BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY

1ST SEMESTER PAPERS
B.A. HISTORY HONOURS

DEPARTMENT OF HISTORY, DELHI UNIVERSITY
Core Course I

History of India - I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India’s ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India’s history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto-historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.
Course Content:

Unit I: Reconstructing ancient Indian history
   [a] The Indian subcontinent: landscapes and environments
   [b] Sources of historical reconstruction (up to 600 BCE)
   [c] Changing historiography
   [d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers
   [a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern
   [b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
   [c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production
The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

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

Unit V: Cultures in transition up to c. 600 BCE
Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths
   a) North India
   b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India.(Teaching Time: 2weeks Approx.)

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices. **(Teaching Time: 3 weeks Approx.)**


Unit III. This unit seeks to understand the beginnings of organized food production in the pre-historic times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women. **(Teaching Time: 3 weeks Approx.)**


Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 3 weeks Approx.)


Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period. (Teaching Time: 3 weeks Approx.)

- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22-88) (Also available in Hindi)
Suggested Readings:

Teaching Learning Process:
Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline the ways in which various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:
Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiographical changes reflected in the assigned readings.
Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:
Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.
Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

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

Learning Outcomes:

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

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

Unit-I: Evolution of humankind and Palaeolithic cultures
   a. Comprehending prehistory and history: issues and interpretative frameworks
   b. Environmental context of human evolution
   c. Biological evolution of hominins
   d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic
   a. Mesolithic as a transitional stage in prehistory
   b. Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic
   a. Debating the origins of food production – climate change; population pressure; ecological choices; cognitive reorientations
   b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
   c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age
   Note: Rubrics b, c and d are to be based on any one case study:
   Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
   a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution’ and ‘State’
   b. Ecological context of early civilizations
   c. Aspects of social complexity: class, gender and economic specialization
   d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium
Unit VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Hominines. (Teaching Time: 3 weeks Approx.)

- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- चाइल्ड, V. गॉडडन, इतिहास का इतिहास, राजकमल प्रकाशन, अध्याय 1.
- मजूमदार, D.N तथा गोपाल शरण, प्राचीन इतिहास, दिल्ली विश्वविद्यालय, हिन्दी माध्यम कार्यालय निदेशक.

Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. (Teaching Time: 3 weeks Approx.)

Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life. **(Teaching Time: 3 weeks Approx.)**

Mesopotamia


OR

China


OR

Egypt

Unit V. This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millenium BCE. *(Teaching Time: 1 week Approx.)*


Unit VI: This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. *(Teaching Time: 1 week Approx.)*


SUGGESTED READINGS:

• Website: www.bradshawfoundation.com
Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

Keywords:

GE I

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

Course Objective:

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

Learning Outcomes:

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

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi’s Early Pasts: Indraprastha, Lalkot
Unit II: From settlements to cityscape – Understanding the Many cities of Delhi
Unit III: Delhi’s 13th and 14th Century settlements
   Case study of any two: 1) Dehli-ikuhna’smasjid-ijami ‘(old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad
Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.
Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of ‘decline’.
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. (Teaching Time: 2 weeks Approx.)


Unit 2: This unit will study the proverbial ‘seven cities of Delhi’, focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. (Teaching Time: 3 weeks Approx.)


Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. (Teaching Time: 3 weeks Approx.)

- Anand Taneja, ‘Saintly Visions: Other histories and history’s others in the medieval ruins of Delhi’ IESHR, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre. (Teaching Time: 3 weeks Approx.)


Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The ‘decline’ in the authority meant turbulence, perhaps, in the city, but it
also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. (Teaching Time: 4 weeks Approx.)


SUGGESTED READINGS:


**Teaching Learning Process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks
Keywords:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation
GE II
Science, Technologies and Humans: Contested Histories

Course Objective

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

Learning Outcomes:

After completing this course, students should be able to:
• Critique the prevalent dominant understanding of science and technology.
• Discuss the complex relations between science, technology and society.
• Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
• Examine the character of ‘dual use’ technologies.
• Define various initiatives taken by government for promotion of science and technology.

Course Content

Unit 1: Science, technology and Society
   a. Revisiting ‘Scientific Revolution’
   b. Colonialism and Science

Unit 2: Contested ‘Scientific’ heritage
   a. Decimal and Zero
   b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges
   a. Mitigating uncertainties: Popular saying and predictions
b. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics
   a. Generic Medicines
   b. Industrial Disasters

Unit 5: Science and the nation making
   a. Atomic Power
   b. Policies and Institutions
   c. Homi Jehangir Bhaba, MeghnadShaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of ‘Science’ and ‘Technology’ will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (Teaching Time: 3 weeks Approx.)

- मुले, गुणाकर. (२००५). भारतीयइतिहासमेंविज्ञान. दिल्ली:यात्रीप्रकाशन. (अध्याय: विज्ञानऔरसमाज; पृष्ठ११-29, ज्योतिषकाआरम्भऔरविकास; पृष्ठ४१-49, वैदिकवैज्ञानिककीलीक्ष; पृष्ठ०-66).

Unit-2: Student will understand the politics associated with appropriation of ‘Scientific’ heritage through the case study of the decimal and Zero. It will also suggest that ‘superior’ technology may not always be economically viable and thus socially marginalised.(Teaching Time: 3 weeks Approx.)
• Kumar, Ravindra. (2012). Composite Culture: Portrayal in Architecture, in B L Bhadani, ed., Medieval India 3: Researches in the History of India. Delhi: Manohar. pp. 47-75. (Also available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

Unit-3: This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. (Teaching Time: 3 weeks Approx.)

• Kumar, Mayank. (2013). Traditional Notions of Monsoon, in Mayank Kumar, Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period. Delhi: Manohar. pp. 105-118.
• कुमार, मयूंक. (२०१३), मानसून से सामर्थ्यवृत्ता समाज: सन्दर्भ राजस्थान. प्रतिमान, अंक. -३(संख्या-३), पृष्ठ, ६०२-१६.

Unit-4: This unit will make an attempt to convey that science and technology need to be carefully historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. (Teaching Time: 3 weeks Approx.)


Unit-5: This unit will highlight the role of science in ‘nation-making’. It will also examine the role of a few scientists and associated institutions and their contribution in nation making. (Teaching Time: 2 weeks Approx.)


**SUGGESTED READINGS:**


**FILMS:**

*The Fugitive* A movie featuring Harrison Ford.

The Effects of the Atomic Bomb on Hiroshima and Nagasaki *(https://www.youtube.com/watch?v=3wxWNAM8Cso)* and

*https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5*
Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/reads. 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
B.A. PROGRAMME IN HISTORY
DEPARTMENT OF HISTORY, DELHI UNIVERSITY
Core Course I
History of India from the earliest times up to c. 300 CE

Course Objectives:
This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as ‘Ancient/early’ India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

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

- Delineate changing perceptions on ‘Ancient/early’ India.
- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.
- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.
- Outline the key features of the first ever empire under the Mauryas.
- Locate the shift of historical focus from Gangetic belt to newer areas.
- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

Course Content:

I. Interpreting Ancient India; survey of sources
II. Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic; rock art
III. Harappan Civilization: Origin and extent, town planning, economy, society and religion, decline and continuity. Chalcolithic cultures
IV. Vedic Culture: polity, economy, society and religion. Beginnings of the iron age; Megalithic cultures
V. Post-Vedic Period: material and social changes, Mahajanapadas and the rise of Magadha, Buddhism and Jainism: doctrines; spread
VI. The Mauryan Empire: state and administration, society, economy, Ashoka’s Dhamma, decline, art and architecture
VII. The Far South: Tamilakam; polity, economy and society
VIII. Post-Mauryan age with special reference to Satavahanas and Kushanas: polity, economy, society, culture
ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. In this Unit the students shall be introduced to the varied sources used for writing history of ancient India. Key interpretations stemming from historians’ use of such sources shall be discussed. (Teaching Time: 2 weeks approx.)


Unit II. This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies. (Teaching Time: 2 weeks approx.)


Unit III. This Unit shall introduce students to one of the earliest urban civilizations in Asia of the Indian subcontinent. The unit shall also provide an overview of other material cultures. (Teaching Time: 2 weeks approx.)

Unit IV. This Unit shall provide the students a detailed overview of the evolving cultural traditions, socio-economic structures and political formations in the northern Indian subcontinent. The Unit shall also discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 2 weeks approx.)


Unit V. This unit shall familiarize the students with major social transformations that unfolded from roughly c. 600 BCE to c. 200 BCE. (Teaching Time: 2 weeks approx.)


References:

Unit VI. This Unit shall introduce students to the evolving administrative framework, social structure, economy and cultural life of one of the earliest empires of the Indian subcontinent. (Teaching Time: 2 weeks approx.)


Unit VII. This Unit shall familiarize the students with important social transformations and cultural traditions that developed within communities settled the southern reaches of the Indian subcontinent. (Teaching Time: 2 weeks approx.)


Unit VIII. This Unit shall discuss the key features of polities and material life that emerged in the period c. 100 BCE to c. 300 CE, using the case studies of the Satavahanas and Kushanas. (Teaching Time: 2 weeks approx.)


Suggested Readings:


**Teaching Learning Process:**

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:** Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*
In lieu of MIL (Semester I/II)
Also offered to students of B.Com. programme

Communicating Culture: Tellings, Representations and Leisure

Course Objectives:

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent’s cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

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

- Identify significant features of India’s intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

Course Content:

Unit I: **Tellings:** Myths, tales and folklore
Unit II: **Performance as communication:** Theatre, puppetry and music
Unit III: **Processions as display:** Yatra, barat & julus
Unit IV: **Sporting:** Mind, body & nation

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,
folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. (Teaching Time: 4 weeks approx.)


Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry: A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. (Teaching Time: 4 weeks approx.)

  * The Ramnagar Ramlila https://www.youtube.com/watch?v=AiAgXRHZRDw
  * For illustrations https://www.sahapedia.org/tag/shadow-puppetry

Unit III. Processions as display: Yatra, barat & julus: There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,
festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. (Teaching Time: 4 weeks approx.)


**Unit IV: Sporting: Mind, body & nation:** Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. (Teaching Time: 4 weeks approx.)


**Suggested Readings:**

- Foley, Kathy and Dadi Pudumjee. (2013). “India” in World Encyclopaedia of Puppetry Artscalled “WEPA” or “EMAM” for Encyclopédie Mondiale des Arts de la Marionnette, a project of International Unima.
Available in English https://wepa.unima.org/en/india/


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

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

Internal Assessment: 25 Marks
Written Exam: 75 Marks
Total: 100 Marks

**Keywords:**
Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket