foreign policy (1945-64)
- II. The Khrushchev Era: De-Stalinisation and Khrushchev's industrial and agricultural reforms
- III. Conservatism and reform in the Soviet political system: from Brezhnev to Gorbachev; literature and culture
- IV. The economics and politics of the Cold War (1964-1991):
 - a. Economic and social consequences for the Soviet system and Eastern Europe
 - b. Perestroika and Glasnost; nuclear weapons and disarmament
- V. Dissolution of the Soviet Union (1991) and the Confederation of Independent States

Essential Readings

- Brown, Archie. *The Gorbachov Factor*. Oxford: Oxford University Press, Paperback 1997.
- Gaddis, John Lewis. *The Cold War*. New York: Penguin Press, 2005.
- Hanson, Philip. *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge, 2014.
- Kotz, David and Fred Weir. *Revolution From Above: The Demise of the Soviet System*. Oxford and New York: Routledge, 1997.
- Haslam, Jonathan. *Russia's Cold War: from the October Revolution to the Fall of the Wall*. New Haven: Yale University Press, 2011.
- McCauley, Martin, ed. *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan, 1987.
- McCauley, Martin, ed. *Soviet Union After Brezhnev*. New York: Holmes & Meier publishers, 1983.
- Nove, Alec. *Stalinism and After: The Road to Gorbachov*. 3rd edition. Routledge, 1988.
- Suny, Ronald Grigor, ed. *Cambridge History of Russia Volume 3*. Cambridge: Cambridge University Press, 2006.
- Suny, Ronald Grigor. *The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union*. Stanford: Stanford University Press, 1993.
- Suny, Ronald Grigor. *The Soviet Experiment: Russia, the USSR and the Successor States*. New York: Oxford University Press, 1997.
- Thompson, William J. *Khrushchev: A Political Life*. United Kingdom: Palgrave Macmillan, 1997.
- Ulam, Adam. *Expansion and Co-existence: The History of Soviet Foreign Policy from 1917-67*. USA: Praeger, 1968.
- White, Stephen. *After Gorbachov*. Cambridge: Cambridge University Press, 1993.

Suggested Readings

- Brown, Archie. *Seven Years That Changed the World: Perestroika in Perspective*. Oxford: Oxford University Press, 2007.
- Brown, Archie. *The Rise and Fall of Communism*. London: Vintage, 2010.

- Cohen, Stephen. *Soviet Fates and Lost Alternatives: From Stalinism to the New Cold War*. New York: Columbia University Press, New York, 2009; Columbia paperback 2011.
- Ellman, Michael and Vladimir Kontorovich. *The Destruction of the Soviet Economic System: An Insider's History*. London and New York: Routledge, 1998.
- Figes, Orlando. *Revolutionary Russia, 1891-1991*. United Kingdom: Pelican paperback, 2014.
- Glazov, Yuri. *The Russian Mind Since Stalin's Death*. Dordrecht, Netherlands: D Riedel Publishing Company, 1985.
- Gregory, Paul and Robert Stuart. *Russian and Soviet Economic Performance and Structure*. USA: Addison Wesley 2001.
- Hosking, Geoffrey. *History of the Soviet Union: 1917-1991*. Third edition: Fontana Press, 1992.
- कौशिक, करुणा, साम्यवादी रूस, हिंदी माध्यम कार्यान्वयननिदेशालय, 1999.
- Kotkin, Stephen. *Armageddon Averted: The Soviet Collapse, 1970-2000*. Second edition. Oxford and New York: Oxford University Press, 2008.
- Leffler, Melvyn P., ed. *The Cambridge History of the Cold War*, Volumes I, II, and III, Reprint edition. Cambridge: Cambridge University Press, 2012.
- Nove, Alec. *The Soviet Economic System*. London : Allen & Unwin, 1977.
- Overy, Richard. *Russia's War, 1941-1945*. New York: Penguin, 1998.
- Sanchez-Sibony, Oscar. *Red Globalization: The Political Economy of the Soviet Cold War from Stalin to Khrushchev*. Cambridge: Cambridge University Press, 2014.
- Service, Robert. *The End of the Cold War: 1985-1991*. London: Pan MacMillan, 2015.
- Taubman, William. *Khrushchev: The Man and His Era*. New York : Norton , 2003.
- Zubok, Vladislav. *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachov*. Chapel Hill, North Carolina: University of North Carolina Press, 2007.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

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

Course Objectives:

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

Learning Outcomes:

On completion of this course, students will be able to:

Progress beyond stereotypes on Latin America and outline major shifts in Latin American history.

Explain elements of change and continuity in Latin American polities, economy, society and cultural milieu from the 16th to 20th centuries.

Contextualise the impact of colonialism on Latin America.

Explain social protest and anti-colonial resistance in Latin America, as well as practices of 'transculturation'.

Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

Course Content:

- I. Historiography and a brief survey of pre-15th century cultures and civilizations of Latin America
- II. The colonization and conquest of Central and South America by Spain and Portugal, 1490's onwards:
 - [a] War and conquest; agrarian transformation; gold and silver mining; the question of labour and slavery; transatlantic commerce and the modern world system; institutions of state; the advent of Christianity and evangelization
 - [b] Demographic consequences; resistance, collaboration, survival; new and old hierarchies; gender, race, and culture: separateness or syncretism?
- III. The breakdown of the colonial order and the movements for independence: social base, practices and ideologies
- IV. Class and state formation, industrialization, immigration, and popular culture, 1830's to the 1930's: case studies of Mexico, Argentina, and Brazil
- V. Authoritarianism, populism, revolutions and the politics of literature, music and sports, 1930's to the 1960's

ESSENTIAL READINGS

- Bethell, L., ed. *Cambridge History of Latin America: Colonial Latin America, volume II*. Cambridge: Cambridge University Press, 1997.
- Bethell, L., ed. *Cambridge History of Latin America: From Independence to c. 1870, volume III*. Cambridge: Cambridge University Press, 2002.
- Bothell, L., ed. *Mexico Since Independence*. Cambridge: Cambridge University Press, 1985.
- Burns, E.B. *Latin America Conflict and Creation: A Historical Reader*. New York: Pearson, 1992.
- Chasteen, J. *Born in Blood and Fire: A Concise History of Latin America*. New York: W.W. Norton and Company, 2006.
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SUGGESTED READINGS:

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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

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

Course Objectives:

The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyze institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. Further, it gives a birds eye view of history's tangled paradigm in labelling women as 'victim and agents' and 'objects and subjects'.

Learning Outcomes:

The module will enable students to develop a deeper and nuanced understanding of gender stereotypes and cultural practices prevalent. It would facilitate them to investigate and converge their historiographical understanding with class, caste, religion, popular culture, and sexuality. Furthermore, it would allow them to question the gendered practices that led to the creation and success of Mughal and Modern India.

Course Content:

I. Gender and historiographical concerns 1500-1950

II. Women in Early Modern India: 1500 to 1750's

- a) Political Processes, law and gender
- b) Harem, Household and Family
- c) Masculinities and Sexualities
- d) Culture: Literature and Music

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

- a) The Women's Question, social reforms, nationalism and political mobilisation
- b) Engendering caste, class and religious identities
- c) Histories of love and masculinities
- d) Literature and popular culture

IV. Women, Partition, and the State

Essential Readings

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- Ramaswamy, Sumathi, 'Maps and Mother Goddesses in Modern India', *Imago Mundi*, vol.53, 2001, pp.97-114.
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SUGGESTED READINGS

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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Gender, Historiographical , Masculinities, Sexualities, Nationalism, Religious Identities

DSE IX
HISTORY OF MODERN CHINA (1840s-1950s)

Course Objectives:

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism as also her 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 students historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centered on such issues.

Learning Outcomes:

On successful completion of this course students should be able to:

- Explain 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
- Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism
- **Investigate** the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Describe the genesis and trace the unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China in the spheres of Asian and world politics respectively.

Course Content:

I. Late Imperial China: Society, Economy, Polity

- (a) Confucian Value System
- (b) China and the Great Divergence Debate

II. Imperialism, Popular Movements and Reforms in the 19th century

- (a) Opium Wars and the Unequal Treaty System
- (b) Taiping and Boxer Movements – Causes, Ideology, Nature
- (c) Self-Strengthening Movement; Hundred Days Reforms of 1898

III. Emergence of Nationalism

- (a) The Revolution of 1911: Context, Nationalist Ideologies, Role of Social Groups, Changing Gender Roles.
- (b) Sun Yat-sen (Sun Zhong Shan)- Ideology and Three Peoples Principles
- (c) May Fourth Movement of 1919

IV. Nationalism and Communism

- (a) 1921-1927 : Formation of the CCP and early activities; Reorganization of the KMT (Nationalist Party); The First United Front
- (b) 1928-1949 : Kiangsi (Jiangxi) Period ; Evolution of Maoist Strategy and Revolutionary Measures; the Yen-an Phase; Peasant Nationalism and Communist Victory

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- Wong, R. Bin. *China Transformed: Historical change and the Limits of European Expansion*. Ithaca and London: Cornell University Press, 1997.
- Wright, M.C. *China in Revolution: The First Phase 1900-1913*. New Haven: Yale University Press, 1968.
- Zarrow, P. *China in War and Revolution 1895-1949*. London and New York: Routledge 2005.

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Articles

Ten Years of Debate on the Origins of the Great Divergence | *Reviews in History*, <http://www.history.ac.uk/reviews/review/1008>

The Great Divergence Debate History Essay, <https://www.ukessays.com/essays/history/the-great-divergence-debate-history-essay.php>

Books in Hindi:

शैलापन्तः आधुनिक चीन का उदय

सत्यकेतुविद्यालंकारः एशिया का आधुनिक इतिहास

एसकेजैन : आधुनिक एशिया का इतिहास

कैलाशचंद्रजैनः एशिया की विकासोन्मुखी एकता

के. टी. एस. सराओः चीन का इतिहास

चीनकाभूगोल, विदेशी भाषा प्रकाशनगृह, पेइचिंग 1985

इजराइलएप्सटाईन : अफीम युद्ध से मुक्तितक 1984

मनोरंजनमोहंती : माओ त्से तुंग का राजनीतिक चिंतन (अनुवादः आनंदस्वरूपवर्मा) Macmillan 1980

Hindi Translation of H M Vinacke, *History of the Far East in Modern Times* (Chapter on Traditional China)

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Confucian Value System, Great Divergence, Opium Wars, Boxer Movement, Revolution 1911, Sun Yat sen, May Fourth Movement, CCP and its activities, Mao, Peasant Nationalism

DSE X

The Making of Southeast Asia unto the 16th Century

Course Objectives:

This course offers an overview of pre colonial Southeast Asian history. The paper seeks to familiarize 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:

Students opting for this course shall have to demonstrate a comprehensive understanding of pre-modern Southeast Asian history. They shall be expected to demonstrate a good understanding of the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism, the impact of the European presence on local society, the maritime activity of local society and polity and the developments in the economic and architectural history of the region.

In tutorial discussions and class presentations students will be expected to demonstrate the critical and comparative insights they have developed while studying the region. They shall be tested on their understanding of the diverse changes experienced across the region during this period. Students shall be able to summaries and present an outline the diverse historiographical views that have defined the history of the region.

Course Content:

II. Introducing maritime and mainland Southeast Asia; Environments, Language, Cultures and People; the macro region

III. Sources and historiographical trends -- Indianization / Sinicization / Localization

III. State formation; the early kingdoms; later polities (Pagan, Srivijaya, Khmer); social structures, Indian Ocean and overland routes, art & architecture

IV. Religion: Popular beliefs; the spread and localization of Buddhism, Hinduism, Islam and Christianity

V. Political and Economic transformations the 14th century: Majapahit Empire, regional formations, the Portuguese and Spanish commercial enterprise

VI. The Age of European Commerce: Maritime economy, trade routes, commodities, business communities and port cities

Essential Readings:

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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw

concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

State Formation, Pagan Srivijaya, Indian Ocean, Art & Architecture, Localisation of Religious Traditions, Buddhism, Hinduism, Islam, Portuguese and Spanish Commercial Enterprise

DSE XI

Global Ecological Histories

Course Objectives:

This course will examine the relationship between society and nature from prehistoric times to the present. Drawing on environmental, political ecology, historical geography and gender studies perspectives, the course will introduce students to the concepts, methods and ideas of global ecological histories. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-ecological histories. With a long-term perspective on the overlapping nature of historical and geological time, the course provides critical perspectives on how social differences including class, gender, caste, ethnicity and nationality were articulated ecologically.

Learning Outcomes

After completing this course, students should be able to -

- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a social- political framework
- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematise (or *critique?*) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

I. Political Ecologies and Societies

- a. Global Ecological interconnectedness and writing histories
- b. Anthropocentrism and critical histories

II. Energy Regimes in World History

- a. Prime Movers in Pre-Industrial Societies
- b. Industrial Energy Regimes

III. Ecologies of the Industrial World

- a. Ecological Imperialism
- b. Colonialism and the re-articulation of inequalities

IV. Industrial Appropriation of Nature

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

V. Debating Anthropocene/Capitalocene

- a. Climate change and writing ecological histories
- b. Whose Anthropocene?

Essential Readings:

- Ramachandra Guha, *Environmentalism: A Global History* (New York: Longman, 2000)
- Selections from J. R. McNeil and Alan Roe, *Global Environmental History: An Introductory Reader* (Routledge, 2013)
- J. R. McNeil and E. S. Mauldin, *A Companion to Global Environmental History* (Wiley-Blackwell, 2012)
- William Cronon "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature" *Environmental History*, Vol. 1, No. 1 (Jan., 1996), pp. 7-28
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- Selections from David Arnold and Ramachandra Guha (eds.), *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia* (New Delhi: OUP, 1995)
- William Beinart, *Environment and Empire*, OUP 2007
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- Rohan D'Souza Mischievous Rivers and Evil Shoals: The English East India Company and the Colonial Resource Regime in V.Damodaran, A.Winterbottom and A.Lester ed. *The East India Company and the Natural World*, Palgrave 2015, pp.128-146
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- Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture* (London: Island Press, 2002).
- John Tully, *The Devil's Milk: A Social History of Rubber* (New York: Monthly Review Press, 2011)
- Amy j. Fitzgerald *Animals as Food Reconnecting Production, Processing and Impacts* Michigan State University Press 2015 , pp.9-34
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- Bina Agarwal, "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No. 1 (Spring, 1992), pp. 119-158.
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- Andreas Malm, *The Rise of Steam Power and the Roots of Global Warming* (London: Verso, 2016)
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Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

DSE XII
HISTORY OF MODERN JAPAN (1868-1950s)

Course Objectives:

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

Learning Outcomes:

Upon successful completion of this course, students will have the knowledge and skills to:-

Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.

Analyse historiographical shifts in Japanese history in the context of global politics.

Examine the divergent pathways to modernity followed by Japan.

Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.

Conceptualise how these distinct histories can be rooted in common cultural traditions.

Locate and contextualise the history of Japan in world politics.

Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

Course Content:

I. Transition from Feudalism to Capitalism

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

II. Democracy and Militarism

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

III. Imperialistic Expansion and Resistance

- (a) Imperialism and Japanese Nationalism
- (b) Expansion in China and Manchuria
- (c) Colonisation of Korea

IV. American Occupation, post-War Reconstruction and "Reverse Course"

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SUGGESTED READINGS

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- Allen, G.C. *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946. (Chapter 2).
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Articles

Molony, Barbara. *Feminism in Japan*. Oxford Research Encyclopaedia of Asian History.

Molony, Barbara, *Womwn's Rights, Feminism, and Suffragism in Japan, 1870-1925*. Pacific Historical review, Volume 69, No. 4, *Wom-an Suffrage: The View from the Pacific* (Nov., 2000), pp. 639-661.

Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp>

Books in Hindi:

सत्यकेतुविद्यालंकार : एशिया का आधुनिक इतिहास

एसकेजैन : आधुनिक एशिया का इतिहास

कैलाशचंद्रजैन: एशिया की विकासोन्मुखी एकता

ई. एच. नोरमन : जापान का इतिहास

धनपतिपाण्डेय : आधुनिक एशिया का इतिहास

प्रेमशंकरतिवारी : जापान का इतिहास

लातौरैत्तेकेनेथस्कॉट : जापान का इतिहास

के. टी. एस. सराओ: जापान का इतिहास

Hindi Translation of H M Vinacke, History of the Far East in Modern Times (Chapter on Traditional China)

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

DSE XIII

History of Southeast Asia: Colonial to the Post Colonial

Course Objectives:

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history.

The core themes around which in this paper is designed are meant to enable the student to develop a better understanding of the impact of colonialism and the process of de-colonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War. Thus, the learner shall develop a wholistic understanding of complexities of modernity, and the region's political, religious, cultural and urban landscape.

The above-mentioned themes are explored through a study of the macro-history of the region alongside more specific case studies. While the first and last rubrics require the students to engage with the rich texture of the region's history, the second and third rubrics focus on three very different case studies of Dutch Indonesia, French Indo-China and British Burma respectively. These case-studies are designed to enable the student understand better the complex interface between religion, economy, society, and politics in the region, and recent historiographical debates. This course shall be an ideal platform for students interested in further exploring themes like language, ethnicity, heritage, urban studies, colonial studies, maritime history, peasant studies, religion, and international politics.

Learning Outcomes:

Students opting for this course shall have to demonstrate a comprehensive understanding of nineteenth and twentieth century Southeast Asian history. They shall be expected to demonstrate a good understanding of colonial state and society, in addition to a comprehensive understanding of the maritime and agrarian economy of the region.

Tutorial discussions and class presentations shall help the students demonstrate the critical and comparative insights they have developed while studying the region. They shall be tested on their understanding of how colonialism, new forms of knowledge, Euro-centric notions of modernity and ideas of race defined local religion, politics and shaped modern South-east Asia as we see it today. Students shall be able to outline and debate the diverse historiographical views on the colonial state, the transformation of the local agrarian and labour economy, popular movements and peasant revolts, and locate their own view-points within this grid of perspectives.

Course Content:

I. From Commerce to Colonialism:

- [a] The Dutch and English ascendancy
- [b] Changing Patterns of Maritime Trade: The Straits of Malaka

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

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

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

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

IV. Post War Southeast Asia

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

Essential Readings:

- Adas, Michael. *State, Market and Peasants in Colonial South and South East Asia*, 1998, Ashgate.
- Ali, Muhamad, *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh University Press, 2016
- Andaya, Leonard Y., *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, University of Harvard Press, 2008
- Breman, Jan, *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Oxford University Press, Delhi 1989.
- Charney, Michael W., *A History of Modern Burma*, Cambridge University Press, 2010
- Hussin, Norid, *Trade and Society in the Straits of Melaka: Dutch Melaka and English Penang, 1780-1830*, NUS, 2007
- Keck, Stephen L., *British Burma in the new century, 1895-1918*, Springer, 2015
- Kieran, Ben, *Vietnam: A History from earliest times to the present*, Oxford University Press, 2017

- Knapman, Gareth, *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, routledge, 2016
- Lewis, Su Lin, *Cities in Motion: Urban life and cosmopolitanism in Southeast Asia, 1920-1940*, Cambridge University Press, 2016
- Myint-U, Thant, *The Making of Modern Burma*, Cambridge University Press, 2001
- Owen, Norman G. *The Emergence of Modern Southeast Asia: A New History*, University of Hawaii Press, Honolulu, 2005.
- Reid, Anthony, *Southeast Asia in Early Modern era: Trade, Power and Belief*, Cornell University Press, Ithaca and London, 1993.
- Saha, Jonathan, *Law, Disorder and the State: Corruption in Burma c.1900*, Palgrave Macmillan, 2013
- Scott, James. *Moral Economy of the Peasant*, Yale University Press, 1976.
- Scott, James. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Yale University Press, 2009.
- Walton, Mathew J., *Buddhism, Politics and Political Thought in Myanmar*, Cambridge University press, 201

Suggested Readings:

- Adas, Michael. *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin, 1974.
- Andaya, Babra Watson and Leonard Y Andaya, *A History of Malaysia*, Palgrave Macmillan, 2017
- Christie, Clive, *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, Curzon, 2001
- Day, Tony, *Fluid Iron: State formation in Southeast Asia*, University of Hawaii Press Honolulu, 2002.
- Dirks, Nicholas, *Colonialism and Culture*, University of Michigan Press, Michigan, 1992.
- Formichi, Chiara, *Islam and the Making of the Nation: Kartosuwiryo and political Islam in twentieth Century Indonesia*, KITLV Press, Leiden, 2012
- Goor, Jurrien van, *Prelude to Colonialism: The Dutch in Asia*, Uitgeverij Verloren, Hilversum, 2004
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly, *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, Yale University, New Haven, Connecticut, 1991.
- Phongpaichit, Chris Baker Pasuk, *A History of Thailand*, Cambridge University Press, Cambridge, 2005.
- Ricklefs, M.C. *Polarising, Javavese Society: Islamic and other vision c.1830-1930*, NUS Press, Singapore, 2007.
- Reid, Anthony, *An Indonesian Frontier: Acehnese and Other histories of Sumatra*, Singapore University Press, 2005
- Sardesai, D.R. *Southeast Asia: Past and Present*, Harper Collins Publishers, New Delhi, 1997.
- Seekins, Donald M., *State and Society in Modern Rangoon*, Routledge, 2011
- Shiraishi Saya and Takashi Shiraishi (ed.) *The Japanese in Colonial Southeast Asia*, Cornell University Press, 1993
- Tarling, Nicholas. *Cambridge History of South East Asia, Volume II*, CUP, Cambridge, 1993.
- Tarling, Nicholas, *Nations and States in Southeast Asia*, Cambridge University Press, 1998
- Tiffin Sarah, *Southeast Asia in Ruins: Empire in the early 19th century*, NUS, 2016
- Tucker, Shelby. *Burma: The Curse of Independence*, Penguin Books, New Delhi, 2002.
- Van Niel, Robert. *The Emergence of the Modern Indonesian Elite*, Foris Publications, Dordrecht- Holland/ Cinnaminsor, U.S.A., 1984.

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

DSE XIV

The Making of Contemporary India (1950-1990s)

Course Objectives:

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

Learning Outcomes:

Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 1990s.

Course Content:

I. Laying the foundation of independent India

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

II. Envisioning a New Order

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

III. Indian Politics since 1947

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

IV. Indian Politics and Society: 1980s and 1990s

- [a] The Political Voice of Caste: The Mandal Commission
- [b] Women and Politics: The Hindu Code Bill ; Status of Women in India Report
- [c] Right-Wing Nationalist Politics: The Jan Sangh and the rise of the BJP

IV. Development, Environment and Peoples Rights

- [a] The Chipko movement
- [b] Civil Society and Popular Movements in North East India
- [c] The Judiciary, Civil Society and Rights: Public Interest Litigation

V. The New Publics

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

ESSENTIAL READINGS

- Bipan Chandra, *India Since Independence*
- Bhargav, Rajeev and Vanaik, Achin, *Understanding Contemporary India*
- Deshpande, *Contemporary India: A Sociological Perspective*
- Guha, Ramachandra, *India After Gandhi*

Laying the foundation of independent India

- Chakrabarty, D., Rochona Majumdar, Andrew Sartori. *From the Colonial to the Post- Colonial: India and Pakistan in Transition*. New Delhi: OUP, 2007.
- B.D. Basu, *Introduction to the Constitution of India*
- Austin, Granville. *Working a Democratic Constitution: the Indian Experience*. New Delhi: OUP, 1999.
- Apurva Thakur, *Economic & Political Weekly*, Vol. 53, Issue No. 13, 31 March 2018.

Envisioning a New Order:

- Balakrishnan, P. *Economic Growth and its Distribution in India*. Hyderabad: Orient Black Swan, 2005.
- Frankel, Francine R. *India's Political Economy*. New Delhi: OUP, 2005.
- Frankel, Francine R., ed. *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP, 2000.
- G.S. Bhalla, *Agricultural Growth and Industrial Development in Punjab*
- Golam Rasul and Eklabya Sharma, Understanding the Poor Performance of Bihar and Uttar Pradesh in India: A Macro Perspective. *Regional Studies, Regional Science* (Routledge). Vol. 1:1, 221-239, <http://dx.doi.org.2014.943804>

Indian Politics since 1947/Development, Environment and Peoples Rights/The New Public

- Niraja Gopal Jayal, *The Oxford Companion to Politics in India*
- Bilgrami, A. *Democratic Culture*, New Delhi: Routledge, 2011.
- Kothari, Rajni. *Caste in Indian Politics*. New Delhi: Orient Longman, 1970.
- Beteille, A. *Democracy and Its Institutions*. New Delhi: OUP, 2012.
- Hasan, Zoya. *Parties and Party Politics in India*. New Delhi: OUP, 2004.
- Dhawan, Rajeev, ed. *Law and Society in Modern India*. New Delhi: OUP, 1997.
- Kochanek, Stanley. *The Congress Party of India: the Dynamics of One Party Democracy*. Princeton: PUP, 1968.
- Bipan Chandra, *In the Name of Democracy: JP Movement and Emergency* (2017)
- Jaffrelot, Christophe. *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin, 1999.
- Towards Equality, Report of the Committee on the Status of Women in India. Govt. of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi, 1974
- Hindu Code Bill, Economic Weekly, 24 Dec. 1949
- Udayon Misra, *India's North -East: Identity movements, state and civil society*, OUP, 2014
- Radha Kumar, *The History of Doing: An illustrated account of movements or women rights and feminism in India, 1800-1990*, Zuban, 1993
- Bhagat Oinam and Dhiren A. Sadokpam (ed.) *Northeast India: A Reader*, Routledge, 2018
- Townsend Middleton and Sara Shneiderman (ed.) *Darjeeling Reconsidered: Histories, Politics, Environments*, OUP, 2018
- Joy L. K. Pachuau, *Being Mizo: Identity and Belonging in Northeast India*, Oxford University Press, 2014
- Ranganathan Maya, Rodrigues, Usha M, *Indian Media in a Globalised World*, Sage Publications India Pvt. Ltd., 2010
- Ronojoy Sen, *Nation at Play: History of Sport in India*, Columbia University Press, 2015

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

Generic Elective

GE I

Delhi through the Ages: the Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

The study of Delhi will introduce students to different kinds of sources -- archaeological, architectural and a variety of textual materials. Students will learn how to use these materials and correlate their sometimes discordant information. Through the study of a city which was also a capital it will teach students to analyze processes of urbanization and state formation. But the focus on the city will also teach them the difficulties in appropriating narratives of the state with the history of particular localities. The course underlines the need to read the history of the city creatively without subsuming it within the state.

Course Content:

1. Between Myth and History -- Delhi's Early Pasts: Indraprastha, Lalkot
2. From settlements to cityscape – Understanding the Many cities of Delhi
3. Delhi's 13th and 14th Century settlements -- Case study of **any two**: 1) Dehli-yi kuhna's *masjid-i jami* (old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur/Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad (see the numerically correlated readings below).
4. Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city
5. 18th century Delhi: political upheaval and social empowerment – complicated understandings of 'decline'

Essential Readings:

- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press
- Richard J. Cohen, "An Early Attestation of the Toponym Ḍhillī", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Irfan Habib, 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *IHR* 4 (1978), pp. 287-303.
- 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
- 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;
- Koch, Ebba. (1997), "Mughal Palace Gardens from Babur to Shah Jahan (1526-1648)", *Muqarnas*, vol. 14 pp. 143-165
- Koch, Ebba. (1994). "Diwan-i 'Amm and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Koch, Ebba. (2010). The Mughal Emperor as Solomon, Majnun, and Orpheus, or the Album as a think tank for allegory" *Muqarnas*, vol. 27, pp. 277-311.
- 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. 1108–21.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabada / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Losty, Jeremiah P. (2012). "Delineating Delhi: Images of the Mughal Capital." In *Delhi: Red Fort to Raisina*, edited by Pramod Kapoor and Jeremiah P Losty, New Delhi: Lustre Press, pp. 14-87.
- 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
- Raziuddin Aquil, (2017) "Violating Norms of Conduct" in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.
- Dadlani, Chanchal. (2017). "The City Built, the City Rendered: Locating Urban Subjectivity in Eighteenth-Century Mughal Delhi." *Affect, Emotion, and Subjectivity in Early Modern Muslim Empires: New Studies in Ottoman, Safavid, and Mughal Art and Culture*, pp. 148–67.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manoharlal Publishers.
- Ataullah. (2006-2007). "Mapping of 18th Century Delhi: The Cityscape of a pre-Modern Sovereign City" *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.

- Nilanjan Sarkar, “An urban imaginaire, ca 1350 : The capital city in Ziya' Barani's *Fatawa-i Jahandari*”, *IESHR*, VOL. 48 (2011): 407-24.
- 1) Flood, Finbarr B. “Introduction” in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, 2008, pp. xi-lxxviii
- 2) Jackson, Peter. (1986). ‘Delhi: The Problem of a Vast Military Encampment’, in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- 3) Najaf Haidar, 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, (2014): 163–171
- 3) Desiderio Pinto, s.j., "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., *Muslim Shrines in India*, (Delhi: Oxford University Press, 1989), pp. 112-124.
- 3) Kumar, Sunil. (2019) ”The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi”, in Kumkum Roy and Naina Dayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- 3) Aquil, R. 2008. “Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam.” *South Asia Research* 28: 23–48.
- 4, 5, 6) Welch, Anthony and Howard Crane. (1983). “The Tughluqs: Master Builders of the Delhi Sultanate“: *Muqarnas*, vol. 1 pp. 123-166.
- 6) 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.
- 6) Anand Taneja, ‘Saintly Visions: Other histories and history’s others in the medieval ruins of Delhi’ *IESHR*, 49 (2012).

Suggested Readings:

- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- 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.
- Matuso, Ara. (1982). “The Lodi Rulers and the Construction of Tomb-Buildings in Delhi”. *Acta Asiatica*, vol. 43, pp. 61-80.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Page, J.A. (1937). *An Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Anthony Welch, ‘A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi’, *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, ‘The Shrine of the Holy Footprint in Delhi’, *Muqarnas*, 14 (1997): 116-178;
- Hasan, S. Nurul. (1991). “The Morphology of a Medieval Indian City: A Case study of Shahjahanabad”, in Indu Banga ed, *The City in Indian History*, Delhi
- Blake, Stephen Blake. (1985). “Cityscape of an Imperial City: Shahjahanabad in 1739”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Moosvi, Shireen. (1985) “Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History.” *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- 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.
- 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.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation.

Science, Technologies and Humans: Contested Histories

Course Objective

This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and the nation making has been introduced to highlight the role of important figures who shaped the nature of Scientific development in India.

Learning Outcomes: After completing this course, students should be able to:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of ‘dual use’ technologies.
- Appreciate various initiatives taken by government for promotion of science and technology.

Course Content

1. Science, technology and Society
 - a. Revisiting ‘Scientific Revolution’
 - b. Colonialism and Science
2. Contested ‘Scientific’ heritage
 - a. Decimal and Zero
 - b. Arch and Dome
3. Knowing unknown: Cross-cultural Exchanges
 - a. Mitigating uncertainties: Popular saying & predictions
 - b. Hegemony of documentation
4. Economics of Technologies: Questions of Ethics
 - a. Generic Medicines
 - b. Industrial Disasters
5. Science and the nation making
 - a. Atomic Power
 - b. Policies and Institutions
 - c. Homi Jehangir Bhaba, Meghnad Shaha

Essential Readings:

- A J Qaisar, *Indian Response to European Technology and Culture AD 1498-1707*, Oxford University Press, Bombay, 1982
- Biswamoy Pati & Mark Harrison, ‘Introduction’ in *Health, Medicine and Empire: Perspectives on Colonial India*, Orient Longman, New Delhi, 2001, pp. 1-24/36.
- D D Kosambi, ‘Atomic Energy for India’ in Ram Ramaswamy, ed., *D D Kosambi: Adventures into the unknown*, Three Essays, Gurgaon, 2016, pp. 59-70.
- Eliot Marshal, ‘Is the Friendly Atom Poised for a Comeback?’, in Mahesh Rangarajan, Ed., *Environmental Issues in India: A Reader*, Pearson, Delhi, 2007, pp.544-49. Available in Hindi also
- Gunakar Mule, *Bhartiya Itihas men Vigyan*, Delhi, 2005. **Hindi**. Chapters: *Vigyan aur Samaj, Jyotish ka Arambh aur Vikas, Vaidik Ganit ki Sameeksha*).
- Irfan Habib. *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika, 2008. Available in Hindi also

- J D Bernal, *Science in History*, Vol-I: The Emergence of Science, Penguin Books, Middlesex, 1969, pp. 27-57.
- Kapil Raj, 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge', *Journal of early modern history*, Vol. 21, 2017, pp. 445-458
- Mayank Kumar, 'Traditional Notions of Monsoon' in Mayank Kumar, *Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*, Manohar, Delhi, 2013, pp.105-118. Available in Hindi also
- Meera Nanda, 'Nothing that is: Zero's Fleeting Footsteps', in idem, *Science in Saffron: Skeptical Essays on History of Science*, Three Essays Collective, Delhi, 2016, pp. 49-92.
- Pradip Mazumdar, 'The Generic manoeuvre' *Economic and Political Weekly*, Vol. LII, No. 35, September 2017, pp. 22-26.
- Ravindra Kumar, 'Composite Culture: Portrayal in Architecture', in B L Bhadani, ed., *Medieval India 3: Researches in the History of India*, Manohar, Delhi 2012, pp. 47-75. Available in Hindi also
- Richard Grove, Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature, *Modern Asian Studies*, Vol. 30 No.1, February 1996 , pp. 121-143
- S Irfan Habib & Dhurv Raina, 'Introduction' in *Social History of Science in Colonial India*, Oxford University Press, 2007, pp. XII-XL. (Revised version published as S Irfan Habib & Dhurv Raina, 'Introduction' in *Social History of Science in Colonial India*, OUP, 2007, pp. XII-XL.)
- Somaditya Banerjee, 'Meghnad Shaha: Physicist and Nationalists', *Physics Today*, Vol. 69, No. 8, August 2016, pp. 39-44.
- Spenta R Wadia, 'Homi Jehangir Bhabha and the Tata Institute of Fundamental Research', *Current Science*, Vol.96, No.5, March 2009, pp. 725-33.
- V V Krishna, 'Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment', *Economic and Political Weekly*, April 20, 2013, pp. 15-19.
- Vijay K Nagaraj and Nithya V Raman, 'Are we prepared for another Bhopal', in Mahesh Rangarajan, Ed., *Environmental Issues in India: A Reader*, Pearson, Delhi, 2007, pp.530-43. Available in Hindi also
- Zimmerman F., 'Monsoon in Traditional Culture', in *Monsoon*, eds. Jay S. Fein and Pamela L. Stephens, John Willey & Sons, New York, Chichester, Brisbane, Toronto, Singapore, 1987, pp. 51-76.

Suggested Reading:

- The Fugitive A movie featuring Harrison Ford.
- Nandini Bhattacharya, 'Interrogating the Hegemony of Biomedicine' *Economic and Political Weekly*, Vol. LIII, No. 9, March 2018, pp. 45-47.
- Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>). Also available in Hindi: (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>)
- A Rahman, 'Science and Culture in India: A socio-Historical Perspective', in *New Technological Civilisation and Indian Society*, B D Nag Chaudhuri, Ed., Indian Institute of Advanced Study and Indus Publishing Company, New Delhi, 1979, pp.27-41.
- Santimay Chatterjee, 'Meghnad Shaha: The Scientist and the Institution maker', *Indian Journal of History of Science*, Vol. 29, No.1, 1994, pp. 99-110.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

The World After 1945

Course objectives

This course seeks to familiarize students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarize the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitute important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

Learning Outcomes;

First of all, students of this course will acquire a broad overview of contemporary world history. It will enable them to understand the evolving polities, societies and cultures of an increasingly global world. It expects to impart a historical sense to the students to enable them to comprehend key current issues in a better way. Through relevant case studies and critical engagements, they will also acquire skills to understand and analyse diverse social movements and cultural trends. The assignments and presentations will help improve their written expressions and communication skills.

Course Content

I. A New World Order

- (a) De-colonisation and after (Focus on Algeria and Indonesia)
- (b) Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
- (c) United Kingdom: The Challenge of the Welfare State
- (d) South Africa: From Apartheid to Reconciliation

II. Social Movements

- (a) Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
- (b) Student Movements: Paris 1968; Beijing 1989
- (c) Civil Rights Movement: Martin Luther King and Malcom X
- (d) Movements for Democracy: The Arab Spring
- (e) Women's Movements: Issues and Debates (focus on Black feminism[race] and Feminism in the Islamic World[veil])

III. A Global Culture:

- (a) Spectator Sports
- (b) Cinema and Digital Media
- (c) Music: Cross Cultural Influences
- (d) Food and Globalisation

Essential/General Readings:

- Findley, V.F. and J.R. Rothney. *Twentieth Century World*, Boston: Houghton Mifflin Co.,1994
- Heywood, Andrew, *Global Politics*, Palgrave Macmillan, 2011
- Hobsbawm, Eric *Age of Extremes*, Delhi: Rupa, 1996; (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013)
- Lowe, Norman. *Mastering World History*, London: Palgrave Macmillan, 2013
- Mahajan, Sneh *Issues in Twentieth Century World History*, Delhi, Macmillan, 2009 (available in Hindi)
- Wakeman, Rosemary, *Themes in Modern European History*, Routledge, 2005
- Roberts, J.M., *Twentieth Century, The History of the World 1901-2000*, Viking,1999
- Blackwell,1995
- Winders, James A., *European Culture since 1848: From modern to postmodern and Beyond*, Palgrave,2001

Suggested Readings:

- Guelke, Adrian, *Rethinking the rise and Fall of Apartheid: South Africa and World Politics*, Palgrave Macmillan, 2005
- Lightbody B., *Cold War*, Routledge, 1999
- Mangan J. A., ed. *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers, 2001
- Hobsbawm, Eric *Fractured Times: Social and Cultural History of the Twentieth Century* Little Brown, 2013

- Lancaster, R.N. and M.D. Leonardo *The Gender/ Sexuality Reader: Culture, History, Political Economy*, London, Routledge, 1997
- Appadurai Arjun, *Modernity at Large: Cultural Dimensions of Globalisation*. University of Minnesota Press, 1996.
- Beresford M, *National Unification and Economic Development in Vietnam*. New York: St. Martin's, 1989
- Betts, R.F *Decolonization*. London and New York: Routledge, 1998,
- Brewer, J and F. Trentmann, *Consuming Cultures, Global Perspectives: Historical Trajectories, Transnational Exchanges* Oxford: Berg Publishers, 2006
- Fage, J.D. *A History of Africa*. London: Unwin and Hyman, 1993.
- Gillis, S., G. Howie and R. Munford, eds. *Third Wave Feminism: Critical Exploration*. Hampshire: Palgrave, 2004/07
- Gorbachev, Mikhael *Memoirs*, Doubleday, 1996
- Guha Ramchandra, *Environmentalism: A Global History*. Delhi: Oxford University Press, 2000
- Horne, Alistair. *A Savage War of Peace: Algeria, 1954-1962*, New York: Books, 1977/2006
- Kemp, S. and J. Squires *Feminisms* Oxford: Oxford University Press, 1997.
- Le Sueur, J.D. *The Decolonization Reader*. London and New York: Routledge, 2003.
- Oulette, L., ed. *The Media Studies Reader* New York: Routledge, 2013, edition. London: Macmillan, 1988/2006
- Parker, R. and P. Aggleton, ed. *Culture, Society and Sexuality: A Reader*. London: Routledge, 2007
- Ross, Robert, *Concise History of South Africa*. Cambridge: Cambridge University Press, 1997
- Shove, Elizabeth, F. Trentmann and R. Wilk. *Time, Consumption and Everyday Life: Practice, Materiality and Culture*, Bloomsbury, 2009
- Grland, William, *The Welfare state: A very Short Introduction*, Oxford University Press, 2016
- Rodrigues, Gomercindo, *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*. University of Texas Press, Austin, 2007
- Chapman, James, *Cinemas of the World: Film and Society from 1895 to the Present*, Reaktion Books, 2003
- Inglis, David and Gimlin Debra (eds), *The Globalisation of Food*, Berg Publishers, 2009
- Kahin, George McTuman, *Nationalism and Revolution in Indonesia*, Cornell University Press, 2003
- Dierenfield, Bruce J., *The Civil Rights Movement*, Revised ed., Longman, 2008,
- Bayat, Asef, *Revolution without Revolutionaries: Making Sense of the Arab Spring*, Stanford University Press, 2017
- Hoffman, Frank W, *History of Popular Music; From Edison to the 21st Century*, Create Space Independent Publishing Platform, 2015

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

GE IV

Aspects of Cultural History of India in Pre-Colonial Times

Course Objective

This Course seeks to explore cultural history of India through five themes: kingship, devotional traditions, cultural perceptions, gendered identities, and visual and narrative art forms. The themes address some of the major concerns of historians. The prescribed readings, however, address such issues through methods of diverse social sciences. These suggest that culture in the Indian landscape is a complex term that is reflective, as well as refractive of its diverse segments.

Course Outcome:

The Course will help students to understand at least five major components of India's diverse cultural traditions. They will be able to identify the complex processes that define differences and co-existence of multiple communities in the subcontinent. The written assignment, field engagement and tutorial discussions will help develop skills for comprehension and written expression.

Course Content:

I: Kingship & Court: Mixing classic with folk

II: Expressing Devotion: Songs of love & lamentation

III: Perceiving the 'other' defining the 'self'

IV: Negotiating identity

V: Visual and Performative Arts: Painting, music & theatre

Essential Readings:

David Dean Shulman "The Kingdom of Clowns: Brahmins, Jesters & Magicians", *The King and the Clown in South Indian Myth & Poetry*, Princeton University Press, 1985, pp. 152-213, available in Meenakshi Khanna, ed., *The Cultural History of Medieval India*, New Delhi: Social Science Press, 2012 (2007), pp. 3-24

Richard van Leeuwen, Chapter 2 "Gods, Demons, and Kings" in Richard van Leeuwen, ed., *Narratives of Kingship in Eurasian Empires, 1300-1800*, pp. 52-77

C. M. Naim, "Popular Jokes and Political History: The Case of Akbar, Birbal and Mulla Do-Piyaza", *Economic and Political Weekly*, Vol. 30, No. 24 (Jun. 17, 1995), pp. 1456-1464

R. Champakalakshmi, "Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India", *Studies in History*, 10(2) (1994), pp. 199-215.

John E. Cort, "Singing the Glory of Asceticism: Devotion of Asceticism in Jainism", *Journal of the American Academy of Religion*, Vol. 70, No. 4 (December, 2002), pp. 719-742

Amy Catlin-Jairazbhoy, "Sacred Songs of Khoja Muslims: Sounded and Embodied Liturgy and Devotion", *Ethnomusicology*, Vol. 48, No. 2 (Spring/Summer, 2004), pp. 251-270

Brajadulal Chattopadhyaya, "Images of Raiders and Rulers" in B. D. Chattopadhyaya, ed., *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteenth Century*, New Delhi: Manohar, 1998, pp.

R. M. Eaton "Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut", R. M. Eaton, ed., *India's Islamic Traditions: 711-1750*, Oxford: Oxford University Press, 2002, pp. 76-93

Carla Petievich, "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti", *The Indian Economic & Social History Review*, 38(3), 223-248

Aditya Behl, "The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503," in Richard Eaton, ed., *India's Islamic Traditions: 711-1750*, Oxford: Oxford University Press, 2002, pp. 180-208

Pushpa Dullar & Gayatri Tondon, "The Seasons in the Ragamala", *Indian Horizons*, Volume 61 No. 2, April-June 2014, pp. 59-66

V.R. Renjitha, "Historicizing the actors and dancers: A study of early medieval temple theatres in Kerala", *Proceedings of the Indian History Congress*, Vol. 73 (2012), pp. 442-449

Katherine Butler Schofield, "Reviving the Golden Age Again: "Classicization," Hindustani Music, and the Mughals" in *Ethnomusicology*, Vol. 54, No. 3 (Fall 2010), pp. 484-517

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Classical and Folk, Devotion, Identity, Visual and Performative arts

GE-V Politics of Nature

Course Objective:

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

Learning Outcomes

After completing this course, students should be able to -

- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a social and political (or *social scientific?*) framework
- Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematise (or *critique?*) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

1. 'Spaceship called earth' – competition for bounded resources and livelihoods

2. Energy in Human History: –
 - i. Before the era of coal, gas and oil
 - ii. Era of fossil energy

3. Ecological Imperialism
 - a. Flora-fauna transfer
 - b. Diseases and Migration

4. Unequal access and Industrial Production,
 - i. Industrial Agriculture
 - ii. Gendered access to natural resources
 - iii. Cities and inequalities

5. Anthropocene
 - i. Climate change and writing ecological histories
 - ii. Debating the Anthropocene / Capitalocene

Essential Readings

- Neeladri Bhattacharya, "Pastoralists in a Colonial World", in David Arnold & Ramachandra Guha (eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia* (Delhi: Oxford University Press, 1995), pp. 49-85.
- M S Swaminathan, 'Agriculture on Spaceship Earth', in Mahesh Rangarajan (ed.), *Environmental Issues in India*, (Delhi: Pearson, 2008), pp.161-183.
- Archana Prasad, 'The Baiga: Survival strategies and local economy in the Central Provinces', *Studies in History*, Vol. 14, No. 2 (1998), pp. 325-348.
- N. S. Jodha, 'Common Property Resources and Rural Poor in Dry Regions of India', *Economic and Political Weekly*, Vol. XXI, No. 27 (5 Jul. 1986), pp. 1169-1181.
- "Preindustrial Prime Movers and Fuels", in Vaclav Smil, *Energy in World History* (Boulder: Westview, 1994), pp. 92-156.
- 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.
- Richard Bulliet, *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships* (New York: Columbia University Press, 2005).

- Linda Kalof, *Looking at Animals in Human History* (London: Reaktion Books, 2007), pp. 1-71
- Elmer Altvater, 'The Social and Natural Environment of Fossil Capitalism', *Socialist Register*, Vol. 43 (2007), pp. 37-59.
- John Urry, 'The Century of Oil', in *Societies Beyond Oil: Oil Dregs and Social Futures* (London: Zed Books, 2013), pp. 36-52
- Richar Tucker, 'The Tropical Cost of the Automotive Age: Corporate Rubber Empires and the Rainforest', in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World* (Plymouth: Rowman & Littlefield Publishers, 2007), pp. 113-50.
- Alfred W. Crosby, *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy* (New York: W. W. Norton, 2006)
- Alfred W. Crosby, "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon" in Donald Worster (ed.), *The Ends of the Earth* (New York: Cambridge University Press, 1988), pp.104-105.
- William Cronon, *Changes in the Land: Indians, Colonists and the Ecology of New England* (New York, 1983).
- Lucile H. Brockway, "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens", *American Ethnologist*, Vol. 6. No. 3 (Aug. 1979), pp. 449-465.
- Alfred W. Crosby, "Conquistadory Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires", *The Hispanic American Historical Review*, Vol.47, No.3, (Aug.1967), pp.321-337
- Uwe Lübken, "Chasing a Ghost? Environmental Change and Migration in History", *Global Environment: A Journal of History and Natural and Social Sciences*, No.9 (2012), pp. -25.
- G. Hugo, "Environmental Concerns and International Migration," *International Migration Review* 30, 1, 1996, pp. 105-31.
- "The Agrarian and Industrial Worldview" in Andrew Kimbrell (ed.), *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture* (London: Island Press, 2002), pp. 39-120.
- "The Muscles and Sinews of Industrial Society" and Rubber in the Industrial Revolution", in John Tully, *The Devil's Milk: A Social History of Rubber* (New York: Monthly Review Press, 2011) pp, 17-26 and 35-50.
- Meredith McKittrick, "Industrial Agriculture", in J. R. McNeill & E. S. Maudlin (eds.), *Companion to Global Environmental History*, (Blackwell), pp. 411-432.
- Bina Agarwal, "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No. 1 (Spring, 1992), pp. 119-158.
- Carolyn Merchant, 'Gender and Environmental History', in J. R. McNeill and Alan Roe (eds.), *Global Environmental History* (London: Routledge, 2017), pp. 82-87
- Vandana Shiva, "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*, (New Delhi: Kali for Women, 1988), pp.96-178.
- Jordan Bauer and Martin V. Melosi, "Cities and the Environment" in J. R. McNeill and E. S. Maudlin (eds.), *Companion to Environmental History* (Blackwell, 2012), pp. 360-376.
- Nik Heynen, Maria Kaika, and Erik Swyngedouw, 'Urban Political Ecology: Politicizing the production of Urban nature' in Nik Heynen et al. (eds). *In the Nature of Cities: Urban Political Ecology and Politics of Urban Metabolism* (London: Routledge, 2006), pp. 1-19
- Andreas Malm, 'In the Heat of the Past: Towards a History of the Fossil Economy' in *The Rise of Steam Power and the Roots of Global Warming* (London: Verso, 2016), pp. 1-32.
- Sam White Climate Change in Global Environmental History in J. R. McNeill and E. S. Maudlin (eds.), *Companion to Environmental History* (Blackwell, 2012), pp.394-410.
- Simon L. Lewis and Mark A. Maslin, "Defining the Anthropocene", *Nature*, Vol. 519 (12 March 2015), pp. 171-80.
- Will Seffen, Paul J. Crutzen, and J. R. McNeill, "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature", *Ambio* Vol. 36, No, 8 (Dec., 2008), 614-21
- Dipesh Chakrabarty, "Whose Anthropocene? A Response" In: "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), *RCC Perspectives: Transformations in Environment and Society* 2016, no. 2, pp.103-113.
- Jason W. Moore (ed.), *Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism* (Oakland: PM Press, 2016)
- Kathleen D. Morrison, "Provincializing the Anthropocene", *Seminar* 673 (Sept. 2015), 75-80.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

Making of Post Colonial India

Course Objectives:

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

Learning Outcomes:

Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 1990s since various themes and debates of the period have been adequately covered.

Course Content:

I. Laying the foundation of independent India

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

II. Envisioning a new order

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

III. Democracy at Work

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

IV. Turning Point: Emergency and After

- [a] Railway Strike, J.P. Movement and Emergency
- [b] Developments in the 1980's: (i) Coalition politics; (ii) Mandal Commission and aftermath
- [c] Judiciary, Civil Society and Rights: Judicial Activism and Public Interest Litigation
- [d] Popular Cinema, the disillusioned public and alternatives

Essential Readings :

- Guha, Ramachandra, *India After Gandhi*, Picador 2007
- Chakrabarty D, Rochona Majumdar, Andrew Sartori, *From the Colonial to the Postcolonial: India and Pakistan in Transition*, OUP 2007
- Chatterjee Partha ed. *State and Politics in India*, OUP 1997
- Balakrishnan P, *Economic Growth and its Distribution in India*, Orient Blackswan 2005
- Vinaik Achin and Rajeev Bhargava, *Understanding Contemporary India*, Orient Blackswan 2010
- Bilgrami A., *Democratic Culture*, Routledge 2011
- Kothari Rajni, *Caste in Indian Politics*, Orient Longman 1970
- Mitra Subrata K., *Politics of Modern South Asia*, Vol I-V, Routledge 2009
- Beteille A, *Democracy and its Institutions*, OUP 2012
- King Robert D, *Nehru and the language politics in India*, OUP 1997
- Dhawan Rajeev ed, *Law and Society in Modern India*, OUP 1997
- Nanda B.R ed, *Indian Women: From Purdah to Modernity*, NMML 1976
- Nambudripad E.M.S, *Twenty Eight Months in Kerala*, PPH 1959
- Kochanek Stanley, *The Congress Party of India: The Dynamics of One-Party Democracy*, Princeton 1968
- Austin Granville, *Working a Democratic Constitution: The Indian Experience*, OUP 1999
- Kohli, Atul, *The State and Poverty in India: The Politics of Reform*, CUP 1987
- Jaffrelot, Christophe, *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*, Penguin 1999
- Kabir Nasreen Munni, *Bollywood: The Indian Cinema Story*, Channel 4 London 2001
- Gayatri Sinha ed, *Indian Art: An Overview*, Rupa 2003
- Yashodhara Dalmia, *The Making of Modern Indian Art: The Progressives*, OUP 2001
- Gayatri Sinha, *Art and Visual Culture in India: 1857 – 2007*, Marg 2009
- Gayatri Sinha ed, *Expressions and Evocation: Contemporary Women Artists in India*, Marg 1996

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

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

GE-VII

Religion and Religiosity

Course Objectives:

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

Learning Outcomes:

On successful completion of the course, the students will be able to

Describe the basic chronological, spatial and substantive contours of each of the religious traditions as well as certain intellectual currents that questioned them.

Analyse and articulate the long-term changes that each religious tradition undergoes in a dynamic relationship with its own past, with non-religious aspects of life, and with other religious traditions.

Identify and describe the formation of religious boundaries, identities and the scope for the liminal spaces in between.

Appreciate, examine and relate to the debates on the ways in which modern Indian state and its constitution must deal with the issue of plurality of religious beliefs and practices.

Course Content:

I. Major Religious Traditions through the Ages I:

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

II. Major Religious Traditions through the Ages II:

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

III. Socialisation and Dissemination in the Medieval and Early Modern Era

- a. Scholarly Approaches to Brahmanization in the Early Medieval Era
- b. Scholarly Approaches to Islamisation (or 'Conversion to Islam') in the Medieval Period
- c. Religious Identities in the Medieval Period; Representation of the Self and the Other

IV. Plurality and Political Mobilisation of Religion

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

V. Religion, Secularism and Nation-State

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

Essential Readings:

- K. M. Shrimali, 'Religion, Ideology and Society', *Proceedings of Indian History Congress*, General Presidential Address, 66th Session, 1988. यह लेख हिंदी में प्रो. श्रीमाली की ही एक किताब में संकलित है: कृष्णमोहन श्रीमाली, *धर्म, समाज और संस्कृति*, नई दिल्ली: ग्रंथशिल्पी, 2005, अध्याय 6: धर्म, विचारधारा और समाज, pp. 196-258.
- Kunal Chakrabarti, *Religious Process: The Puranas and the Making of a Regional Tradition*, New Delhi: Oxford University Press, 2001, Chapter 2, pp. 44-80.

- A. L. Basham, *The Wonder that was India*, Calcutta: Rupa, 1954. Reprint, 1982. (Available online at the url: <https://archive.org/details/TheWonderThatWasIndiaByALBasham>). यह किताब भी हिंदी में उपलब्ध है: ए.एल. बाशम, अद्भुत भारत, आगरा: शिवलाल अग्रवाल एंड कंपनी।
- G. Schopen, ed., *Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India*, Honolulu: University of Hawaii Press, 1997. Relevant part is in Chapter on 'Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism', pp 1 – 22.
- P. S. Jaini, *The Jaina Path of Purification*, Berkeley: University of California Press, 1979. The most relevant portion is to be found in the 'Introduction'.
- G. Bailey, & I. Mabbett, *The Sociology of Early Buddhism*, Cambridge: CUP, 2003. The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13-26) of the book are most relevant.
- S.A.A. Rizvi, *A History of Sufism*, vol. 1. Delhi: Munshiram Manoharlal, 1978.
- Simon Digby, 'The Sufi Shaykh as a Source of Authority in Medieval India', *Purshartha*, vol. 9 (1986), 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.
- Simon Digby, 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', *Iran*, vol. 28 (1990), pp. 71-81.
- J. S. Grewal, *Contesting Interpretations of the Sikh Traditions*, Delhi: Manohar, 1993.
- Richard Eaton, 'Approaches to the Study of Conversion to Islam in India', in *Islam in Religious Studies*, edited by Richard C. Martin, New York: One World Press, 1987, pp. 106-23.
- Richard Eaton, 'Comparative History as World History: Religious Conversion in Modern India', *Journal of World History*, vol. 8, No. 2, 1997, pp. 243-71.
- Philip Wagoner, '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.
- Gyanendra Pandey, 'The Time of the Dalit Conversion', *EPW*, vol. 41, No. 18, May 6-12, 2006, pp. 1779+1781-788.
- Nile Green, *Bombay Islam: The Religious Economy of the West Indian Ocean*, Delhi: Cambridge, 2011. (Relevant page range is: 49-89)
- B. D. Chattopadhyaya, *Representing the Other: Sanskrit Sources and the Muslims (Eighth to Fourteenth Centuries)*, Delhi: Manohar, 1998. इस पुस्तक का एक हिस्सा मीनाक्षी खन्ना की संपादित किताब में हिंदी में उपलब्ध है। देखिए, मीनाक्षी खन्ना, मध्यकालीन भारत का सांस्कृतिक इतिहास, दिल्ली: ओरियंट ब्लैकस्वान का पाँचवाँ अध्याय जो ब्रजदुलाल चट्टोपाध्याय ने लिखा है।
- Harjot Oberoi, *The Construction of Religious Boundaries: Culture, Identity and Diversity in the Sikh Tradition*, Delhi: OUP, 1994. (Particularly relevant is pp. 1-40).
- Gyanendra Pandey, *The Construction of Communalism in Colonial North India*, Delhi: OUP, 2006. (Especially relevant portion is pp. 201-261).
- Mukul Kesavan, *Secular Commonsense*, Delhi: Penguin, 2001.
- Amartya Sen, 'Secularism and Its Discontents', in idem, *The Argumentative Indian*, Penguin, 2005, pp. 294-316.
- Shefali Jha, 'Secularism in the Constituent Assembly Debates, 1946-1950', *Economic and Political Weekly*, 2002, vol. 37, no. 30, pp. 3175-3180.

Suggested Readings:

- B. P. Sahu, *Society and Culture in Post-Mauryan India, c. 200 BC – AD 300*. New Delhi: Tulika Books, 2015. See especially the Chapter on Religion, pp. 20 – 37. And sections on Buddhism, Jainism, Brahmanism, their chronologies and extracts from the Dhammapada. Also, 2.1. – 'Religion in History' and, 2.2. – Bibliographical Note.
- Kumkum Roy, Kunal Chakrabarti & Tanika Sarkar, *The Vedas, Hinduism, Hindutva*, Kolkata: Heinrich Boll Foundation and Ebong Alap, 2005. यह किताब भी हिंदी में उपलब्ध है: कुमकुम राय, कुणाल चक्रवर्ती एवं तनिका सरकार, वेद, हिंदू धर्म, हिंदुत्व, एकलव्य प्रकाशन, 2010.
- Hillary P. Rodrigues, ed., *Studying Hinduism in Practice*, Abingdon: Routledge, 2011 (especially Chapter 4)
- Carl Ernst, *The Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Shrine*, Albany: State University of New York, 1992. The relevant parts are Chapter 1 (entitled, Sufism) and Chapter 4 (The Textual Formation of Oral Teachings in the Early Chishti Order), pp. 5-17 and pp. 62-84 respectively.
- Supriya Varma and Jaya Menon, 'Archaeology and the Construction of Identities in Medieval North India', *Studies in History*, vol. 24, no. 2 (2008), pp. 173-93.
- Akshay Mukul, *Geeta Press and the Making of Hindu India*, Delhi: Harper Collins, 2015. (More important portions on pp. 287-344.)
- Gyanendra Pandey, 'Can a Muslim be an Indian', *Comparative Studies in Society and History*, vol. 41, no. 4 (2000), pp. 608-629.
- Romila Thapar, 'Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity', *Modern Asian Studies*, vol. 23, part II, pp. 209-223.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Puranic, Buddhism, Jainism, Ajivikas, Brahmanization, Islamisation

GE-VIII Inequality and Difference

Course Objective

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

Learning Outcomes: After completing this course, students should be able to:

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

Course Content:

- I. Structure of Inequalities: Caste; Normative and historical experiences
- II. Race, Tribe and colonial knowledge
- III. Gender, household and Public Sphere
- IV. Forms of bondage: Ganikas, slavery and servitude
- V. Social distancing and exclusion; Forest dwellers and untouchables
- VI. Indian Constitution and questions of Equality

Essential Readings:

- Austin, Granville Austin, *Working a Democratic Constitution: The Indian Experience*, Oxford University Press, New York, 2011. (Introduction)
- Chakravarti, Uma, 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State', in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*, by Uma Chakravarti, Tulika, Delhi, 2006, pp. 138-55.
- Gupta, Charu, 'Mapping the Domestic Domain', in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, Permanent Black, Delhi, 2001, pp.123-95.
- Jaiswal, Suvira, 'Caste: Origins, functions and dimensions of change', Manohar, Delhi, 1998, pp. 1-25.
- Jha, Vivekanand, 'Stages in the History of Untouchables', *Indian Historical Review*, Vol.2 No.1, 1973, 14-31.
- Kumar, Sunil, 'Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries', in *Slavery in South Asia*, Eds. Richard Eaton and Indrani Chatterjee, Indiana University Press, Bloomington, 2006, pp. 83-114.
- Metcalf, Thomas, *Ideology of the Raj, The New Cambridge History of India*, Vol.-III. 4, Cambridge University Press, Cambridge, 2005, pp.66-112 & 113-159.
- Punalekar, S P, Dalits, 'Dalit Consciousness and Sociology' in *History of Science, Philosophy and Culture in Indian Civilisation*, Gen Editor D P Chattopadhyaya, Vol- 14 Part-II, Social Sciences: Communications, anthropology and sociology, Ed. Y Singh, Project of History of Indian Science, Philosophy and Culture, Centre for studies in Civilisation, Longman, Pearson, Delhi 2010, pp.491-518.
- Rodrigues, V., Ed. *The Essential Writings of B.R. Ambedkar*, Oxford University Press, New Delhi, 2005, pp. 1-44.
- Saxena, Monika, Ganikas in Early India: Its genesis and dimensions, *Social Scientist*, Vol. 34, no 11-12 Nov-Dec 2006, pp. 2-17.
- Singh, Chetan, "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India." *Indian Economic and Social History Review*, Vol. 23, 1988, pp. 319-340.
- Singh, Upinder, 'Varna and Jati in Ancient India' in *Irreverent History: Essays for M G S Narayanan*, Edited by Veluthat, Keshvan and D R Davis, Primus, Delhi, 2014, pp. 205-14.
- Singh, Yogender, 'Sociology of Social Stratification', in *Social Stratification and Change in India*, Manohar, Delhi, 1977, pp.1-90
- Xaxa V., Sociology of Tribes, in Y Singh, *Indian Sociology: Identity, Communication and Culture*, Oxford University Press, New Delhi, 2014, pp. 53-105

Suggested Readings:

- Banerjee-Dube, Isita , 'Introduction- Questions of Caste' in *Caste in History*, Ed., Isita Banerjee-Dube, OUP, New Delhi, 2008, pp. xv- lxii.
- Basu, Swaraj, 'Contested History of Dalit', in *Readings on Dalit Identity*, Ed. Swaraj Basu, Orient BlackSwan, Hyderabad, 2016, pp. 134-150.
- Beittlie, Andre, *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*, Oxford University Press, Bombay, 1966, [Introduction, pp. 1-18 and Conclusion, pp. 185-225]
- Buckler, F.W. "The Oriental Despot", *Anglican Theological Review*, vol. 10 (1927): 11-22, reprinted in M.N. Pearson, *Legitimacy and Symbols: the South Asian Writings of F.W. Buckler*, Ann Arbor: Michigan Papers on South and South East Asian Studies, 1985, pp. 176-188.
- Chaube, Shibani Kinkar. *The Making and Working of the Indian Constitution*, National Book Trust, Delhi, 2009, pp.1-67.
- Chanana, Dev Raj. *Slavery in Ancient India: As Depicted in Pali and Sanskrit Texts.*" In *Subordinate and Marginalized groups in early India*, edited by Aloka Parasher Sen, New Delhi: Oxford University Press, pp. 96-124.
- Cohn, Bernard, 'The Census, Social Structure and Objectification in South Asia', in *Caste in History*, Ishita Banerjee-Dube, Ed., Oxford University Press, New Delhi, 2008, pp. 28-38.
- Dirks, Nicholas. "The Ethnographic State." In *Postcolonial Passages*, edited by Saurabh Dube, 70-88. New Delhi: Oxford University Press, 2004.
- Gandhi, J S and Sheetal Sharma, 'Sociology of law: Some reflection', in *Indian Sociology: Development and Change*, Yogender Singh, Ed., Oxford University Press, New Delhi, 2014, pp. 146-166.
- Ghure, G S, 'Caste and British Rule', in *Caste in History*, Ishita Banerjee-Dube, Ed., Oxford University Press, New Delhi, 2008, pp. 39-45.
- Hardiman, David, 'Introduction', in *Histories for the Subordinated*, Permanent Black, Ranikhet, 2011, pp. 1-17.
- Kumar, Dharma. "Caste and Landlessness in South India." In *Caste in Modern India*, vol.2, edited by Sumit Sarkar and Tanika Sarkar, 30-63. Ranikhet: Permanent Black, 2015.
- Kumar, Vivek, 'Dalit Studies: Continuities and Change', in *Indian Sociology: Identity, Communication and Culture*, Ed. Yogender Singh, Oxford University Press, New Delhi, 2014, pp.19-52
- Narain, Badri, 'Inventing Caste History: Dalit Mobilisation and Nationalists Past', in *Readings on Dalit Identity*, Ed. Swaraj Basu, Orient BlackSwan, Hyderabad, 2016, pp. 81-110.
- Parasher-Sen, Aloka. "Naming and Social Exclusion: The Outcaste and the Outsider." In *Between the Empires: Society in India 300 BCE to 400CE*, edited by Patrick Olivelle, 415-55. New Delhi: Oxford University Press, 2007.
- Risley, H H, 'Caste and Nationality', in *Caste in History*, Ishita Banerjee-Dube, Ed., Oxford University Press, New Delhi, 2008, pp. 70-75.
- Sen, Amartya, 'Secularism and Its Discontents', in *The Argumentative Indian*, Amartya Sen, Penguin, Delhi, 2005, pp. 294-316.
- Sethi, Raj Mohini, *Sociology of Gender: Some Reflections*, in Y Singh, (ed.), *Indian Sociology: Identity, Communication and Culture*, OUP, New Delhi, 2014, pp. 106-157.
- Sharma, K L, 'Caste: Continuity and Change' in Y Singh (ed.) *Indian Sociology: Emerging concepts, structural and change*, Oxford University Press, New Delhi, 2014, pp. 197-262

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Inequalities, Race, Gender, Bondage, Untouchables, Constitution

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

Course Objectives:

This course examines physical and social transformation of Delhi from the colonial to the contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

Learning Outcomes:

This course will enable students to contextualize contemporary questions with regard to the city in the light of its colonial past and lived present. While one focus of this course will seek to plot the political developments and their legacy for the shaping of the city, another one will chart 'local' social, ecological and cultural processes that shape and reshape the city. It will make the student appreciate the historical roots of the problems of sustainable urbanization with regards to Delhi. At the end of the course the student will be expected to do a project on any one of the rubric.

Course Contents:

- I. Delhi before 1857: Company Raj, Mughal Court and Literary Culture
- II. 1857 in Delhi: Rebel violence and British re-conquest
- III. Making of New Delhi: Imperial ideology and Urban Morphology
- IV. Delhi in 1947: Partition and its Aftermath
- V. Making of Contemporary Delhi: Displacement and Resettlement
- VI. Capital Culture: Public Spaces and Socialities

Essential Readings

- Narayani Gupta, *Delhi between the Empires: 1803-1931*, OUP, 1999 pp. 1-20
- Amar Farooqui, *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Primus Books, 2013, chap. 6: The Palace and the City, pp.106-13327
- C. M. Naim, 'Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,' in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Permanent Black, 2004, pp. 250-279.
- Gail Minault, 'Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary,' in *Annual of Urdu Studies*, Vol. 18, 2003, pp. 95-104
- Narayani Gupta, *Delhi between the Empires: 1803-1931*, OUP, 1999 pp. 20-31, 50-66
- Nayanjot Lahiri, 'Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,' *World Archaeology*, 35:1, (2003), pp. 35-60
- William Darlymple, *The Last Mughal: The Fall of A Dynasty*, Penguin/Viking, 2006. Chap 6 (The Day of Ruin and Riot), pp. 193-229, and Chap. 10 (To Shoot Every Soul), pp. 346-392
- Thomas Metcalf, *Imperial Visions*, OUP, 1989, ch. 7 'New Delhi: The Beginning of the End,' pp. 211-239
- David Johnson, *New Delhi: The Last Imperial City*, Palgrave 2015, Chap. 8, 'Land Acquisition, Landlessness and the Building of New Delhi.
- Michael Mann, 'Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century,' *Studies in History*, 23:1,2007, pp. 1-30
- Gyan Pandey, *Remembering Partition*, Cambridge University Press, 2001, Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151
- V N Datta, 'Punjabi Refugees and the Urban Development of Greater Delhi,' in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, OUP, pp 442-462
- Tai Yong Tan and Gyanesh Kudaisya, *The Aftermath of Partition in South Asia*, Routledge, NY, 2000, Chap. 7, Capitol Landscapes, pp 193-200
- Emma Tarlo, 'Welcome to History: A Resettlement Colony in the Making,' in Veronique Dupont *et al* ed. *Delhi: Urban Spaces and Human Destinies*, pp. 75-94
- Anita Soni, Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims, in Veronique Dupont *et al* ed. *Delhi: Urban Spaces and Human Destinies*, pp. 75-94
- Amitav Ghosh, 'The Ghosts of Mrs Gandhi,' *The New Yorker*, July 17, 1995 <https://www.amitavghosh.com/essays/ghost.html>
- Mirza Farhatullah Beg, *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Orient Blackswan, Hyderabad, 2012
- Aparna Basu, 'The Foundations and Early History of Delhi University,' in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, OUP, pp 401-430
- Gupta, Narayani. 'From Kingsway to Rajpath-the Democratization of Lutyens' New Delhi,' in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia's Visual Past*. Delhi: Oxford and IBH, 1994
- Ravikant Sharma, 'Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi,' *City, Culture and Society*, 7(2016), 275-281

Suggested Reading

- Michael Mann, 'Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,' *South Asia: Journal of South Asian Studies*, 28:1, (2005), pp. 5-34
- Ralph Russell, 'Ghalib: A Self Portrait', in Ralph Russell, *Ghalib: The Poet and His Age*, OUP 1998. Also available at http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Mahmood Farooqui – *Besieged: Voices from Delhi, 1857*. Dateline pp. xix-xxvii; *In the Name of the Sarkar*, pp 407-432.
- Michael Mann and Samiksha Sehrawat
- A City with a View: The Afforestation of the Delhi Ridge, 1883-1913, *Modern Asian Studies*, Vol. 43, No. 2 (Mar., 2009), pp. 543-570
- Vazira Fazila Yacoobali Zamindar, *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*, Chapter I: Muslim Exodus from Delhi,' pp. 19-44
- Pilar Maria Guerrieri, 'The Megacity of Delhi: Colonies, Hybridisation and Old-New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatma Erkök, Cambridge Scholars Publishing 2017, pp. 18-33

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Imperial, British ,Morphology ,Contemporary, Displacement ,Resettlement

Skill Enhancement Course

SEC I

Understanding Heritage

Course Objectives:

The aim of this paper is to make students familiar with concept of heritage and numerous forms of heritage. It is relevant for students to understand the contested character of heritage and why and how it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and institutional framework. Travelling to witness heritage, monumental or cultural is a very complex process where commercial consideration play important role. The paper will be of particular value to those who are interested in seeking career with travel industry and art and cultural studies.

Course Content:

I. Defining heritage: meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

II. Evolution of heritage legislation and the institutional framework:

[a] Conventions and Acts -- national and international

[b] Heritage-related government departments, museums, regulatory bodies

[c] Conservation initiatives

III. Challenges facing tangible and intangible heritage

Development, antiquity smuggling, conflict (to be examined through specific cases studies)

IV. Heritage and travel:

[a] Viewing heritage sites

[b] The relationship between cultural heritage, landscape and travel; recent trends

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

Learning Outcomes:

The course will help students to know the complex character of heritage. This course will make them aware of numerous arenas where heritage generates avenue for revenue generation. Site visit to heritage site will make them appreciate the cultural diversity. Site visit will also acquaint them with the popular appreciation and appropriation of heritage.

ESSENTIAL READINGS:

Biswas, S.S. *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH, 1999.

Lahiri, N. *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet: Permanent Black, 2012. (Chapter 4 and 5)

Layton, R.P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Routledge, 2001.

Lowenthal, D. *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge, 2010.

Singh, U. *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*. New Delhi: Sage, 2016. (Chapters 7, 8).

SUGGESTED READINGS

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

Agrawal, O.P. *Essentials of Conservation and Museology*. Delhi, 2006.

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

Teaching Learning Process:

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

Assessment Methods:

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

Keywords:

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

SEC-II

Archives and Museums

Course Objective:

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

Learning Outcomes:

The course will enable students to know these two repositories of history. They would know how the heritage is preserved and kept alive here and the difficulties faced in the process. Through the projects and visits to the archives and museum, which is essential considering this is a skill based course, the learner would get to know the actual working of these places of cultural importance.

Course Content:

- I. The Archive:
 - a. Early Manuscript Collections (Jain, Persian, Sitamau Library)
 - b. Colonialism and collections
 - c. National project and the archive
 - d. Taxonomies and cataloguing
 - e. Project work: learn the cataloguing system of your college library and compare with the catalogue of a major collection (see online catalogues of Ethe and Rieu).
- II. The Museum
 - a. The colonial gaze
 - b. Artifacts
 - c. The post-colonial state and the museum – project work: National Museum and National Gallery of Modern Art
- III. Practical component/project work.

Essential Readings:

- Sabyasachi Bhattacharya, *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*, OUP, Delhi, 2018
- Y. P. Kathalia, *Conservation and Restoration of Archive Material*, UNESCO 1973
- Kavita Singh, “Museum is National: The Nation as Narrated by the National Museum New Delhi” in. Geeti Sen, ed., *India: A National Culture*, Sage New Delhi, 2003
- R. D. Choudhary, *Museums of India and their Maladies*, Calcutta, Agam Prakashan, 1988
- O. P. Aggarwal, *Essentials of Conservation and Restoration and Museology*, Delhi 2006
- S. N. Nair, *Bio- Deterioration of Museum Materials*, Calcutta, Agam Prakashan, 2011
- Carol Breckenridge, (for Exhibitions topic) “Aesthetics and Politics of Colonial Collecting India at World Fairs”, *Comparative Studies in Society and History*, Vol 31, No 2 April 1989, pp. 195-216
- Tapati Guha-Thakurta, *Objects, Histories: Institution of Art in Colonial India*, New York, 2004
- Saloni Mathur, “Living Ethnological Exhibits: The Case of 1886”, *Cultural Anthropology*, Vol. 15 No. 4, Nov 2000, pp 492-524
- India by Design: Colonial History and Cultural Display, University of California, 2007.
- Jayaprabha Ravindran, ‘Liberalization of access policy and changing trends of research in the National Archives of India, 1947–2007’, *Comma*, Vol. 2013, Issue 2, pp. 103-19. (<https://doi.org/10.3828/comma.2013.2.11>)
- Sana Aziz, ‘The Colonisation of Knowledge and Politics of Preservation’, *EPW*, Vol 52, No.16, 2017, pp.

Teaching Learning Process:

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

Assessment methods:

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

Keywords:

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

SEC-III
Indian Art and Architecture

Course Objective

This course aims to provide an understanding of the Indian art forms from ancient to contemporary times, fostering appreciation of its diversity and plurality of aesthetic richness. The course begins with how Indian art was perceived in the west and the construction of the orientalist canon, laying stress on the primacy of religion and race in Indian art and superiority of Western aesthetics. The nationalist response, underlining the transcendental and metaphysical aspects of Indian art, giving it the 'Indianess' are explored next. New concerns in Indian art studies regarding its social context complete the historiographical issues and sets the stage for what follows. The last three units deal with three vital manifestations of Indian art, keeping in view the transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patterns of patronage, representation of gender and the study of iconography of various works of art.

Learning Outcomes:

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

- Understand how Indian art was perceived and received in the west under the colonial rule and its changing perspectives. This will set the template for understanding its various manifestations.
- Identify the historical context, socio-economic processes that went in the formation of art and architectural forms, through hand-picked examples.
- Describe the stylistic features of various case studies from different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/court art and popular art/folk, tribal art.
- Point out the continuity patterns and regional variations.
- Understand patronage patterns, artist-patron relations and representation of gender.

Course Content

- I. Perspectives on Indian Art and Architecture.
 - a. Historiography of Indian art: orientalists, nationalist and the making of 'Indian' art, sociological contexts.
 - b. Categories of classical/high/elite and popular/folk/tribal art and crafts; regional variations.
- II. Sculpture: styles, iconography.
 - a. Gandhara and Mathura.
 - b. Chola bronzes.
 - c. Terracotta art.
- III. Architecture: forms, contexts.
 - a. Sanchi: stupa and monastery architecture, pattern of patronage.
 - b. Brihadeswara: the Dravida style, imperial iconography.
 - c. Khajuraho temple complex: the Nagar style, iconic scheme, patterns of patronage.
 - d. Jama Masjid: the mosque of Shahjahanabad.
 - e. Humayun's Tomb: Timurid prototype, introduction of the Persian chahar bagh.
 - f. Sufi Dargahs: Nizamudin Auliya dargah at Delhi.
 - g. Construction of New Delhi and the imperial vision.
- IV. Painting: styles, representation, popular and folk.
 - a. Ajanta Murals: characteristics, material culture.
 - b. Mughal painting: formation of the school, features, themes, artist-patron relationship.
 - c. Kangra painting: spectatorship and femininity.
 - d. Colonial art and modernism in India: Raja Ravi Verma; the Bengal school; Amrita Sher-Gil; M. F. Husain.
 - e. Folk, tribal art: Madhubani painting.

Field trip/Project work:

- Visit to National Museum to see the differences in the treatment of:
 - the human figure in Gandhara and Mathura art;
 - iconography of Chola bronzes, religious and secular; terracotta figurines from different regions and time spans.

Field trip/Project work

- Visit to the National Museum to do a study of the sculptures from the gateway of the Sanchi stupa; temple sculptures from different regions.
- How are modern day temples, like the Birla Mandir and the Malai Mandir different/similar from/to the Khajuraho assemblage and the Brihadeswara?

- Field trip to Jama masjid to study the architectural features and its comparisons with earlier mosques of Delhi.
- Do the Sufi dargah trail in Delhi.
- Compare Humayun's tomb with Nizam ud Din dargah, the sites of two power centres.
- Compare Humayun's tomb with any of the tombs in Delhi, bringing out the new architectural features.
- Visit to the Mughal gardens at Rashtrapati Bhawan for reconstruction of the Persian chahar bagh.
- Field trip to Lutyens' Delhi.

Fieldtrips/Project Work

- Visit to the National Museum to study the palm leaf Buddhist illustrations and their comparison with Ajanta tradition.
- Visit to the National museum to compare Mughal with other art of the book schools to understand their themes and aestheticism; to document the representation of the feminine in Kangra painting.
- Visit to National Gallery of Modern Art to study the original works of academic art of Raja Ravi Verma, the Bengal school and the modernists.
- Visit to the National Crafts museum for folk arts and crafts, especially the work of Gangadevi, the Madhubani artist.
- Visit to Dilli Haat/Surajkund Mela for studying the themes and technique of Madhubani paintings.

Essential Readings

- Partha Mitter, *Indian Art*, Oxford University Press, Delhi, 2011.
- In GBM, suggest that Parul Dhar's work (for historiography) as an essential reading.
- Partha Mitter, *Much Maligned Monsters: A History of European Reactions to Indian Art*, Oxford University Press, New Delhi, 1977.
- Y. D. Sharma, *Delhi and its Neighbourhood*, ASI, New Delhi, 2001(also in Hindi).
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, Jain*, John Weather Hill Inc., New York and Tokyo, 1985.
- S.P.Gupta, *Elements of Indian Art*, Delhi: D.K. Printworld, 2006.
- C. Sivaramamurti, *Indian Bronzes*, Marg Publications, Bombay, 1962.
- George Michell, *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications, 1977.
- Kevin Trainor, 'Constructing a Buddhist Ritual Site: Stupa and Monastery Architecture', in Vidya Dehejia, ed., *Unseen Presence: The Buddha and Sanchi*, Marg Publications, Bombay, 1996.
- Romila Thapar, 'Patronage and Community', in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992.
- Vidya Dahejia, 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC-AD 250, in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992.
- Janice D. Willis, 'Female Patronage in Indian Buddhism', in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992.
- R.Champakalakshmi, 'Iconographic Programme and Political Imagery in Early Medieval Tamilakam: The Rajasimhesvara and Rajarajeshvara', in R.Champakalakshmi, *Religion, Tradition, and Ideology: Pre Colonial South India*, Oxford University Press, New Delhi, 2011.
- Devangana Desai, 'The Patronage of Lakshamana Temple at Khajuraho', in Barbara Stoler Miller ed., *The Powers of Art: Patronage in Indian Culture*, New Delhi OUP, 1992.
- Devangana Desai, 'The Temple as an Ordered Whole – The Iconic Scheme at Khajuraho', in Devangana Desai, ed., *Art and Icon –Essays on Early Indian Art*, Aryan Books International, New Delhi, 2013.
- Catherin B. Asher, *The New Cambridge History of India: Architecture of Mughal India*, 1.4, Cambridge University Press, Cambridge, 1992.
- Sadia Dehlvi, *The Sufi Courtyard –Dargahs of Delhi*, Harper Collins, New Delhi, 2012.
- Thomas R. Metcalf, 'Architecture and Empire –Sir Herbert Baker and the Building of New Delhi'in R.E.Frykenberg, ed., *Delhi Through the Ages: Essays in Urban History, Culture and Society*, OUP, Delhi, 1986.
- S. P. Verma, *Painting the Mughal Experience*, OUP, Delhi, 2005.
- Krishna Chaitanya, *A History of Indian Painting: Pahari Traditions*, Abhinav Publications, Delhi, 2002.
- Jyotindra Jain, 'Gangadevi: Tradition and Expression in Mithila (Madhubani) Painting', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, AIIS, OUP, New Delhi, 1994.

Suggested Readings

- Parul Pandya Dhar, 'Introduction – A History of Art History: The Indian Context', in Parul Pandya Dhar ed., *Indian Art History: Changing Perspectives*, D. K Printworld and National Museum Institute, New Delhi, 2011.
- Tapati Guha –Thakurta, 'Orientalism, Nationalism and the Reconstruction of 'Indian' Art in Calcutta', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, AIIS, OUP, New Delhi, 1994, pp. 46-65.
- Devangana Desai, 'Social Dimensions of Art', *Social Scientist*, vol. 18, no. 202, 1990, pp 3-32.
- N. R. Ray, *An Approach to Indian Art*, Publication Bureau, Chandigarh, 1974.
- Lolita Nehru, *Origins of the Gandhara style: A study of Contributory Influences*, Delhi: Oxford University Press, 1989.
- S.R.Dar, 'Classical Approaches to the Study of Gandhara Art', in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, AIIS, OUP, New Delhi, 1994.
- Doris M. Srinivasan (ed.) *Mathura:The Cultural Heritage*, American Institute of Indian studies and Manohar Publishers, New Delhi, 1989.

- C. Sivaramamurti, *Indian Bronzes*, Marg Publications, Bombay, 1962.
- Amy G. Poster, *From Indian Earth: 4000 Yearsof Terracotta Art*, the Brooklyn Museum, New York, 1986.
- Neeru Misra and Tanay Misra, *The Garden Tomb of Humayun: An Abode in Paradise*, Aryan Books International, Delhi, 2003.
- T. R. Metcalf, 'New Delhi: The Beginning of the End', in T. R. Metcalf, *An Imperial Vision, Indian Architecture and Britain's Raj*, OUP, Delhi, 1989, pp 211-39.
- M.K. Dhavalikar, *Ajanta: The Perception of the Past* in Catherine B. Asher and Thomas R. Metcalf eds., *Perception of South Asia's Visual Past*, AIIS, OUP, New Delhi, 1994.
- Molly Emma Aitken, 'Spectatorship and Femininity in Kangra Style Painting', in Vidya Dehejia ed., *Representing the Body: gender issues in Indian Art, Kali for Women*, New Delhi, 1997.
- Partha Mitter, *Art and Nationalism in Colonial India 1850-1922: Occidental Orientations*, Cambridge University Press, Delhi, 1999.

Books in Hindi

- Dr. Parmeshwari Lal Gupt, *Bhartiya Vastukala*, Vishvidalaya Prakashan, Varanasi, 2006.
- Arvind Kumar Singh and Shivakant Dwivedi, *Bhartiya Vastu tatha Kala ke Moolatva*, M. P. Hindi Granth Academy, Bhopal, 2005.
- Dr. Vasudev Agarwal, *Pracheen Bharatiya Stupa, Guha aivam Mandir*, Bihar Granth Academy, Patna, 2008.
- K R Srinivas, *Dakshin Bharat ke Mandir*, NBT, Delhi.
- Krishna Dev, *Uttar Bharat ke Mandir*, NBT, Delhi.
- Guide Books published by ASI on Ajanta, Sanchi.
- Y.D. Sharma, *Dilli Aur Uska Aanchal*, ASI, Delhi, 2002.
- C. Shivramamurthy, *Bharatiya Chirakala*, NBT, Delhi.
- Tarak Nath Barediya, *Bharatiya Chitrakala Ka Itihas*, National Publishing House, Delhi, 2004.
- Premchand Goswami, *Bharatiya Chitrakala ka Itihas*, Panchsheel Prakashan, Jaipur, 1999.
- R.C. Thakran, Shiv Kumar and Sanjay Kumar (eds.), *Bharatiya Upmahadwip ki Sanskritiya*, Vol.I &II, Hindi Madhyam Karanvaya Nideshalaya, Delhi, 2013.
- Krishna Kumar Kashyap, Shashbala, *Mithila Lokchitra*, NBT.

Teaching Learning Process:

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

Assessment Methods:

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

Keywords:

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

SEC-IV Understanding Popular Culture

Course Objective:

Culture is a very important aspect of human life and it facilitates interconnectedness of societies over vast geographical expanse. The course aims to provide an overview of the various forms of the living Indian popular cultural practices, expressed through oral, visual and other mediums. Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize the learners to the rapidly evolving domain of popular culture.

Learning Outcomes:

The course will enable students to grasp significant aspects of popular culture in the Indian context. They would be able to understand differences in cultural types as well as would be able to assess the impact of types of cultural expressions on society. By identifying themes and characters belonging to the various cultural forms and by visiting an exhibition/fair/festival, projects may be made which is an essential part of this course. This will help them in understanding the various nuances of popular culture.

Course Content:

- I. Defining Popular Culture: Popular Culture as Folk Culture, Mass Culture- High Culture, People's culture
- II. Visual expressions: folk art, calendar art, photography, advertisements
- III. Oral culture/ performances: folktales, folk theatre with social messages and themes- *swang* and *nautanki*; music- folksongs and folkdances
- IV. The audio-visual medium: cinema, television and internet
 - (a) Indian cinema: major themes and trends like freedom struggle and nation building
 - (b) Television: Case study of televised serials, Ramayana, Women and Family
- V. Fairs, festivals and rituals, pilgrimage: disentangling mythological stories; patronage; religion as culture
- VI. Food Cultures: Regional cuisines and the National Project

Suggestions:

- *Project is essential; out of the 25 marks for IA, 10 may be kept for Project Work*
- *Topic I on Popular Culture, being a conceptual rubric, may have a Compulsory Question in examinations*

ESSENTIAL READINGS

- J. Storey, *Cultural Theory and Popular Culture*, London, 2001
- W. Dissanayake, and K.M. Gokul Singh. *Indian Popular Cinema*. London: Trentham Books, 2004
- इलाकुमार, संस्कृतिकामूल्यबोध in 'तानाबाना', प्रवेशांक /सितम्बर 2015, प्रकाशितमहात्मागाँधीअंतर्राष्ट्रीयहिंदीविश्वविद्यालय, वर्धाद्वारा
- P. Oberoi, *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi, 2009
- C. Princy, *Camera Indica: The Social Life of Indian Photographs*. Chicago, 1998
- Arjun Appadurai, How to Make a National Cuisine: Cookbooks in Contemporary India, *Comparative Studies in Society and History*, Vol. 30, No. 1 (Jan 1988)
- Ray, Utsa, *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge University Press, 2014

SUGGESTED READINGS

- John Storey, *Cultural Studies and the Study of Popular Culture: Theories and Methods*, Edinburgh University Press, 1996
- ध्रुवशुक्ल, लोक - आख्यान : यशकीघोषणा in 'तानाबाना', प्रवेशांक /सितम्बर 2015, प्रकाशितमहात्मागाँधीअंतर्राष्ट्रीयहिंदीविश्वविद्यालय, वर्धाद्वारा
- Carol. E. Henderson, *Culture and Customs of India*, Greenwood Press, 1954, South Asian edition, 2004
- Rustam Bharucha, "The Past in the Present" and "Women's Songs" in. *Rajasthan: An Oral History, Conversations with Komal Kothari*, Penguin, 2003.
- L. P. Vidyarthi, ed., *Essays in Folklore* (Papers presented at the Centenary Festival of Rai Bahadur S. C. Roy), Indian Publications, Calcutta, 1973
- Mazharul Islam, Folklore, "The Pulse of the People (in the context of Indic Folklore)", *Ranchi Anthropology Series – 7*, Concept Publishing Company, New Delhi, 1985
- Pupul Jayakar, *The Earthen Drum : an Introduction to the Ritual Arts of Rural India*, National Museum of India, 1980
- Ved Prakash Vatuk, *Studies in Indian Folk Traditions*, Manohar, New Delhi, 1979

- Patricia Oberoi, “Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art”, in Dilip M Menon (ed) *Readings in History: Cultural History of Modern India*, Social Science Press, 2006
- (Also in Hindi- पेट्रीशियाओबेराँय, अनेकतामेंएकता? भारतीयकैलेंडरआर्टमेंराष्ट्रीयताकीदुविधा in दिलीप. एम. मेनन, आधुनिकभारतकासांस्कृतिकइतिहास, ओरियंटब्लेक्स्वान, 2010)
- M.K. Raghavendra, *Bollywood, Oxford India Short Introductions*, OUP, Delhi, 2016
 - संजीवश्रीवास्तव, समय,सिनेमाऔरइतिहास: हिंदीसिनेमाकेसौसाल, प्रकाशनविभाग, सूचनाऔरप्रसारणमंत्रालय, भारतसरकार, नईदिल्ली,2013
 - सुमित. एस. चक्रवर्ती, राष्ट्रीयपहचानऔरयथार्थवादीसौन्दर्यबोधin दिलीप. एम. मेनन, आधुनिकभारतकासांस्कृतिकइतिहास, ओरियंटब्लेक्स्वान, 2010
 - Omar Ahmed, *Studying Indian Cinema*, Auteur, UK, 2015
 - Chandra, Nandini, *The Classic Popular: Amar Chitra Katha, 1967-2007*, Yoda Press, 2008
 - Radha Madhav Bharadwaj, *Vratas and Utsavas in North and Central India*, Eastern Book Linkers, New Delhi, 2015
 - Visual Pilgrim Project: Mapping Popular Visuality with Devotional Media at Sufi Shrines and other Islamic Institutions in South Asia.
 - Makhan Jha, *Dimensions of Pilgrimage, An Anthropological Appraisal*, Inter – India Publications, New Delhi, 1985

Relevant Websites:

Visual Expressions-

<http://crtindia.gov.in/visualarts.php>

<http://crtindia.gov.in/performingart.php>

<http://crtindia.gov.in/literaryarts.php>

<http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>

<https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>

<http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/>

Link of film on theatres

<https://youtube/65bpMCtLhm8>

Teaching Learning Process:

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

Assessment Methods:

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

Keywords:

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

SEC- V

Historian's Craft

Course Objectives:

This course seeks to:

- Familiarize students with what it means to historicize human activities.
- Understand what historians do – exploring causation, contingency, understanding human experiences, comprehending factors affecting human life and its surroundings, identifying structuring social forces.
- Examine how historians choose a historical frame, contextualize, and use different social categories like class, caste, gender, race, region, religion when producing a historical narrative.
- How to locate a source for history writing, checking the credibility of sources, and distinguishing between different kinds of sources.
- Examining primary sources and their application to address a historical issue, problem or interpretation.

Learning Outcomes:

On successful completion of this Unit, the student should be in a position to

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

Course Content

I: Historicizing Human Activities: Exploring the meaning of historical thinking/historical perspective.

II. The Historian's Craft: identifying historical contexts, arguments, causation, facts and generalization.

III. Sources and interpretations: differing sources, truth, bias, discourse, and questions and analytical frameworks.

IV. Primary sources in application: Examining sources from ancient, medieval, modern and contemporary time period. [*Students are to choose from the list of sources given below and should examine at least two sources*]

- RomilaThapar (1999), *Shakuntala: Texts, Readings, Histories*, Kali for Women.
- A Major Pillar Edict of Ashok (translation), in http://www.koeblergerhard.de/Fontes/EdiktedesAshoka_Cunningham1879.pdf, or the Rummindei Minor Pillar Edict, with secondary reading U. Singh (2008), "Ashoka and Buddhism" and "The Rummindei Pillar Inscription", *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, New Delhi: Pearson, and, F.R. Allchin and K.R. Norman (1985), *South Asian Studies*, Vol.1(1), (January), pp. 43-50.
- Extracts from either *Ramayana/Mahabharata/Cilappatikāram*(the epics) with secondary reading, Paula Richman (ed.) (1991), *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*, University of California Press, and RomilaThapar (1979), "The Historian and the Epic", *Annals of the Bhandarkar Oriental Research Institute*, Vol.60, No. 1/4, pp. 199-213.
- Extracts from *Manusmriti (The Laws of Manu)*, translated by Wendy Doniger and Brian K. Smith, Penguin, 1992).
- Noboru Karashima (2002), *A Concordance of Nayakas: The Vijayanagar inscriptions in South India*, Oxford University Press.
- Extract from Vijaynagar rulers' inscription ['Sultan Among Hindu Kings'], Plate 1, <https://ia801606.us.archive.org/9/items/in.ernet.dli.2015.56662/2015.56662.Epigraphia-Indica-Vol13.pdf>, pp.1-11, with secondary reading Philip Wagoner (1996), 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara', *Journal of Asian Studies*, Vol. 55 (4), pp. 851-80.

- Extract from Abu'lFazlAllami, *The Ain-i Akbari*, translated into English by H. S. Jarrett, vol. III, Delhi: Low Price Publications, 1949, reprint, 2006, pp. 1-11, with secondary reading Athar Ali (1980), "Sulh-i Kul and the Religious Ideas of Akbar", *Proceedings of Indian History Congress*, Vol. 41, pp. 326-39.
- Extracts from *The Padumawati of Malik MuammadJaisi*, English translation by G.A. Grierson and SudhakaraD-vivedi, https://archive.org/stream/padumawatiofmali00maliuoft/padumawatiofmali00maliuoft_djvu.txt, with secondary reading Ramya Sreenivasan (2007), "Chapter 2-Sufi Tale of Rajputs in Sixteenthcentury Avadh", *The Many Lives of a Rajput Queen: Heroic Pasts in India C. 1500–1900*, University of Washington Press, and Banarsi Prasad Saksena (1992), "The Khaljis: Alaud-dinKhalji", In Mohammad Habib and Khaliq Ahmad Nizami (ed.). *A Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, second edition, The Indian History Congress / People's Publishing House.
- Emmanuel-Joseph Sieyès (1789), *What is the Third Estate?* (pamphlet) [available at <https://pages.uoregon.edu/dluebke/301ModernEurope/Sieyes3dEstate.pdf>] with secondary reading Gail Bossenga (1997), "Rights and Citizens in the Old Regime", *French Historical Studies*, Vol. 20, No. 2, pp. 217-243.
- Extracts from Gregory L. Freeze (1988), *Supplication to Revolution: A Documentary Social History of Imperial Russia*, Oxford University Press.
- The Azamgarh Proclamation (25 August 1857), with secondary reading Rudrangshu Mukherjee (2018), *The Year of Blood: Essays on the Revolt of 1857*, N.Y.: Routledge and Social Science Press,
- Mahmood Farooqui, trans (2010), *Besieged: Voices from Delhi 1857*, Penguin Books.
- Extracts from H. H. Risley, *The People of India* (London: Thacker, 1908 [based on *Report on the Census of India, 1901*, authored by H. H. Risley and E. A. Gait [Calcutta: Office of the Superintendent of Government Printing, 1902]), with secondary reading Nicholas Dirks (2001), "The Enumeration of Caste: Anthropology as Colonial Rule", *Castes of Mind: The Enumeration of Caste: Anthropology as Colonial Rule*, New Jersey: Princeton University Press.
- Extracts from DadabhaiNaoroji, *Poverty and un-British Rule in India* (http://historydepartmentphilos.weebly.com/uploads/2/6/6/1/26612531/poverty_and_unbritish_rule_in_india_by_dadabai_naoroji.pdf), with secondary reading, Bipin Chandra (2010), *The Rise and Growth of Economic Nationalism in India*, Har-Anand Publishers, revised edition.
- Extracts from *Inquilab: Bhagat Singh on Religion and Revolution*, edited by S. IrfanHabib, Yoda Press, 2018.
- Extracts from *Report of the Kanpur Riots Enquiry Committee, 1931*, with secondary reading Bipin Chandra (2008), *Communalism in Modern India*, Har-Anand, and GyanendraPandey, "Prose of Otherness," in David Arnold and David Hardiman (ed.), *Subaltern Studies VIII: Essays in Honour of RanajitGuha*, Oxford University Press, pp.195-203.
- Extract from Begum Anis Kidwai, *AzadikiChaon Mein*, translated by Ayesha Kidwai, *In Freedom's Shade*, Penguin, 2011, with secondary reading GyanendraPandey, "Prose of Otherness," in David Arnold and David Hardiman (ed.), *Subaltern Studies VIII: Essays in Honour of RanajitGuha*, Oxford University Press, pp.213-221.
- B.R. Ambedkar, *Twenty-Two Vows Administered on Conversion* in Gail Omvedt (2003), *Buddhism in India: Challenging Brahmanism and Caste*, Sage Publications. pp. 261–262, with secondary reading, *The Essential Writings of B. R. Ambedkar*, edited by Valerian Rodrigues, Oxford University Press, 2002.
- Press note on the special camp in Kasturba Hospital, inaugurated on Dec. 26, 1975; Press note on the application of incentives to sterilization, Apr. 19, 1976; Office order on measures to be taken to ensure officers comply with sterilization laws, Apr. 15, 1976, with sterilization targets for Apr. 14 to 30, 1976; Request of sterilization certificate made to all Civil Line Municipal Corporation's eligible employees, Apr. 26, 1976, uploaded by John Dayal<https://qz.com/india/296395/heres-proof-that-india-has-been-in-a-state-of-emergency-for-37-years/>, with secondary reading Emma Tarlo (2000), "Welcome to History: A Resettlement Colony in the Making", in Veronique Dupontet al(eds), *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar Publishers and Distributors, pp.75-94.
- Extracts from the *Report of Justice Verma Committee, 2013* (<http://apneaap.org/wp-content/uploads/2012/10/Justice-Verma-Committee-Report.pdf>), with secondary reading, i.e. Paola Cagna and NityaRao (2016), "Feminist mobilisation for policy change on violence against women: insights from Asia", *Gender and Development*, Vol.24, 2016, Issue 2, pp. 277-290.

Essential Readings:

- Gerald W. Schlabach, "A Sense of History: Some Components", <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Marc Bloch (1992), "Introduction", *The Historian's Craft*, Manchester University Press, reprint, pp. 1-19.
- Eric J. Hobsbawm (1998), "Chapter 2-A Sense of the Past" and "Chapter 3-What Can History Tell Us About Contemporary Society", *On History*, UK: Abacus.
- Robert V. Daniels (1981), *Studying History: How and Why*, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13, 25-39, 47-61, 76-97 and 104-110.

- E.H. Carr (1991), “Chapter 1-The Historian and His Facts”, “Chapter 3-History, Science and Morality”, and “Chapter 4-Causation in History”, *What is History*, Penguin, reprint.
- Ludmilla Jordonova, “Chapter 2-Mapping the Discipline of History”, “Chapter 4-The Status of Historical Knowledge”, and “Chapter 7-Historians’ Skills”, *History in Practice*, London/New York: Arnold and Oxford University Press Inc., pp.27-57, 92-112 and 184-193.
- John Tosh (2002), “Chapter 4-Using the Sources”, *In Pursuit of History*, revised third edition, London, N.Y., New Delhi: Longman.

Suggested Readings:

- Marc Bloch (1992), *The Historian’s Craft*, Manchester University Press, reprint, pp.60-69, 138-144 and 190-197.
- J.H. Arnold (2000), “Chapter 3-‘How it really was’: truth, archives, and the love of old things” and “Chapter 7-Telling of the Truth”, *History: A Very Short Introduction*, Oxford: Oxford University Press.
- John Tosh (2002), “Chapter 1-Historical Awareness”, “Chapter 5-The Themes of Mainstream History” and “Chapter 6-Writing and Interpretation”, *The Pursuit of History*, revised third edition, London, N.Y., New Delhi: Longman.
- Bonnie G. Smith (1998), “What is a Historian?”, *The Gender of History: Men, Women and Historical Practice*, Cambridge, M.A.: Harvard University Press, 70-79, 81-87, 89-91, reprinted in Adam Budd (ed.), *The Modern Historiography Reader*, London and N.Y: Routledge, 2009.
- Eric J. Hobsbawm (1998), “Chapter 21-Identity History is Not Enough”, *On History*, UK: Abacus.
- M.M. Postan (1971), “History and the Social Sciences” and “Fact and Relevance in Historical Study”, *Facts and Relevance: Essays on Historical Method*, Cambridge: Cambridge University Press.
- Jerzy Topolski, (1976), “Chapter 18-The Authenticity of Sources and the Reliability of Informants”, *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company.
- D.D. Kosambi (2002), *Combined Methods in Indology and Other Writings*, compiled, edited and introduced by Brajadulal Chattopadhyaya, New Delhi: Oxford University Press.
- Carl Becker (1931), “Everyman His Own Historian”, Presidential Address, *American Historical Review* 37 (January 1932), pp.221-36, reprinted in Adam Budd (ed.), *The Modern Historiography Reader*, London and N.Y: Routledge, 2009.
- Ludmilla Jordonova (2000), “Chapter 6-Public History” and “Chapter 7-Historians’ Skills”, *History in Practice*, London/New York: Arnold and Oxford University Press Inc., pp. 163-171 and 173-183.
- Jerzy Topolski, (1976), “Chapter 10-Historical Facts”, “Chapter 11-The Process of History (Causality and Determinism)”, “Chapter 19-Methods of Establishing Historical Facts”, *Methodology of History*, translated by Olgierd Wojtasiewicz, D. Reidel Publishing Company.

Teaching Learning Process:

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

Assessment Methods:

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

Keywords:

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

SEC-VI
History, Sociology and Anthropology

Course Objective

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

Course Outcome

Students will become familiar with the history, theory and practice of Anthropological History. They will be able to understand the cultural meanings of texts and undertake field-work relating to oral and practice archives. They will develop skills in historical ethnography applicable to a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Course Content

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

In this unit, students will be introduced to a brief history of the field of Anthropological History through a study of its origins, developments and present directions. They will be given a sense of the field's interdisciplinarity, and importance for historical research and study.

2. Anthropological Histories: State, Society and Economy

In this unit, through a study of two well-known articles each on the anthropological histories of state, society and economy, the students will be given a view of how questions are framed and answered through research in this field.

3. Anthropological Histories: Religion, Gender and Environment

In this unit, through a study of two articles each on the anthropological histories of three more themes – religion, gender and environment – the students will be given a view of how questions are framed and answered through research in this field.

4. Case Study

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

Essential Readings

- Bernard Cohn, *A Anthropologist Among Historians and Other Essays*, OUP, 1998
- Butalia, Urvashi, *The other side of silence: Voices from the partition of India*, Penguin, 2017
- Guha, Ranajir, *Subaltern Studies No.5: Writings on South Asian History and Society*, OUP, 1987
- Pandey, Gyanendra, *The construction of communalism in colonial north India*, OUP, 2006
- Saurabh Dube, *Historical Anthropology*, OUP, 2009

Teaching Learning Process:

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

Assessment Methods:

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

Keywords:

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