

UNIVERSITY OF DELHI

CNC-II/093/1/Misc./2025/30

Dated: 02.01.2026


NOTIFICATION

Sub: Amendment to Ordinance V

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of Semester-II of Master of Arts (History) for two-year PG History programme under Faculty of Social Sciences based on Post Graduate Curriculum Framework, are notified for the information of all concerned as per **Annexure-1**.


2/1/26

REGISTRAR

Department of History
University of Delhi

MASTER OF ARTS (HISTORY)

**COURSES FOR TWO-YEAR PG (HISTORY) PROGRAMME
(BASED ON NEP-2020)**

Semester II



**DEPARTMENT OF HISTORY
FACULTY OF SOCIAL SCIENCE
UNIVERSITY OF
DELHI DELHI-
110007**

PGCF BASED ON NEP-2020

With effect from 02.01.2026

Structure of Semester II
Discipline Specific Core (DSC) Courses: Three Compulsory Courses: DSC-4 DSC-5 DSC-6
Discipline Specific Elective (DSE) Courses: 02 Courses can be opted from the pool of DSEs offered in the semester
Skill-Based Course (SBC): Any one can be opted from the pool of SBCs offered in the semester

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DSE 15: Imperialism, Nationalism, and Concerns of Globalization (c. 1850s–1960s)	79
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DSC 4: Themes in Ancient Indian Economy: Earliest time to 8th Century CE

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Themes in Ancient Indian Economy: Earliest time to 8 th Century CE	04	3	1	0	Nil	Nil

Course Objectives:

This course is intended to analyse some salient themes of Ancient Indian Economy. The course will look at the subsistence patterns as they emerged in the Prehistoric and Proto-historic periods. The Transition to historical period was facilitated with Introduction to Iron Technology and its impact on Second Urbanization. The course will also analyse the trade, traders, trade routes, ports, markets, manufacturing and guilds.

Learning Outcomes

By the end of the course, students will be able to:

- Understand and analyse the different economic patterns of the Pre and Proto historic people.
- Evaluate the role of Iron technology in transition to early historic period.
- Understand the Trade and its organization in detail.

Course Content:

Unit 1: Survey of Sources and Pre-Historic Economy

Unit 2: Proto Historic Economy: Harappan Civilization

Unit 3: Iron Age: Second Urbanization

Unit 4: Trade and its Organization in First millennium CE (Till the post Gupta Period)

Essential Readings and Unit-Wise Outcomes:

Unit 1: Survey of Sources and Pre-Historic Economy: Food gathering, Specialized hunter gatherers in Mesolithic, Subsistence patterns, and Advent of food production in Neolithic.

(12 hours)

- Bhattacharya, D. K. *An Outline of Indian Prehistory*. New Delhi: Palaka Prakashan, 1991.
- Dhavalikar, M. K. *Prehistory of India: A Comprehensive History of India*. Vol. 1, Part 1. New Delhi: Manohar, 2023.

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- Mishra, V. N. "The Mesolithic Age in India." In *Indian Archaeology in Retrospect: Prehistory Archaeology of South Asia*, Vol. I, edited by S. Settar and R. Korisettar, 111–125. New Delhi: Indian Council of Historical Research and Manohar, 2001.
- Ratnagar, Shereen. *The Other Indians: Essays on Pastoralists and Prehistoric Tribal People*. New Delhi: Three Essays Collective, 2004.
- Thomas, P. K. "Role of Animals in the Food Economy of Mesolithic Cultures of Western and Central India." In *Archaeozoological Studies*, edited by A. T. Calson, 322–328. 1975.
- Lal, B. B. *The Earliest Civilization of Southern Asia*. Delhi: Aryan Books, 1997.

Unit II: Proto-Historic Economy: Economic patterns of the Harappan people and their craft-production; Urban experiment, Trade relations outside the subcontinent. (12 hours)

- Lal, B. B. *The Earliest Civilization of Southern Asia*. Delhi: Aryan Books, 1997.
- Possehl, Gregory L. *Indus Age: The Beginning*. Philadelphia: University of Pennsylvania Press; Delhi: Oxford & IBH Publishing Company, 1999.
- Possehl, Gregory L., ed. *Harappan Civilization: A Contemporary Perspective*. Delhi: Oxford and IBH, 1993.
- Ratnagar, Shereen. *Trading Encounters: From the Euphrates to the Indus in the Bronze Age*. Oxford: Oxford University Press, 2006.
- Ratnagar, Shereen. *Understanding Harappan Civilization*. 4th ed. New Delhi: Tulika Books, 2017.
- Singh, Dharmendra, *Prachin Bharat Me Krishi Avem Pashupalan*. New Delhi: Raj Publications, 2022.
- Wright, Rita P. *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press, 2010.
- Srivastava, Vinod Chandra. *History of Agriculture in India, Up to C. 1200 A.D.* India: Jointly published by CSC and Concept Publishing Company for the Project of History of Indian Science, Philosophy, and Culture, 2008.

Unit III: Iron Age and Second Urbanization (12 hours)

- Erdosy, George, ed. *Urbanization in Early Historic India*. Delhi: Oxford University Press, 1988.
- Sahu, B. P., ed. *Iron and Social Change in Early India*. New Delhi: Manohar, 2006.
- Saraswat, K. S. "Archaeological Background of the Early Farming Communities in the Middle Ganga Plain." *Pragdhara* 15 (2005): 145–177.
- Sharma, R. S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983.
- Tripathi, Vibha. "The Age of Iron in India: A Reappraisal." In *Indian Archaeology in Retrospect: Prehistory Archaeology of South Asia*, Vol. I, edited by S. Settar and R. Korisettar, 287–311. New Delhi: Indian Council of Historical Research and Manohar, 2001.

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Unit IV: Trade and its Organization in First Millennium CE: Traders, Trade routes, Guilds and Manufacturing. (12 hours)

- Altekar, A. S. "Origin and Early History of Coinage in Ancient India." *Journal of the Numismatic Society of India* 15 (1957): 1–26.
- Chakravarty, Ranabir, ed. *Trade in Early India*. New Delhi: 2005.
- Chakravarty, Ranabir. *Trade and Traders in Early Indian Society*. New Delhi: 2021.
- François-Boussac, Marie, and Jean-François Salles, eds. *Athens, Aden and Arikamedu: Essays on Interaction between India, Arabia and the East Mediterranean*. New Delhi: 1995.
- Gupta, Sunil. "A Historiographical Survey of Studies on Indo-Roman Trade and Indian Ocean Trade." *Indian Historical Review* 32, no. 1 (2005): 140–164.
- Kumari, Seema. *Industries in Ancient India: 600 BC–AD 550*. Patna: Janaki Prakashan, 2004.
- Kuppam, G. *Ancient Indian Mining, Metallurgy and Metal Industries*. 2 vols. New Delhi: Sandeep Prakashan, 1989.
- Neelis, Jason. *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*. Leiden: Brill, 2011.
- Ray, H. P. *The Archaeology of Seafaring in Ancient South Asia*. Cambridge: Cambridge University Press, 2003.
- Thapaliyal, K. *Guilds in Ancient India, 60 BCE–600 CE*. Delhi: 1996.

Suggesting Readings:

- Abraham, Meera. *Two Medieval Merchant Guilds of South India*. New Delhi: Manohar, 1988.
- Adhya, G. L. *Early Indian Economics: Studies in the Economic Life of Northern and Western India, 200 B.C. to A.D. 300*. Bombay: Asia Publishing House, 1966.
- Agrawal, D. P., and J. S. Kharakwal. *Bronze and Iron Ages in South Asia*. New Delhi: Aryan Books, 2003.
- Chakrabarti, D. K. *The Early Use of Iron in India*. New Delhi: Oxford University Press, 1992.
- Chakrabarti, D. K. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press, 2006.
- Chandra, Moti. *Trade and Trade Routes in Ancient India*. New Delhi: Abhinav Publications, 1977.
- Chattopadhyaya, B. D. "Urban Centres in Early Medieval India." In *The Making of Early Medieval India*, 155–182. New Delhi: Oxford University Press, 2012.
- Cohen, M. N. *The Food Crisis in Prehistory*. New Haven: Yale University Press, 1977.
- Dhavalikar, M. K. *Indian Protohistory*. Pune: Books and Books, 1997.
- Ghosh, A. *The City in Early Historical India*. Shimla: Indian Institute of Advanced Study, 1973.

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- Gupta, S. P. *The Indus-Saraswati Civilization: Origins, Problems and Issues*. Delhi: Pratibha Prakashan, 1996.
- Joglekar, P. P., and Pankaj Goyal. *Animal Husbandry and Allied Technologies in Ancient India: From Prehistorical to Early Historical Times*. New Delhi: Pentagon Press, 2015.
- Kumar, Sajjan. *Domestication of Animals in Harappan Civilisation*. New Delhi: Research India Press, 2014.
- Lal, B. B. *The Earliest Civilization of Southern Asia*. New Delhi: Aryan Books International, 1997.
- Motichandra. *Trade and Trade Routes in Ancient India*. New Delhi: Abhinav Publications, 1977.
- Mukherjee, B. N. *The Economic Factors in Kushana History*. Calcutta: 2002.
- Prasad, Prakash Charan. *Foreign Trade and Commerce in Ancient India*. New Delhi: Abhinav Publications, 1977.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSC 5: Themes in the Economic History of India (8th-18th Centuries)

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Themes in the Economic History of India (8 th -18 th Centuries)	04	3	1	0	Nil	Nil

Course Objectives:

This course provides a critical examination of the economic history of medieval India, spanning from the early regional state formations to the decline of the Mughal Empire. It interrogates key historiographical debates on agrarian structures, the applicability of feudal models, the extent of state regulation, and the dynamics of internal and external trade. Students will examine how caste, gender, and regional diversity intersect with economic practices and institutions. Drawing on textual, epigraphic, numismatic, and archaeological sources, the course introduces students to key methodological and historiographical frameworks.

Learning Outcomes:

By the end of this course, students will be able to:

- **Critically analyse** the major historiographical debates surrounding medieval Indian economic history, including theories of feudalism, state formation, and commercialisation.
- **Evaluate primary sources**—textual, epigraphic, numismatic, and archaeological—to reconstruct diverse aspects of medieval economic life.
- **Explain the structures and transformations** of agrarian economies, state fiscal strategies, and patterns of long-distance trade within and beyond the subcontinent.
- **Assess the role of social hierarchies**, particularly caste and gender, in shaping access to and control over economic resources and labour.
- **Compare regional economies** across South Asia, recognising patterns of integration, differentiation, and change over time.

Course Content:

Unit 1: Agrarian Structures and Rural Economy

Unit 2: Artisanal Production and Urban Economies

Unit 3: Trade, Markets, and Commercial Networks

Unit 4: States, Fiscal Systems, and Economic Regulation

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Essential Readings and Unit-Wise Outcomes:

Unit 1: Patterns of land ownership and land use; Role of caste and community in agrarian production; Land grants (*brahmadeya, devadana, madad-i-ma'ash*): sources and interpretations; Revenue systems: *iqta, jagir, zabt*; Technology and irrigation in agriculture. **(12 hours)**

- Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second Edition. OUP. (Selected chapters)
- Habib, Irfan. 'Technological Changes and Society (13th & 14th Centuries). *Proceedings of the Indian History Congress*, December 1969.
- Habib, Irfan. *The Agrarian System of Mughal India (1556–1707)*. New Delhi: Oxford University Press. 1999.
- Kulke, Hermann ed. *The State in India, 1000-1700*. OUP, 1997. (Introduction; Chapter 1&3)
- Majumdar, R. C., ed. *The Classical Age*. Vol. 3 of *The History and Culture of the Indian People*. Selected Chapters. Bombay: Bharatiya Vidya Bhavan, 1954.
- Sastri, K. A. Nilakanta. *The Cholas*. Madras: University of Madras, 1935.
- Sharma, Ram Sharan. *Indian Feudalism, c 300-1200*. Calcutta: University of Calcutta, (Introduction & Chapter 1)
- Stein, Burton. *Peasant State and Society in Medieval South India*. OUP, 1980. (selected chapters)

Unit 2: Craft production: textiles, metalwork, ceramics; Urbanisation and market towns: structure and function; Guilds and artisan communities; Role of women and marginalised groups in production. **(12 hours)**

- Alavi, Seema, ed. *The Eighteenth Century in India*. Debates in Indian History and Society. New Delhi: Oxford University Press, 2007. ISBN 9780195692013.
- Chattopadhyaya, Brajadulal, *The Making of Early Medieval India*. Delhi: Oxford University Press, 1997.
- Chaudhary, Sushil. "The Gujarati Mahajans: An Analysis of their Functional Role in the Surat Crisis of 1669", *Proceedings of Indian History Congress*, 41st Session, Bombay, 1980.
- Heitzman, James. 'Temple Urbanism in Medieval South India', *The Journal of Asian Studies*, Vol. 46, No. 4, 1987, pp. 791-826.
- Ramaswamy, Vijaya. *Textiles and Weavers in Medieval South India*. OUP, 2006.

Unit 3: Internal trade and regional markets; Long-distance trade: Indian Ocean, Central Asia, Red Sea, Southeast Asia; Role of merchant communities: Baniyas, Chettis, Bohras, Jains etc; Ports and trading towns: Cambay, Calicut, Surat, Masulipatnam, Delhi and Agra; Coinage, money, and credit. **(12 hours)**

- Banarsidas, *Ardhakathanak* (1981), Text, translated, introduced and annotated by Mukund Lath, *Ardhakathanak: Half a Tale*, Jaipur, Rajasthan Prakrit Bharati Sansthan.
- Bayly, C. A. *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770–1870*. Cambridge: Cambridge University Press, 1983.
- Chakravarti, Ranabir. *Trade and Traders in Early Indian Society*. New Delhi:

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- Manohar, 2007.
- Habib, Irfan. 'Merchant Communities in Pre-colonial India' in *The Rise of Merchant Empires: Long-distance Trade in the Early Modern World, 1350-1750*, (ed.) J.D. Tracy, Cambridge: Cambridge University Press, 1990, pp. 371-400.
 - Irfan Habib, 'The System of Bills of Exchange (Hundis) in the Mughal Empire', *Proceedings of the Indian History Congress*, 33, 1971, pp. 290-303
 - Jain, Shalin. "Inland Trade in the Mughal Empire." Oxford Research Encyclopaedia of Asian History. 21 Jun. 2023.
 - Parthasarathi, Prasannan. *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720–1800*. Cambridge: Cambridge University Press, 2001.
 - Timberg, Thomas A. *The Marwaris: From Jagat Seth to the Birlas*, Gurgaon: Penguin Books, 2014. To be shifted to the next course
 - Tripathi, Dwijendra, ed., *Business Communities of India: A Historical Perspective*, Delhi: Manohar, 1984.
 - टिम्बर्ग, थॉमसए.मारवाड़ी समाज व्यवसाय से उद्योग में , नई दिल्ली :राधाकृष्ण प्रकाशन, 1978.

Unit 4: State formation and economic control; Taxation systems under various regimes: Cholas, Delhi Sultanate, Gujarat Sultanate, Mughals; Bureaucracy and the management of revenue; Price regulation and state intervention (e.g., Alauddin Khalji's market reforms). **(12 hours)**

- Brittlebank, Kate. *Tipu Sultan and the Economy of Mysore, 1782–1799*. Cambridge: Cambridge University Press, 1995.
- Gordon, Stewart N. *The Marathas 1600–1818*. The New Cambridge History of India, II.4. Cambridge: Cambridge University Press, 1993. Selected Chapters.
- Guha, Sumit. "Rethinking the Economy of Mughal India: Lateral Perspectives", *Journal of the Economic and Social History of the Orient*, 58, 2015.
- Habib, Irfan. "The Price Regulations of 'Ala al-Din Khalaji--A Defence of Zia Barani.'" *The Indian Economic & Social History Review*, 21, 1984. Pp. 393–414.
- Habib, Irfan. 'Peasant and Artisan Resistance in Mughal India', *Studies in International Development*, No. 34, July, 1984.
- Hasan, Farhat. (2004). *State and Locality in Mughal India Power Relations in Western India, c.1572-1730*, CUP, 2004. 'Order and Disorder' (Chapter 4, pp. 52-70.)
- Pearson, Michael N. 'Merchants and States', in James D. Tracy. (ed.), *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*, New York: Cambridge University Press, 1991.
- Samira Sheikh. *Forging A Region: Sultans, Traders, and Pilgrims in Gujarat, 1200-1500*, New Delhi: OUP, 2010. Sarkar, Jadunath. *The Fall of the Mughal Empire*. 4 vols. Calcutta: M. C. Sarkar & Sons, 1932–1950

Suggested Readings:

- Aghassian, Michel and Keram Kevoonian. 'The Armenian Merchant network: Overall Autonomy and Local Integration' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in the Early Modern Era*, Cambridge: CUP, 2007, pp. 74-94.

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- Arasaratnam, Sinnappah. *Merchants, Companies and Commerce on the Coromandel Coast 1650–1740*. Delhi: Oxford, 1986.
- Champakalakshmi, R. *Trade, Ideology and Urbanisation: South India 300 BC to AD 1300*. Delhi: Oxford University Press, 1996.
- Haider, Najaf. “A Sturdy Regional Currency: The Continuous Use of Maḥmūdīs in Gujarat under the Mughals.” *Studies in People’s History* 4, no. 2, 2017.
- Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 2003.
- Jain, Shalin. “The Urban Jain Community, Commercial Mobility and Diaspora” (Chapter 4) in *Identity, Community and State: The Jains under the Mughals*, Delhi: Primus, 2017.
- Moosvi, Shireen. *The Economy of the Mughal Empire*. New Delhi: Oxford University Press. 1987.
- Moreland, W.H. *The Agrarian System of Moslem India*. Cambridge University Press.
- Nurul Hasan, S. "The Position of the Zamindars in the Mughal Empire." *The Indian Economic and Social History Review*, 1(4), pp. 107–119. 1964.
- Raychaudhuri, Tapan and Irfan Habib, ed. *The Cambridge Economic History of India. vol. I: c. 1200c. 1750*. Cambridge: Cambridge University Press, 1982.
- Richards, J. F., ed. *The Imperial Monetary System of Mughal India*. Delhi: Oxford University Press, 1998.
- Sarkar, Jadunath. *The Fall of the Mughal Empire*. 4 vols. Calcutta: M. C. Sarkar & Sons, 1932–1950.
- Subrahmanyam, Sanjay, (ed.), *Merchants, Markets, and the State in Early Modern India*, Delhi: Oxford University Press, 1990.
- Subramanian, Lakshmi. (2017). ‘Parsi Traders in Western India, 1600-1900’, *Oxford Research Encyclopaedia*.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF

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

DSC 6: Themes in the Economic History of India: 1750-1950

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Themes in the Economic History of India: 1750-1950	04	3	1	0	Nil	Nil

Course Objective:

This course examines the historiography and history of key themes in colonial economic history. It introduces students to fundamental economic changes brought about by colonialism during this period in the worlds of agriculture, artisanal activity, trade, finance, labour, and industry. It will focus on the inter-relations between social structures, economic relationships and the state. It ends with a discussion of the nationalist critique of the colonial economy through an analysis of concepts such as “drain of wealth” that referred to the processes of transfers and extraction that were inherent to the financial architecture of imperialism.

Learning Outcome:

At the end of the course, students would:

- Understand transformations in Agriculture, Trade, Labour relations and Industry
- Understand the relationship between economic processes, society and the state
- Understand the emergence of nationalism and its critique of colonial economic policies.
- Be able to read and analyse primary sources.

Course Content:

Unit 1: Land Revenue, agrarian regimes and fiscal ecologies

Unit 2: Industries, Workers and Artisans; restructuring of labour and skills

Unit 3: Trade, Colonial Finance and circuits of capital, commodities, and credit,

Unit 4: Political Economy and the Emergence of Economic Nationalism

Essential Readings and Unit-Wise Outcomes:

Unit 1: Land Revenue, agrarian regimes and fiscal ecologies

This unit will familiarise the students with the foundations of the colonial economy. Major transformations in land revenue through the permanent settlement, rayatwari, and mahalwari systems were the backbone of British colonial rule in India, and these land revenue policies had long-term economic and political consequences for the regions covered by these revenue systems. In this unit, students will study the transformation of Indian agriculture under colonial influence. **(12 hours)**

- Bhattacharya, Neeladri, *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*. State University of New York Press, 2019.

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- Patnaik, Utsa (2007). *The Republic of Hunger and Other Essays*.
- Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: Oxford University Press, 1983.
- Kale, Madhavi. *Fragments of Empire: Capital, Slavery, and Indian Indentured Labor Migration in the British Caribbean*. Durham, NC: Duke University Press, 1998.
- Kumar, Dharma, ed. *Cambridge Economic History of India*. Vol. II, Part I, Selections. Cambridge: Cambridge University Press, 1983.
- Ludden, David, ed. *Agricultural Production and Indian History*. New Delhi: Oxford University Press, 1994.
- Markovits, Claude, Jacques Pouchepadass, and Sanjay Subrahmanyam, eds. *Society and Circulation: Mobile People and Itinerant Cultures in South Asia, 1750–1950*. New Delhi: Permanent Black, 2003.
- Prakash, Gyan, ed. *The World of the Rural Labourer in Colonial India*. Delhi: Oxford University Press, 1992.
- Ray, Rajat, and Ratna Ray. "The Dynamics of Continuity in Rural Bengal Under the British Imperium: A Study of Quasi-Stable Equilibrium in Underdeveloped Societies in a Changing World." *The Indian Economic & Social History Review*, vol. 10, no. 2, 1973, pp. 103-128.
- भट्टाचार्य, सब्यसाची. *आधुनिक भारत का आर्थिक इतिहास: 1850-1947*, दिल्ली :राजकमल प्रकाशन, 1990 .

Unit 2: Industries, Workers and Artisans; restructuring of labour and skills

The destruction of Indian artisanal manufacturing, called deindustrialization, was an important consequence of the establishment of British colonial rule in India. Alongside transformations in agriculture the change in the landscape of Indian manufacturing comprised an important component of the development of India as a classic colonial economy under the British. These transformations had widespread ramifications for almost all sections of Indian society. On the other hand, during the colonial rule modern industry made an appearance in India for the first time with several economic consequences. **(12 hours)**

- Chandavarkar, Rajnarayan. *The Origins of Industrial Capitalism: Business Strategies and the Working Classes in Bombay, 1900–1940*. Cambridge: Cambridge University Press, 1994.
- Guha, Amalendu. *Planter-Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826–1947*. New Delhi: Indian Council of Historical Research; distributor, People's Publishing House, 1977.
- Kumar, Nita. *The Artisans of Banaras: Popular Culture and Identity, 1880–1986*. Princeton, NJ: Princeton University Press, 1988.
- Markovits, Claude. *Merchants, Traders, Entrepreneurs: Indian Business in the Colonial Era*. Cambridge: Cambridge University Press, 2008.
- Ray, Rajat K. (ed.). *Entrepreneurship and Industry in India, 1800–1947*. Delhi: Oxford University Press, 1992.
- Sen, Samita. *Women and Labour in Late Colonial India: The Bengal Jute Industry*. Cambridge: Cambridge University Press, 1999.
- Roy, T. (2011). Small-scale Industry (Chapter 6). In *The Economic History of India 1857–1947* (3rd ed., pp. 158–182). Oxford University Press.

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Unit 3: Trade, Colonial Finance and circuits of capital, commodities, and credit.

Agriculture, industry, trade, and finance were crucial to the development of India's colonial economy. In this unit, the students will learn about the financial foundations of the Raj, levels of capital formation, the status of private investment in India and general trade and finance in colonial India. Students will learn about moneylending and the role of moneylenders in colonial Indian society, as well as the overall interconnections between the growth of colonialism in India, British imperialism, and world capitalism. The rise of Indian capital and capitalists, along with the growth of the national economy, took hold in the colonial spaces. **(12 hours)**

- Bagchi, A. K. *Private Investment in India, 1900–1939*. Cambridge: Cambridge University Press, 1972.
- Balachandran, G. *India and the World Economy, 1850–1950*. Delhi and Oxford: Oxford University Press, 2003/2006.
- Bhattacharaya, Sabyasachi. *Financial Foundations of the Raj*. New Delhi: Orient Blackswan, 2005.
- Chaudhuri, K. N. “Foreign Trade and Balance of Payments (1757–1947).” In *The Cambridge Economic History of India*, vol. 2, edited by Dharma Kumar, 804–850. Cambridge: Cambridge University Press, 1982.
- B. R. Tomlinson, *The Economy of Modern India, 1860 to the Twenty-first Century (The New Cambridge History of India)* Cambridge University Press, 2013), Chapter 3 - Firms, markets and the colonial state:
- Kumar, Dharma, ed. *The Cambridge Economic History of India*. Vol. 2, Part 2, Selections. Cambridge: Cambridge University Press, 1983.
- Patnaik, Prabhat, and Utsa Patnaik. *Capital and Imperialism*, Parts 2–3. New Delhi: Tulika Books.
- Roy, Tirthankar, *Traditional Industry in the Economy of Colonial India* Hardcover Cambridge: Cambridge University Press 1999
- Siddiqui, Asiya, ed. *Trade and Finance in Colonial India, 1750–1860*. New Delhi: Oxford University Press, 1995.

Unit 4: Political Economy and the Emergence of Economic Nationalism.

The rise of nationalism in 19th-century India was predicated upon a strong critique of British colonial economic policies in India. The idea of swadeshi was based on India's rejection of the colonial produce imposed on Indian markets by the British. In this unit, students will understand the meaning and long-term implications of economic nationalism in India, particularly in relation to the rise of Indian capitalism, capitalists, and the Gandhian political economy. They will also become familiar with the theories of drain, deindustrialisation, swadeshi, and British tariff policy, which contributed to India's arrested development. **(12 hours)**

- Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, Oxford: Oxford University Press, 2010.
- Chandra, Bipin. *The Rise and Growth of Economic Nationalism in India*. New Delhi: People's Publishing House, 1966.
- Dutt, R. C. *Speeches and Papers on Indian Questions*. London: Archibald Constable, 1897.
- Ganguly, B. N. *Indian Economic Thought: Nineteenth-Century Perspectives*. Delhi: Government of India, 1977.
- Goswami, Manu, *Producing India: From Colonial Economy to National Space*, Chicago: University of Chicago Press, 2004.

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- Markovits, Claude. *Indian Business and Nationalist Politics, 1931-39*. Cambridge: Cambridge University Press, 2002.
- Naoroji, Dadabhai. *Poverty and Un-British Rule in India*. London: Swan Sonnenschein & Co., 1901.
- Naoroji, Dadabhai. *Essays, Speeches, Addresses, and Writings of the Honourable Dadabhai Naoroji*. Edited by C. L. Parekh. Bombay: Caxton Printing Works, 1887.
- R. P. Patwardhan and D. V. Ambekar ed. *The Speeches and Writings of Gopal Krishna Gokhale*. Vol. 1. Bombay: Asia Publishing House, 1962
- Sarkar, Sumit. *The Swadeshi Movement in Bengal, 1903–1908*. New Delhi: Permanent Black, 2010.
- Tripathi, Dwijendra, *The Oxford History of Indian Business*. New Delhi: Oxford University Press, 2004.

Suggested Readings

- Chowdhry, Prem. *Political Economy of Production and Reproduction: Caste, Custom, and Community in North India*. New Delhi: Oxford University Press, 2015.
- Naoroji, Dadabhai. *Essays, Speeches, Addresses, and Writings of the Honourable Dadabhai Naoroji*. Edited by C. L. Parekh. Bombay: Caxton Printing Works, 1887.
- Rawat, Ramnarayan S. *Reconsidering Untouchability: Chamars and Dalit History in North India*, Chapters 1–2. Bloomington: Indiana University Press, 2011.
- Shukla, P. K. *Indigo and the Raj: Peasant Protests in Bihar, 1780-1917*, Delhi: Pragati Publications, 2004.
- चंद्रा, बिपिन, भारत में आर्थिक राष्ट्रवाद का उदय और विकास: भारतीय राष्ट्रीय नेतृत्व की आर्थिक नीतियाँ, 1880-1905, दिल्ली: राजकमल प्रकाशन, 2005.
- Habib, Irfan. *Essays in Indian History*, Chapters 8–10. New Delhi: Tulika Books, 2015.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF

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

DSE 1: The Rise and Fall of Fascism and Nazism in Europe, 1919-1945

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
The Rise and Fall of Fascism and Nazism in Europe, 1919-1945	04	3	1	0	Nil	Nil

Course Objectives:

This course underlines the rise and fall of Fascism and Nazism in Europe in the context of its 19th Century background, the two World Wars and the crisis in international capitalism manifest in the Great Depression. The objective of the course is to acquaint the students with the historical trajectories taken by European countries especially Germany and Italy in the first fifty years of the 20th Century in the context of world history as it unfolded during the 19th Century. The post Second World War history of the world were deeply influenced by the rise and fall of Fascism in Italy and National Socialism in Germany in the inter-war and Second World War period.

Learning Outcomes:

- The students who opt for this course will learn about the theory and practice of Fascism and Nazism as phenomena produced by modern European history.
- They will emerge from the course more informed about the connections between Feudalism, Capitalism, Socialism, Racism and Colonialism.
- They will also learn about generic Fascism in relation to cultural comparisons across the countries chosen.
- One important outcome of the course will be a greater understanding of the causes of the Second World War, the defeat of the Axis Powers and the rise of the USA and USSR as World Powers.
- Finally, the students will be able to understand the ideological and historical connections between the contemporary Post War world and the currents of World History in the period 1900-1945.

Course Content:

Unit 1: Introduction to Fascism and National Socialism: Socio-Economic Background.

Unit 2: Fascism in Italy; Impact of the First World War.

Unit 3: National Socialism in Germany.

Unit 4: Fascism as Culture.

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Essential Readings and Unit-Wise Outcomes:

Unit 1: Theories of Fascism and National Socialism – Marxist perspectives, Weberian understanding, psychological theory and the discipline of Fascism Studies; Prehistory of Fascism in France, Germany and Italy; Fascism as anti-Semitism, militarism and general racism. **(12 hours)**

- Aly, Götz. *Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust*. New York: Picador, 2011. (pp. 1-64)
- Confino, Alon. *A World Without Jews: The Nazi Imagination from Persecution to Genocide*. New Haven, CT: Yale University Press, 2014. (Introduction)
- Iordachi, Constantin, ed. *Comparative Fascist Studies: New Perspectives*. London: Routledge, 2009 (paperback). (pp. 1-51).
- Mosse, George L. *The Fascist Revolution: Toward a General Theory of Fascism*. New York: Howard Fertig, 1999.
- Passmore, Kevin. *Fascism: A Very Short Introduction*. 2nd ed. Oxford: Oxford University Press, 2014. (Chapter 1, 2 & 3).
- Renton, Dave. *Fascism: Theory and Practice*. New Delhi: Aakar Books, 2007. (Chapter 1, 2 & 3)

Unit 2: The Red Years and March on Rome; Rise of Benito Mussolini and Doctrine of Fascism; the Fascist State, its domestic and foreign policies; The Second World War and the end of the Fascist regime. **(12 hours)**

- Bosworth, R. J. B. *Mussolini's Italy: Life under the Dictatorship, 1915–1945*. New York: Penguin Books, 2006. (pp 1-21)
- Lowe, Norman, and John Traynor. *Mastering Modern World History*. 6th ed. London: Bloomsbury Academic, 2016. (Section on Italian fascism, pp 295-308 and pp 3-42))
- Mazzini, Giuseppe (Joseph). *The Duties of Man*, PDF, 1862. (Full text)
- Mussolini, Benito. *The Doctrine of Fascism*, PDF, 1932. (full text)

Unit 3: National Socialism in Germany; Impact of First World War; Failures of the German Left; Rise of the NSDAP; Economic crisis and formation of the Third Reich in 1933; Nazi policies and crisis of full employment, World War 2 and the finally, the fall of Nazism. **(12 hours)**

- Burleigh, Michael. *The Third Reich: A New History*. New York: Hill and Wang, 2001. (pp 159-197)
- Hitler, Adolf. *Mein Kampf*, Nishant (Delhi), 2002. (Relevant chapters)
- Lowe, Norman, and John Traynor. *Mastering Modern World History*. 6th ed. London: Bloomsbury Academic, 2016 (pp 309-334; 69-121)
- Shirer, William L. *The Rise and fall of the Third Reich: A History of Nazi Germany*. New York: Simon & Schuster, 1960. (Relevant chapters)

Unit 4: Fascism as Culture. Grassroots Fascism and Mass Psychology of Fascism **(12 hours)**

- Aly, Götz. *Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust*. New York: Picador, 2011. (pp. 1-64)

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- Confino, Alon. *A World Without Jews: The Nazi Imagination from Persecution to Genocide*. New Haven, CT: Yale University Press, 2014. (pp 1-55)
- Grunberger, Richard. *The Twelve-Year Reich: A Social History of Nazi Germany, 1933–1945*. New York: Holt, Rinehart and Winston, 1971. (Relevant section).
- Reich, Wilhelm. *The Mass Psychology of Fascism*. Translated by Vincent R. Carfagno. New York: 1970 (pp. 7–25; 51–77).

Suggested Readings:

- Aly, Götz. *Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust*. New York: Picador, 2011.
- Bosworth, R. J. B. *Mussolini's Italy: Life under the Fascist Dictatorship, 1915–1945*. London: Penguin, 2006.
- Burleigh, Michael. *The Third Reich: A New History*. London: Macmillan, 2001.
- Deshpande, A., ed. *Beesween Shatabdi Mein Vishwa Itihas ke Pramukh Mudde*. Delhi: Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2011.
- Evans, Richard, J. *The Third Reich in Power, 1933–1939*. London: Allen Lane, 2005.
- Frank, Anne. *The Diary of a Young Girl*. New York: Alfred A. Knopf, 2010.
- Friedländer, Saul. *Nazi Germany and the Jews: The Years of Persecution, 1933–1939*. New York: HarperCollins, 1997.
- Gupta, P. S. *Europe ka Itihas*. Delhi: Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2015.
- Hitler, Adolf. *Mein Kampf*. Delhi: Nishant Publications, 2002.
- Iordachi, Constantin, ed. *Comparative Fascist Studies: New Perspectives*. London: Routledge, 2010.
- Mazzini, Giuseppe. *The Duties of Man and Other Essays*. PDF edition. Originally published London: Chapman & Hall, 1862.
- Mussolini, Benito. *The Doctrine of Fascism*. Online PDF. Originally published 1932.
- Passmore, Kevin. *Fascism: A Very Short Introduction*. Oxford: Oxford University Press, 2014.
- Patai, Raphael, ed. *The Complete Diaries of Theodor Herzl, 1895–1904*. New York: Herzl Press, 1960.
- Renton, Dave. *Fascism: Theory and Practice*. New Delhi: Aakar Books, 2007.
- Shirer, William L. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. New York: Simon & Schuster, 1960.
- Sternhell, Zeev. *Neither Right nor Left: Fascist Ideology in France*. Princeton: Princeton University Press, 1996.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise

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argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF

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

DSE 2: South East Asian History

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
South East Asian History	04	3	1	0	Nil	Nil

Course Objectives:

This paper will examine some of the important studies in the anthropology and history of South-East Asia in their geographical and methodological dimensions. The course will cover the period of colonial history and address themes in political economy and culture that pertain to this period. While focusing on historical specificities of different regions, the idea is to introduce historical themes to students through interdisciplinary perspectives from anthropological theory and history

Learning Outcomes:

- In this course, students will read a range of rich historical and anthropological work on a region that is unlikely to be familiar from their previous education in history.
- Students will learn to critically read interdisciplinary texts, drawing upon the archive as well as in ethnographic material to explore dominant themes in South East Asian history.
- Through these texts for discussion, students will learn about the structure of peasant resistance, the plantation industry and colonial law, the character of the colonial state and concepts of the social and the political in the pre-colonial period.
- Students will also learn through group learning by participating in class discussions and presentations by their peers.

Course Content:

Unit 1: Rethinking ‘South East Asia’

Unit 2: The Political Economy of Subsistence

Unit 3: Peasants and Protest

Unit 4: Plantations, Race and Resistance

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will introduce students to conceptual and methodological issues in the study of South East Asia. It will contextualise the modern history of the region within a premodern history of the region and introduce students to historiographical debates on the subject. **(12 hours)**

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- Ahmad, Abu Talib and Tan LiokEe. *New Terrains in Southeast Asian History*, Singapore: Singapore University Press, 2003.
- Ludden, David. *Maps in the Mind and the Mobility of South Asia*. *The Journal of Asian Studies* **62**, no. 4 (November 2003): 1057–78.
- Reid, Anthony (Ed.). *Southeast Asia in the early modern era: Trade, power and belief*, Ithaca, New York: Cornell University Press, 1993.
- Rosaldo, Renato. *From the Door of His Tent: The Fieldworker and the Inquisitor*. In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 77–97. Berkeley and Los Angeles: University of California Press, 1986.
- Scott, James C. *Civilization and the Unruly*. In *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, xv–xx (or actual pagination as per edition). New Haven, CT: Yale University Press, 2009.
- Scott, James C. *Hills, Valleys, States: An Introduction to Zomia*. In *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, 3–18 (or actual pagination). New Haven, CT: Yale University Press, 2009.
- Van Schendel, Willem. *Geographies of Knowing, Geographies of Ignorance: Jumping Scale in Southeast Asia*. *Environment and Planning D: Society and Space* **20**, no. 6 (2002): pp.647–68.
- Winichakul, Thongchai. *Geo-Body and History*. In *Siam Mapped: A History of the Geo-Body of a Nation*, 1–20 (or actual pages). Honolulu: University of Hawai'i Press, 1994.

Unit 2: This unit will study some key principles and strategies in the subsistence economies of highland and lowland South East Asia under colonial rule. **(12 hours)**

- Adas, Michael. *The Burma Delta: Economic Development and Social Change on an Asian Rice Frontier, 1852–1941*. Madison, WI: University of Wisconsin Press, 1974.
- Adas, Michael. “Moral Economy or Contest State.” *Journal of Social History* **13**, no. 4 (Summer 1980): 521–46.
- Geertz, Clifford. *Two Types of Ecosystems*. In *Agricultural Involution: The Processes of Ecological Change in Indonesia*, 3–32 (or actual pages). Berkeley & Los Angeles: University of California Press, 1963.
- van Schendel, Willem. “Origins of the Burma Rice Boom, 1850–1880.” *Journal of Contemporary Asia* **17**, no. 4 (1987): 456–72.
- Scott, James C. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven, CT: Yale University Press, 1976. (Chapters 1–2), (Chapters 4–5).
- Scott, James C. *State Evasion, State Prevention: The Culture and Agriculture of Escape*. In *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, CT: Yale University Press, 2009.

Unit 3: This unit will study the history of peasant protest in South East Asia under colonialism with a specific focus on the Depression Rebellions. **(12 hours)**

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- Adas, Michael. *Bandits, Monks and Pretender Kings and From Footdragging to Flight*. In *State, Market and Peasant in Colonial South and Southeast Asia*, edited by Michael Adas, 1st ed., 113–58 (Bandits, Monks ...) and 29–58 (Footdragging ...). Aldershot, UK & Brookfield, VT: Ashgate, 1998.
- Brown, Ian. *A Colonial Economy in Crisis: Burma's Rice Cultivators and the World Depression of the 1930s*. London: RoutledgeCurzon, 2005.
- Radin, Fernando. "In the Eyes of the Beholder: Discourses of a Peasant Riot in Java." *Journal of Southeast Asian Studies* 30, no. 2 (1999): 263–85.

Unit 4: This unit will study the plantation economies of South East Asia and the politics of worker's resistance. **(12 hours)**

- Breman, Jan. *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*. New Delhi: Oxford University Press, 1989.
- Geertz, Clifford. *Agricultural Involution: The Processes of Ecological Change in Indonesia*. Berkeley & Los Angeles: University of California Press, 1963. (Chapters 4–5)
- Knight, G. Roger. *The Java Sugar Industry as a Capitalist Plantation: A Reappraisal*. *Journal of Peasant Studies* 19, nos. 3–4 (1992): 68–86.
- Murray, Martin J. "'White Gold' or 'White Blood'? The Rubber Plantations of Colonial Indochina, 1910–40." *Journal of Peasant Studies* 19, nos. 3–4 (1992): 41–67.
- Scott, James. *Moral Economy of the Peasant*. Yale University Press.
- Stoler, Ann L. *Perceptions of Protest: Defining the Dangerous in Colonial Sumatra*. *American Ethnologist* 12, no. 4 (1985): 642–58.

Suggested Readings:

- Chandra, Satish, and Baladas Ghoshal, eds. *India and South-East Asia: Cultural, Economic and Strategic Linkages*. New Delhi: Gyan Publishing House, 2011.
- Chaudhuri, K.N. *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, New Delhi: Munshiram Manoharlal, 1985.
- Coèdès, Georges. *The Indianized States of Southeast Asia*. Edited by Walter F. Vella. Translated by Susan Brown Cowing. Honolulu: University of Hawaii Press, 1975.
- Kartodirdjo, Sartono. "Agrarian Radicalism in Java." In *Culture and Politics in Indonesia*, edited by Claire Holt, 71–125. Ithaca, NY: Cornell University Press, 1972.
- Kartodirdjo, Sartono. *Protest Movements in Rural Java: A Study of Agrarian Unrest in the Nineteenth and Early Twentieth Century*. Singapore: Oxford University Press, 1973.
- Kolsky, Elizabeth. *Colonial Justice in British India*. Cambridge: Cambridge University Press, 2010.
- Kuper, Adam. *The Invention of Primitive Society: Transformations of an Illusion*. London: Routledge, 1988.
- McCoy, Alfred W. "Sugar Barons: Formation of a Native Planter Class in the Colonial Philippines." *Journal of Peasant Studies* 19, nos. 3–4 (1992): 106–141.
- Raghavan, T. C. A. "Greater India Scholars in a Decolonizing World: The Asian

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Relations Conference and the Indian Council of World Affairs.” In *Recentring Southeast Asia: Politics, Religion and Maritime Connections*, edited by Himanshu Prabha Ray. New Delhi: Routledge India, 2025.

- Ray, Himanshu Prabha, ed. *Recentring Southeast Asia: Politics, Religion and Maritime Connections*. New Delhi: Routledge India, 2025.
- Sadan, Mandy. Review of *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, by James C. Scott. *Reviews in History*, no. 903 (2010).
- Saran, Shyam, ed. *Cultural and Civilisational Links between India and Southeast Asia: Historical and Contemporary Dimensions*. New Delhi: Palgrave Macmillan, 2018.
- Schrauwers, Albert. “‘It’s Not Economical’: The Market Roots of a Moral Economy in Highland Sulawesi, Indonesia.” In *Transforming the Indonesian Uplands: Marginality, Power and Social Justice*, edited by Tania Murray Li, 107–136. London: Routledge, 1999.
- Stoler, Ann Laura “Plantation Politics and Protest on Sumatra’s East Coast.” *Journal of Peasant Studies* 13, no. 2 (1986): 124–143.
- Stoler, Ann Laura. *Capitalism and Confrontation in Sumatra’s Plantation Belt, 1870–1979*. New Haven, CT: Yale University Press, 1985.
- Tagliacozzo, Eric. “Ambiguous Commodities, Unstable Frontiers: The Case of Burma, Siam, and Imperial Britain, 1800–1900.” *Comparative Studies in Society and History* 46, no. 2 (2004): 354–377.
- Thompson, E. P. “Time, Work-Discipline, and Industrial Capitalism.” *Past & Present* 38, no. 1 (1967): 56–97.

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

DSE 3: Women in World History

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Women in World History	04	3	1	0	Nil	Nil

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations around history, nationalism, and race, and their relationship to women. Students are required to focus on some pioneering works, which have moulded the ways in which scholars examine these issues in historical contexts. The course will teach how a focus on women enriches our understandings of history and its varied social themes, and will enable students to explore linkages that have hitherto been in relative darkness. While looking at broad historiographical trends in writing women-centric histories, students will be required to juxtapose these to trends in writing histories of women in India. Finally, students will explore select case studies to highlight the connections between women and history.

Learning Outcomes:

At the end of the course, students would:

- Understand historiographical interventions in the study of women.
- Appreciate the importance of studying gender as a key category of historical analysis.
- Realise how and why historically ‘women’s roles’ have been socially conditioned.
- Have learnt about the ways in which inter-linkages between women, nation, and race have been theorised and thought about by historians.
- Understand the intersections between global gendered histories and their meanings for writing history in India.
- Through concrete contexts and case studies, understand how a focus on women brings new dimensions to our understanding of history.

Course Content:

Unit 1: Women in and as History

- Women and Gender in History: Historiographical Perspectives.
- Revolutionary Women.

Unit 2: Women and the Nation

- Contribution of Third World
- Women and Citizenship

Unit 3: Women, Race and Racism; Reading Foundational Texts

- Black Feminism
- Reading Foundational Texts

Unit 4: Case Studies

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- Renaissance and Women
- Women in Nazi Germany

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will cover methodological and theoretical questions regarding the relationship between women and history. It will also examine how on women is critical for an in-depth understanding of modern Indian history. **(12 hours)**

- Bock, Gisela. “Women’s History and Gender History: Aspects of an International Debate.” *Gender & History* 1, no. 1 (Spring 1989): 7–30.
- Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*. Berkeley: University of California Press, 1984.
- Levy, Darline Gay, Harriet Branson Applewhite, and Mary Durham Johnson, eds. *Women in Revolutionary Paris, 1789–1795*. Urbana: University of Illinois Press, 1979.
- Nair, Janaki. “The Troubled Relationship of Feminism and History.” *Economic and Political Weekly*, 25 October 2008, 57–65.
- Rowbotham, Sheila. (1972). *Women, Resistance and Revolution: A History of Women and Revolution in the Modern World* (New York: Vantage, 1972).
- Scott, Joan W. “Gender: A Useful Category of Historical Analysis.” *American Historical Review* 91, no. 5 (December 1986): 1053–75.
- Smith, Bonnie G. “Women’s History: A Retrospective from the United States.” *Signs: Journal of Women in Culture & Society* 35, no. 3 (Spring 2010): 723–47.
- Sohrabi, Naghmeh (2022). 'Writing Revolution as if Women Mattered', *Comparative Studies of South Asia, Africa and the Middle East*, 42 (2): 546-50.
- Weisner-Hanks, Merry. “World History and the History of Women, Gender, and Sexuality.” *Journal of World History* 18, no. 1 (March 2007): 53–67.

Unit 2: This unit will understand how and why women are crucial in comprehending nations and nationalism and the gendered nature of nation and citizenship itself. **(12 hours)**

- Kim, Hyun Sook; Jyoti Puri; and H. J. Kim-Puri. “Conceptualizing Gender-Sexuality-State-Nation: An Introduction.” *Gender & Society* 19, no. 2 (April 2005): 137–59.
- McClintock, Anne; Aamir Mufti; and Ella Shohat, eds. *Dangerous Liaisons: Gender, Nation and Postcolonial Perspectives*. Minneapolis: University of Minnesota Press, 1997. — “Introduction,” 1–12.
- Molly, Maureen. “Imagining (the) Difference: Gender, Ethnicity and Metaphors of Nation.” *Feminist Review* 51 (Autumn 1995): 94–112.
- Rai, Anupama. *Nagrikta ka Stri Paksh*, translated by Kamal Nayan Chaube. Delhi: Vani Prakashan, 2017.
- Sinha, Mrinalini. “Gender and Nation.” In *Women’s History in Global Perspective*, edited by Bonnie G. Smith, 229–74. Urbana and Chicago: University of Illinois Press, 2004.
- Yuval-Davis, Nira. “Women, Citizenship and Difference.” *Feminist Review* 57 (Autumn 1997): 4–27.

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Unit 3: The theory and praxis of black feminist thought will be studied in this unit. Alongside, some foundational texts on women will be read here. **(12 hours)**

- Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge.
- Collins, Patricia Hill. “The Social Construction of Black Feminist Thought.” *Signs* 14, no. 4 (Summer 1989): 745–73.
- Collins, Patricia Hill. “Defining Black Feminist Thought.” In *Feminist Theory Reader: Local and Global Perspectives*, edited by Carole R. McCann and Seung-Kyung Kim, 341–56. New York and London: Routledge, 2010.
- Foucault, Michel, 1990. *The History of Sexuality, Vol. 1: An Introduction*, New York: Vintage Books.
- Guy-Sheftall, Beverly, ed. *Words of Fire: An Anthology of African-American Feminist Thought*. New York: The New Press, 1995. — includes “Black Women: Shaping Feminist Theory” by bell hooks in the introduction.
- James, Joy, and T. Denean Sharpley-Whiting, eds. *The Black Feminist Reader*. Oxford: Blackwell, 2000. (Introduction, pp. 1–7; bell hooks, “Black Women: Shaping Feminist Theory,” pp. 131–45.)

Unit 4: This unit will focus on three case studies. Through a study of Renaissance in Europe, it will highlight how a gendered perspective brings depth to our understanding of the era. The second case study will be Reformation and Women. The third case study of this unit will study the position of women in Nazi Germany. **(12 hours)**

- Bock, Gisela. “Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization, and the State.” *Signs* 8, no. 3 (1983): 400–21.
- Brownand, Judith C., and Robert C. Davis, eds. *Gender and Society in Renaissance Italy*. New York: Longman, 1998.
- Gupta, Charu. “Politics of Gender: Women in Nazi Germany.” *Economic and Political Weekly* 26, no. 17 (1991): WS40–WS48.
- Koonz, Claudia. *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: St. Martin’s Press, 1987.
- Pannizza, Letizia, ed. *Women in Italian Renaissance Culture and Society*. Oxford: European Humanities Research Centre, 2000.
- Taylor, Rachel Annand. *Invitation to Renaissance Italy*. Literary Licensing LLC, 2013; Chapter 7: “Women of the Renaissance.”
- Wuntjes, Sherrin Marshall (1997). ‘Women in the Reformation Era’, in Renate Bridenthal and Claudia Koonz (eds), *Becoming Visible: Women in European History*, Bostan: Houghton Mufflin Comp., pp. 165-91.

Suggested Readings:

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- Beauvoir, Simone de. *Stri Upekshita*. Translated by Prabha Khetan. Delhi: Hindi Pocket Books, 1990. (*Hindi translation of The Second Sex*.)
- Bridenthal, Renate, Atina Grossmann, and Marion Kaplan, eds. *When Biology Became Destiny: Women in Weimar and Nazi Germany*. New York: Monthly Review Press, 1984.
- Gupta, Charu, ed. *Gendering Colonial India: Reforms, Print, Caste and Communalism*. New Delhi: Orient Blackswan, 2012.
- Crane, Cynthia. *Divided Lives: The Untold Stories of Jewish-Christian Women in Nazi Germany*. New York: St. Martin's Press, 2000.
- Joshi, Gopa. *Stree Vimarsh*. Delhi: Hindi Madhyam Nirdeshalaya, University of Delhi, 2008.
- Lerner, Gerda. *The Majority Finds Its Past: Placing Women in History*. New York: Oxford University Press, 1979. (See especially pp. 145–80.)
- Morgan, Sue, ed. *The Feminist History Reader*. London: Routledge, 2006.
- Parmar, Shubhra. *Naarivaadi Siddhaant aur Vyavahaar*. Delhi: Orient Blackswan, 2015.
- Scott, Joan Wallach. *Gender and the Politics of History*. Revised edition. New York: Columbia University Press, 1999.
- Stibbe, Matthew. *Women in the Third Reich*. London: Arnold; New York: Oxford University Press, 2003.
- Yuval-Davis, Nira. *Gender and Nation*. London: SAGE Publications, 1997. (See pp. 1–25.)

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF

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

DSE 4: **Connected Empires: Networks and Exchanges in Early Modern Asia**

(similar paper on ancient history shall be introduced in semester 1 with a provision to opt for such paper by the students enrolled in 2025-26 – HoD to ensure)

Credit Distribution, Eligibility, and Prerequisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Connected Empires: Networks and Exchanges in Early Modern Asia	04	3	1	0	Nil	Nil

Course Objectives:

This paper will trace the “connected histories” of the Asiatic Empires, providing a critical appreciation of the historical processes within a vast geographical canvas, with an emphasis on the circulations, exchanges, interactions, and complexities that operated across the formal borders of imperial formations. The exchanges of goods, people, and ideas between Asia’s emerging ‘universal’ empires sought to reshape continental networks, leading to the creation both of new connections and new forms of disconnection. One can look at the use of unconventional sources like paintings/portraits/architecture to understand such connected histories. We shall also examine the “area studies” approach to have an understanding of the specific structure and ideologies of the respective regimes in comprehending the urban morphologies, as well as the economic and cultural lives of the people.

Learning Outcomes:

At the end of the course, the students would

- Historical Analysis and Comparative Skills Students will be able to critically compare the political, cultural, economic, and religious dimensions of the Mughal, Safavid, Ottoman and South-East Asian empires.
- Research and Archival Literacy Students will develop the ability to engage with primary and secondary sources related to early modern Islamic empires.
- Understanding Transregional Interactions Students will analyse patterns of diplomacy, trade, warfare, and cultural exchange between the three empires and their neighbours, and attain the skill of Transregional historical analysis

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- Students will be able to use historical maps to understand territorial expansion, strategic locations, and the spatial dynamics of power and develop Cartographic literacy, spatial analysis skills.
- Students will examine how these empires managed religious diversity and imperial ideology through architecture, ritual, and law, allowing them to develop the skill of Cultural interpretation, policy understanding.
- The usage of applications and skills attained could help students to join as a research assistant in international relations, policy analysis, content development, academic research, think tanks, Museum work, cultural heritage sectors, heritage policy-making, and cultural programming.

Course Content

Unit 1: Understanding “Connected Histories”.

Unit 2: Sovereignty and Millennium Across the Empires.

Unit 3: Circulation, Exchange Networks, and Diffusion of Culture across the Empires.

Unit 4: Europeans in Empires, accounts of encounter.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will explain the theoretical and methodological framework of ‘Connected Histories’. **(12 hours)**

- Goldstone, Jack A. “The Problem of the ‘Early Modern World.’” *Journal of the Economic and Social History of the Orient* 41, no. 3 (1998): 249–248.
- Starn, Randolph. “The Early Modern Muddle.” *Journal of Early Modern History* 6, no. 3 (2002): 296–307.
- Subrahmanyam, Sanjay. “Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia.” *Modern Asian Studies* 31, no. 3 (July 1997): 735–762.
- Subrahmanyam, Sanjay. “On World Historians in the Sixteenth Century.” *Representations* 91 (2005): 26–57.
- Subrahmanyam, Sanjay. *From Tagus to the Ganges: Explorations in Connected History*. New Delhi: Oxford University Press, 2011.

Unit 2: This unit would help students to understand connected notions of ‘millenarian sovereign’ and the importance of lost epistemes of predictive sciences, occults, and magic in shaping a new form of kingship across these Empires. **(12 hours)**

- Babayan, Kathryn. *Mystics, Monarchs, and Messiahs: Cultural Landscapes of Early Modern Iran*. Cambridge: Harvard Middle Eastern Monographs, 2002
- Balabanlilar, Lisa. “Lords of the Auspicious Conjunction: Turco-Mongol Imperial Identity on the Subcontinent.” *Journal of World History* 18, no. 1 (2007): 1–39.
- Kulke, Hermann. “The Devaraja Cult: Legitimation and Apotheosis of the Ruler in the Kingdom of Angkor.” In *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, 7–34. New Delhi: Manohar.

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- Kulke, Hermann. *Early and the Imperial Kingdoms in Southeast Asia*. Singapore: Institute of Southeast Asian Studies, 2001.
- Moin, Ahmed Azfar. *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*. New York: Columbia University Press, 2014.
- Moin, Ahmed Azfar. “Challenging the Mughal Emperor: The Islamic Millennium According to Abd al-Qadir Badayuni, in ‘*Islam in South Asia in Practice*’”, edited by Barbara Metcalf, Princeton: Princeton University Press, 2009.
- Stein, Burton. *All the King’s Mana: Papers on Medieval South Indian History*. Madras: Oxford University Press, 1984.
- Subrahmanyam, Sanjay. “Turning the Stones Over: Sixteenth Century Millenarianism from the Tagus to the Ganges.” *Indian Economic and Social History Review* 40, no. 2 (2003): 129–161.

Unit 3: This unit would help students understand the circulation and mobility of people, growth of exchange networks, trade, and commerce beyond the Imperial economy and the diffusion of culture and cultural metaphors and the resultant cultural encounters through visual representations. **(12 hours)**

- Chaudhuri, K. N. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 1985.
- Coedes, George. *The Indianized States of Southeast Asia*. Translated by Susan Brown Cowing. Honolulu: East-West Center Press, 1968. (selected chapters on visual representation in southeast Asian empires)
- Koch, Ebba. “How the Mughal Padshahs Referenced Iran in Their Visual Construction of Universal Rule.” In *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, edited by Peter Fibiger Bang and Dariusz Kołodziejczyk, Cambridge: Cambridge University Press, 2012, 194–209.
- Lefevre, Corinne. “Europe–Mughal India–Muslim Asia: Circulation of Political Ideas and Instruments in Early Modern Times.” In *Structures on the Move: Technologies of Governance in Transcultural Encounter*, edited by Antje Flüchter and Susan Richter, Heidelberg: Springer, 2012, 127–145.
- Ramaswamy, Sumathi. “Conceit of the Globe in Mughal Visual Practice.” *Comparative Studies in Society and History* 49, no. 4 (2007): 751–782.
- Robinson, Francis. “Ottomans-Safavids-Mughals: Shared Knowledge and Connective Systems.” *Journal of Islamic Studies* 8, no. 2 (1997): 151–184.
- Subrahmanyam, Sanjay, and Muzaffar Alam. *Indo-Persian Travels in the Age of Discoveries, 1400–1800*. Cambridge: Cambridge University Press, 2007.
- Subrahmanyam, Sanjay. “Early Modern Circulation and the Question of ‘Patriotism’ between Indian and Central Asia.” In *Writing Travel in Central Asian History*, edited by Nile Green, Bloomington: Indiana University Press, 2014.
- Subrahmanyam, Sanjay. “Iranians Abroad: Intra-Asian Elite Migration and Early Modern State Formation.” *Journal of Asian Studies* 54, no. 2 (1992): 340–363.

Unit 4: European engagement with these empires through trade and diplomacy, and their travelogues will be the focus of this unit. **(12 hours)**

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- Arjomand, Said Amir, Coffeehouses, Guilds and Oriental Despotism Government and Civil Society in Late 17th Century to Early 18th Century Istanbul, Isfahan and as seen from Paris and London, *European Journal of Sociology*, vil. 45, no.1 (2004), pp. 23-42.
- Morineau, Michel. "The Indian Challenge: Seventeenth and Eighteenth Centuries." In *Merchants, Companies and Trade: Europe and Asia in the Early Modern Era*, edited by Sushil Chaudhury and Michel Morineau, Cambridge: Cambridge University Press, 2007, pp. 243–275.
- Subrahmanyam, Sanjay. "A Tale of Three Empires: Mughals, Ottomans and Habsburgs in a Comparative Context." *Common Knowledge* 12, no. 1 (Winter 2006): 66–92.
- Subrahmanyam, Sanjay. "European Chronicles and the Mughals." In *Explorations in Connected History: From the Tagus to the Ganges*, New Delhi: Oxford University Press, 2011, 138–179.
- Subrahmanyam, Sanjay. "Mughals and Franks in an Age of Contained Conflict." In *Explorations in Connected History: Mughals and Franks*, New Delhi: Oxford University Press, 2014, 1–20.
- Subrahmanyam, Sanjay. *Europe's India: Words, People, Empires, 1500–1800*. Cambridge: Harvard University Press, 2017.

Suggested Readings

- Asher, Catherine B. "Sub-Imperial Palaces: Power and Authority in Mughal India." *Ars Orientalis* 23 (1993): 281–302.
- Bang, Peter Fibiger, and Dariusz Kołodziejczyk, eds. *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*. Cambridge: Cambridge University Press, 2012.
- Dale, Stephen Frederic. "A Safavid Poet in the Heart of Darkness: The Indian Poems of Ashraf Mazandarani." *Iranian Studies* 36, no. 2 (June 2003).
- Dale, Stephen Frederic. *Indian Merchants and Eurasian Trade, 1600–1750*. New York: Cambridge University Press, 1994.
- Kane, Bernard O. "From Tents to Pavilions: Royal Mobility and Persian Palace Design." *Ars Orientalis* 23 (1993): 249–268.
- Kaviraj, Sudipta. "An Outline of a Revisionist Theory of Modernity." *European Journal of Sociology* 46, no. 3 (2005): 497–526.
- Kleiss, Wolfram. "Safavid Palaces." *Ars Orientalis* 23 (1993): 269–280.
- Koch, Ebba. *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, 2001.
- Necipoğlu, Gülru. "Framing the Gaze in Ottoman, Safavid, and Mughal Palaces." *Ars Orientalis* 23 (1993): 303–342.
- Peirce, Leslie. "The Material World: Ideologies and Ordinary Things." In *The Early Modern Ottomans: Remapping the Empire*, edited by Virginia H. Aksan and Daniel Goffman, 213–232. Cambridge: Cambridge University Press, 2007.
- Pomeranz, Kenneth, and Steven Topik. *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present*. Armonk, NY: M.E. Sharpe, 2006.

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- Prakash, Om. “The Indian Maritime Merchant, 1500–1800.” *Journal of Economic and Social History of the Orient* 17, no. 3 (2001): 135–157.
- Sachsenmaier, Dominic. *Global Perspectives on Global History: Theories and Approaches in a Connected World*. New York: Cambridge University Press, 2011. Chapter 1.
- Subrahmanyam, Sanjay. *Three Ways to be Alien: Travails and Encounters in the Early Modern World*. Massachusetts: Brandeis University Press, 2011.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 5: History of Commodities in the Modern World

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
History of Commodities in the Modern World	04	3	1	0	Nil	Nil

Course Objectives:

This course explores the evolving place of commodities in shaping societies, economies, and environments from the dawn of industrialisation to the present era. It analyses how production, transformation, and consumption of diverse commodities—including foodstuffs, energy, fibres, finite resources, and digital goods—continually underpin global networks, everyday life, geopolitics, and technological frontiers. Touching on social, cultural, ecological, and economic impacts, the syllabus critically reviews how commodities mediate labour, value, identity, inequality, and sustainability in the modern world. The course engages with key historiographical debates on commodity history, capitalism, and colonialism to juxtapose the history of commodities with the histories of food, clothing, drugs, material culture, trade, smuggling, and agriculture. We will delve into the commodification of land, labour, and resources, unveiling the capitalist legacies that underpin today's economy. Through case studies and discussions, this course invites students to journey alongside commodities, uncovering the intricate web of humans, goods, and capitalism that has shaped our interconnected world.

Learning Outcomes:

By the end of the course, students will:

- Analyse the social, economic, and environmental consequences of commodity production and exchange in Empires.
- Analyse major commodity chains, patterns of production, consumption, and transformation, as well as their social and environmental consequences to acquire conceptual frameworks for analysing power, inequality, sustainability, and ethical dilemmas in the modern commodity world.
- Develop critical thinking, research and practical skills in evaluating visual, audio-video, oral, material, and digital evidence to engage critically with primary sources, case studies, and historiographical debates about commodities, development, and global capitalism.
- Get an interdisciplinary and global perspective on the historical relationships between commodities and imperial expansion from the 19th century to the present, with a global and comparative lens, fostering a critical understanding of how economic forces shaped the modern world.

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- Get appropriate methodologies to address topics relating to race, class, capitalism, urbanity, public culture and decolonisation, thereby enhancing employability opportunities in academia and connected sectors.

Course content:

Unit 1: Introduction – Theories and Frameworks to Commodity History.

Unit 2: Food, Fiber, and Industrialization towards the Making of Colonial Economies

Unit 3: Energy, Technology, and New Commodities- Oil, Plastic, Rubber, and Industrial Empires.

Unit 4: Contemporary Challenges, Alternatives, Legacies and Representations –Literature, Media, Empires, Commodities, Neocolonialism, and Global Capitalism.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit introduces theoretical approaches by exploring key perspectives on modern commodity history, with an emphasis on political economy, anthropology, cultural studies, and environmental considerations to unfold basic concepts such as commodification, value, globalisation, and supply chains. **(12 hours)**

- Appadurai, Arjun, ed. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press, 1986.
- Berg, Maxine, Felicia Gottmann, Hanna Hodacs, and Chris Nierstrasz, eds. *Goods from the East, 1600-1800: Trading Eurasia*. Basingstoke, UK: Palgrave Macmillan, 2015.
- Curry-Machado, Jonathan. *Global Histories, Imperial Commodities, Local Interactions*. London: Palgrave Macmillan, 2013.
- Pomeranz, Kenneth, and Steven Topik, eds. *The World that Trade Created: Society, Culture, and the World Economy, 1400 to the Present*. Armonk, NY: M.E. Sharpe, 2013.
- Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton, NJ: Princeton University Press, 2000.
- Topik, Steven, Carlos Marichal, and Zephyr Frank, eds. *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*. Durham, NC: Duke University Press, 2006.

Unit 2: This unit traces the beginning of modern commodity acquisition through the rise of staple commodities in the 19th and 20th centuries, focusing on grains, sugar, tea, textiles, and metals. Examines links to industrialisation, urbanisation, and mass consumption. **(12 hours)**

- Beckert, Sven. *Empire of Cotton: A Global History*. New York: Alfred A. Knopf. 2014
- Clarence-Smith, William Gervase, and Steven Topik, eds. *The Global Coffee Economy in Africa, Asia and Latin America, 1500-1989*. Cambridge: Cambridge University Press, 2003.
- Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. 2nd ed. Cambridge: Cambridge University Press, 2004.
- Czarra, Fred. (2009). *Spices: A Global History*. London: Reaktion. (Chapters 3 and 4)
- Derks, Hans. *History of the Opium Problem: The Assault on the East, ca. 1600-1950*. Leiden: Brill, 2012.

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- Mintz, Sidney. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking, 1985.
- Riello, Giorgio, and Prasanna Parthasarathi, eds. *The Spinning World: A Global History of Cotton Textiles, 1200-1850*. Oxford: Oxford University Press, 2009.
- Riello, Giorgio, and Tirthankar Roy, eds. *How India Clothed the World: The World of South Asian Textiles, 1500-1850*. Leiden: Brill, 2009.
- Rodney, Walter. *How Europe Underdeveloped Africa*. London: Verso, 2018.
- Trentmann, Frank. *Empire of Things: How We Became a World of Consumers, Fifteenth Century to the Twenty-First*. New York: HarperCollins, 2016.

Unit 3: The issues to be discussed in this unit are the impact of oil, coal, plastic, and rare minerals on modern economic development, warfare, and ecological change. Explores the digital, informational, and bio-commodities revolution in the late 20th and 21st centuries before exploring the forced labour and the role of multinational corporations in resource extraction. **(12 hours)**

- Davis, Heather Margaret. *Plastic Matter*. Durham, NC: Duke University Press, 2022.
- Lees, Lynn Hollen. *Planting Empire, Cultivating Subjects: British Malaya, 1786-1941*. New York: Cambridge University Press, 2017.
- Mitchell, Timothy. *Carbon Democracy: Political Power in the Age of Oil*. New York: Verso, 2012. (Especially chapters 1-4)
- Nadri, Ghulam A. *The Political Economy of Indigo in India, 1580-1930: A Global Perspective*. Leiden: Brill, 2016.
- Rappaport, Erika Diane. *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton, NJ: Princeton University Press, 2017.
- Rimner, Steffen. *Opium's Long Shadow: From Asian Revolt to Global Drug Control*. Cambridge, MA: Harvard University Press, 2018.
- Trocki, Carl. *Opium, Empire and the Global Political Economy: A Study of the Asian Opium Trade, 1750-1950*. London: Routledge, 1999.

Unit 4: This analysis will explore contemporary debates in the literature and media surrounding the politics of food, water, fair trade, sustainability, global commodity chains, climate change, ethical consumption, and digital platforms. Considers postcolonial perspectives, indigenous critique, neo-extraction, and alternative economic models to explain the nexus between commodities, Neocolonialism, Global Capitalism and economic dependency. **(12 hours)**

- Bakker, Karen. *Privatizing Water: Governance Failure and the World's Urban Water Crisis*. Ithaca: Cornell University Press, 2010.
- Deb, Siddhartha. *The Beautiful and the Damned: A Portrait of the New India*. London: Faber & Faber, 2011.
- Mbembe, Achille. *Necropolitics*. Durham, NC: Duke University Press, 2019.

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- Moore, Jason W. *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. London: Verso, 2015.
- O'Hanlon, Rosalind. "Performance in a World of Paper: Puranic Histories and Social Communication in Early Modern India." *Past & Present* 219, no. 1 (2013): 87-126.
- Patel, Raj, and Jason W. Moore. *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet*. Oakland: University of California Press, 2017.
- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press, 2006.
- Tsing, Anna Lowenhaupt. *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton, NJ: Princeton University Press, 2015.

Suggested Readings:

- Ferry, Elizabeth Emma, and Mandana E. Limbert, eds. *Timely Assets: The Politics of Resources and Their Temporalities*. Santa Fe: School for Advanced Research Press, 2008.
- Ghosh, Amitav. *The Ibis Trilogy* [*Sea of Poppies* (2008), *River of Smoke* (2011), *Flood of Fire* (2015)]. New York: Farrar, Straus and Giroux, 2008-2015.
- Ghosh, Amitav. *The Nutmeg's Curse: Parables for a Planet in Crisis*. Chicago: University of Chicago Press, 2022.
- Osterhammel, Jürgen, and Patrick Camiller. *The Transformation of the World: A Global History of the Nineteenth Century*. Princeton, NJ: Princeton University Press, 2014.
- Porter, Andrew N., and A.J. Stockwell, eds. *British Imperial Policy and Decolonization, 1938-64*. London: Palgrave Macmillan, 2001.
- Rabe, Stephen G. *The Road to OPEC: United States Relations with Venezuela, 1919-1976*. Austin: University of Texas Press, 1982.
- Riello, Giorgio. *Cotton: The Fabric That Made the Modern World*. Cambridge: Cambridge University Press, 2013.
- Roy, Tirthankar. *India in the World Economy: From Antiquity to the Present*. Cambridge: Cambridge University Press, 2012.
- Roy, Tirthankar. *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin, 2012.
- Tucker, Richard P. *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Lanham, MD: Rowman & Littlefield, 2000.
- Turner, Jack. *Spice: The History of a Temptation*. New York: Knopf, 2004.

Suggested Films/Media/Novels:

- Black Gold, Dir. Marc James Francis, Nick Francis, a documentary on the coffee industry and global inequalities: 2006.
- Black Sea Files, Dir. Ursula Biemann, a documentary on territorial research on the Caspian oil geography: 2005.

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- Craig Santos Perez, *Navigating CHamoru Poetry: Indigeneity, Aesthetics, and Decolonisation*, University of Arizona Press, 2021.
- Ghosh, Amitav. *The Nutmeg's Curse: Parables for a Planet in Crisis*. The University of Chicago Press, 2021.
- Helon Habila, *Oil on Water*, Penguin: 2010.
- Omar El Akkad, *American War*, Picador: 2017.
- *The True Cost*, Dir. Andrew Morgan, a documentary on the fashion industry and the Global Labour Chain, 2015.
- *There Will Be Blood*, Dir. Paul Thomas Anderson, a documentary on oil capitalism and the American empire, 2007.
- *This is What Democracy Looks Like*, Dir. Jill Friedberg, Rick Rowley, and anti-globalisation protests, 2000.
- *Toxic Amazon*. Dir. By Felipe Milanez, Bernardo Loyola, 2011.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 6: Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)	04	3	1	0	Nil	Nil

Course Objectives:

The objective of this course is to underline the importance of moving beyond insular histories by investigating networks of interaction between South and Southeast Asia. This course undertakes a study of southern Asian connected histories through the lens of visual remains. Students will be guided to focus on the motivations and modes of communication across the Indian Ocean, highlighting early cross-cultural relationships in intra-Asian contexts. The course emphasizes three methodological objectives—the use of visual sources in historical interpretation, moving from insular to connected histories of art, and moving away from Euro-centric legacies by examining the deep histories of intra-Asian contacts.

Learning Outcomes:

At the end of the course, students would:

- This paper will teach students about an ancient interconnected Asian world, as distinct from insulated histories, that has not been deeply investigated and theorized.
- Students usually study South Asian connections with Europe and the Mid-East. This will give them new information about Intra-Asian connections during ancient times.
- Since it comes through the discipline of Art, Architecture and History, it will introduce them to shared ideas in the South and South East Asian region which are fascinating and extremely important.
- The students will learn to examine and integrate visual and textual sources for a more comprehensive understanding of the dynamics of exchange.

Course Content:

Unit 1: Introduction: Sources for the study of South & Southeast Asian encounters. Historiography of interactions between South and Southeast Asia. Debates on Indianization, Sinicization and Localization in the context of connected histories.

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Unit 2: Religion Trade and Politics: Spread of Religions and localization. Itinerant monks and brahmins; Hinduism, Buddhism and the beginnings of Islam. Trade and the emergence of early Southeast Asian polities – Funan and Srivijaya: Factors determining their rise and decline. The rise of Angkor – political formations and temple-based economy of Angkor.

Unit 3: Early architecture and its transformations in Southeast Asia: archetypes, experimentation and innovation in mainland Southeast Asia. Sculpture and architecture of the mainland kingdoms-1: Champa-Vietnam: M̃y Son and Đōng Dưōng. Rise of the Avalokiteśvara cult. 2: Cambodia. PreAngkorian art, Harihar laya, Banteay Srei, and Angkor Wat – architecture and narratives.

Unit 4: Early architecture and its transformations in Southeast Asia: archetypes, experimentation and innovation in maritime Southeast Asia. Art & architecture of the maritime kingdoms: Central and East Java: Borobudur, Prambanan; jatakas, Buddha's biography, and epic narratives beyond borders.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This is an introductory rubric that sets the span for understanding pre-modern Asian cultural interaction. It introduces the historiography of interactions between South and Southeast Asia. **(12 hours)**

- Dhar, Parul Pandya, ed. *Connected Histories of India and Southeast Asia: Icons, Narratives, Monuments*. New Delhi: Sage, 2023. [Introduction]
- Guy, John, et al. *Lost Kingdoms: Hindu-Buddhist Sculpture of Early Southeast Asia*. New York: Metropolitan Museum of Art, 2014.
- Kulke, Hermann. "The Concept of Cultural Convergence Revisited: Reflections on India's Early Influence in Southeast Asia." In *Asian Encounters: Exploring Connected Histories*, edited by Upinder Singh and Parul P. Dhar. New Delhi: Oxford University Press, 2014.
- Legge, J. D. "The Writing of Southeast Asian History." In *The Cambridge History of Southeast Asia, Vol. 1: From Early Times to c.1500*, edited by Nicholas Tarling, 1-50. Cambridge: Cambridge University Press, [1992] 1999.
- Mabbett, Ian. "The 'Indianization' of Southeast Asia: Reflections on the Historical Sources." *Journal of Southeast Asian Studies* 8, no. 2 (1977): 143–161.
- Wolters, O. W. "Some Features of the Cultural Matrix." In *History, Culture, and Region in Southeast Asian Perspectives*, 1–14. Singapore: Institute of Southeast Asian Studies, 1982.

Unit 2: This section examines the subject of religion and popular beliefs: their spread and localization in Southeast Asia. It then moves on to the role of trade and the emergence of early Southeast Asian polities, Funan and Śrīvijaya. It further studies the factors leading to the rise of Angkor and examines the political formation and temple-based economy of Angkor. **(12 hours)**

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- De Casparis, J. G., and I. W. Mabbett. "Religion and Popular Beliefs of Southeast Asia before c. 1500." In *The Cambridge History of Southeast Asia*, Vol. 1, edited by Nicholas Tarling. Cambridge: Cambridge University Press, [1992] 1999.
- Glover, Ian C. *Early Trade Between India and Southeast Asia: A Link in the Development of a World Trading System*. Occasional Papers No. 16. Second edition. Hull: Centre for Southeast Asian Studies, University of Hull, 1990.
- Hall, Kenneth R. "Economic History of Early Southeast Asia." In *The Cambridge History of Southeast Asia*, Vol. 1: *From Early Times to c.1500*, edited by Nicholas Tarling. Cambridge: Cambridge University Press, [1992] 1999.
- **Kulke, Hermann.** *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*. New Delhi: Manohar Publishers & Distributors, 1993.
- Sen, Tansen. "Maritime Southeast Asia between South Asia and China to the Sixteenth Century." *TRaNS: Trans-Regional and -National Studies of Southeast Asia* 2, no. 1 (2014): 31–59.
- Sen, Tansen. "The Spread of Buddhism." In *The Cambridge World History*, Vol. 5: *Expanding Webs of Exchange and Conflict, 500 CE–1500 CE*, edited by Benjamin Z. Kedar and Merry Wiesner-Hanks. Cambridge: Cambridge University Press, 2015.
- Stark, Miriam. "From Funan to Angkor: Collapse and Regeneration in Ancient Cambodia." In *After Collapse: The Regeneration of Complex Societies*, edited by Glenn M. Schwartz and J. Nichols. Tucson: University of Arizona Press, 2006.
- Stark, Miriam. "Universal Rule and Precarious Empire: Power and Fragility in the Angkorian State." In *The Evolution of Fragility: Setting the Terms*, edited by Norman Yoffee. Cambridge: University of Cambridge, 2019.

Unit 3: This unit investigates the early architectural landscape of mainland Southeast Asia, its archetypes and transformations. It dwells on the sculpture and architecture of ancient Champa-Vietnam, specifically the sites of Mỹ Sơn and Đông Dương. It focuses on the pre-Angkorian and Angkorian sculpture and architecture of ancient Cambodia. **(12 hours)**

- Coomaraswamy, Ananda K. *History of Indian and Indonesian Art*. London: Edward Goldston, 1927.
- Datta, Sambit, and David Benyon. *Digital Archetypes: Adaptations of Early Temple Architecture in South and Southeast Asia*. England: Ashgate, 2014.
- Dhar, Parul Pandya. "Early Temples of Campa, Vietnam: Shaping an Architectural Language." In *Temple Architecture and Imagery in South and Southeast Asia: Prāsādanidhi: Papers Presented to Professor M. A. Dhaky*, edited by Parul Pandya Dhar and Gerd J. R. Mevissen. Delhi: Aryan Books International, 2016.
- Dhar, Parul Pandya. "Monuments, Motifs, Myths: Architecture and Its Transformations in India and Southeast Asia." In *Cultural and Civilizational Links Between India and Southeast Asia: Historical and Contemporary Dimensions*, edited by Shyam Saran. Cham: Palgrave Macmillan, 2018.
- Guy, John. "The Mahabodhi Temple: Pilgrim Souvenirs of Buddhist India." *The Burlington Magazine* 133, no. 1059 (1991): 356–367.

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- Le Bonheur, Albert. "The Art of Champa." In *Art of Southeast Asia*, edited by Maud Girard-Geslan. New York: Harry N. Abrams Inc. Publishers, 1997.
- Roveda, Vittorio. *Sacred Angkor: The Carved Reliefs of Angkor Wat*. Bangkok: River Books, 2003.
- Sahai, Sachchidanand. *The Hindu Temples in Southeast Asia: Their Role in Social, Economic and Political Formations*. Simla and Delhi: IAS and Aryan Books International, 2012.
- Woodward, Hiram W. *The Sacred Sculpture of Thailand*. Bangkok: River Books, 1997.
- Zéphir, Thierry. "Khmer Art." In *Art of Southeast Asia*, edited by Maud Girard-Geslan et al. New York: Harry N. Abrams Inc. Publishers, 1997.

Unit 4: This unit studies the art & architecture of the maritime kingdoms: Central and East Java: **(12 hours)**

- Dhar, Parul Pandya, ed. *The Multivalence of an Epic: Retelling the Ramayana in South India and Southeast Asia*. Routledge and Manupal Universal Press, 2021 and 2024. [Introduction]
- Dhar, Parul Pandya. "Kāla-Makara-Toraṇas: Javanese Expressions of a Shared Motif." In *Sacred Landscapes: Shared Traditions, Multiple Histories*, edited by H. P. Ray. New Delhi: India International Centre (IIC) and Manohar, 2007.
- Klokke, Marijke J. "Indonesian Art." In *Art of Southeast Asia*, edited by Maud Girard-Geslan et al., New York: Harry N. Abrams Inc. Publishers, 1997.
- Levin, Cecilia. "The Ramayana, Ramakatha and Loro Jonggrang." In *Narrative Sculpture and Literary Traditions in South and Southeast Asia*, edited by Marijke Klokke. *Studies in Asian Art and Archaeology*, Vol. 23, 59–72. Leiden, Boston, and Köln: Brill, 2000.
- Saran, Malini. "A System of Knowledge-Transmission: The Narrative in Indonesia." In *Sacred Landscapes: Shared Traditions, Multiple Histories*, edited by H. P. Ray, New Delhi: India International Centre (IIC) and Manohar, 2007.

Suggested Readings

- Bellwood, Peter. "The Cambridge History of Southeast Asia, Vol. 1: From Early Times to c.1500." In *The Cambridge History of Southeast Asia*, edited by Nicholas Tarling. Cambridge: Cambridge University Press, [1992] 1999.
- Chihara, Daigoro. *Hindu-Buddhist Architecture in Southeast Asia*. Translated by Rolf W. Giebel. Leiden: BRILL, 1996.
- Chutiwongs, Nandana. *The Iconography of Avalokiteśvara in Mainland Southeast Asia*. Delhi: Aryan Books International and IGNCA, 2002 [1984].
- Coedès, George. *The Indianized States of Southeast Asia*. Edited by Walter F. Vella. Translated by Susan Brown Cowing. Canberra: Australian National University Press, 1968. (Originally published in French, 1964.)
- Dhar, Parul Pandya. "Buddhism, Art and Ritual Practice: Đông Dương at the Intersection of Asian Cultures." In *Asian Encounters: Exploring Connected Histories*, edited by Upinder Singh and Parul P. Dhar. Delhi: Oxford University Press, 2014.

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- Dhar, Parul Pandya. *The Torana in Indian and Southeast Asian Architecture*. New Delhi: D.K. Printworld, 2010.
- Guy, John, ed. *Lost Kingdoms: Hindu-Buddhist Sculpture of Early Southeast Asia*. New York: Metropolitan Museum of Art, 2014.
- Kulke, Hermann, Kesavapany K., and Vijay Sakhuja. *Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies, 2009.
- Mabbett, Ian. "Buddhism in Champa." In *Southeast Asia in the 9th to 14th Centuries*, edited by David G. Marr and A. C. Milner, 1986. Singapore and Canberra: Institute of Southeast Asian Studies and the Research School of Pacific Studies, Australian National University.
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- Manguin, Pierre-Yves, A. Mani, and Geoff Wade, eds. *Early Interactions Between South and Southeast Asia: Reflections on Cross-Cultural Exchange*. Singapore and New Delhi: ISEAS and Manohar, 2011.
- Sahai, Sachchidanand. *The Hindu Temples in Southeast Asia: Their Role in Social, Economic and Political Formations*. Simla and Delhi: IAS and Aryan Books International, 2012.
- Singh, Raghunath. *दक्षिण-पूर्व एशिया (कम्बुज, थाई, बर्मा, मलाया). वाराणसी: ज्ञानमंडल लिमिटेड*. [In Hindi]
- Trần Kỳ Phương, Vo Van Thang, and Peter Sharrock, eds. *Vibrancy in Stone: Masterpieces of the Đà Nẵng Museum of Cham Sculpture*. London and Bangkok: River Books, 2018.
- Vickery, Michael. "A Short History of Champa." In *Champa and the Archaeology of My Son*, edited by Andrew Hardy, Mauro Cucarzi, and Patrizia Zolese. Singapore: NUS Press, 2009.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 7: Authority and Tradition in Ancient and Medieval Historiography

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Authority and Tradition in Ancient and Medieval Historiography	04	3	1	0	Nil	Nil

Course Objectives:

The objective of this course is to help students understand the evolution of historical writing in the ancient and medieval worlds, and the intervention of historians in developing history as an academic discipline. A close study of the translated excerpts of the primary sources will be used to train students. The objective is to engage students in an in depth understanding of central issues in ancient and medieval Historiography.

Learning Outcomes:

At the end of the course students would be able to:

- Understand the historiographical traditions of different ancient and medieval civilizations of the world.
- Understand how the study of past events implies a dialogue with the modern language of historians. The narratives for the learning of History and its different interpretations do not come ready-made. The study of the past also provides a window to understand the modern world.
- Understand the perspective, method, style, content and historical context of historical traditions from different parts of the world in ancient and medieval times.
- Appreciate how various cultures looked at their pasts and responded to other cultures.
- Learn the art of story-telling, narration and construction of the past
- Learn how to analyse, evaluate and use texts and relate to style and content in pre-Modern historical literature
- Consider the manner in which authority and its role has been discussed in historical literature.
- Understand the methods of writing history and place texts within their historical contexts.

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Course Content:

Unit 1: Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history.

Unit 2: The Graeco-Roman and Chinese historiographical traditions

Unit 3: India's historiographical traditions from Ancient to Medieval.

Unit 4: Medieval western historiography: Biblical histories; contacts with Byzantine and Arab historiography Arab and Persian historians; translation and the flows of Language

Essential Readings and unit –wise outcomes:

Unit 1: This unit will cover Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history. **(12 hours)**

- Collingwood, R. G. *The Idea of History*. New York: Oxford University Press, 1994.
- Marincola, John. *Authority and Tradition in Ancient Historiography*. Cambridge: Cambridge University Press, 1997. (Chs. "Introduction" and "Myth and History")
- Ramaswamy, Vijaya, and Yogesh Sharma, eds. *Biography as History*. Hyderabad: Orient Blackswan, 2008.
- Thapar, Romila. *The Past Before Us: Historical Traditions of Early North India*. Delhi: Permanent Black, 2013.

Unit 2: In this unit the Graeco-Roman historiographical traditions will be discussed. The basic features of histories of Herodotus Thucydides, Polybius, Xenophon, Arian, Levy, Tacitus and other historians in relation to the history and the literature of the Greek and Roman world will be analysed and evaluated. **(12 hours)**

- Hardy, Grant. "Can Ancient Chinese Historians Contribute to Modern World Theory? The Multiple Narratives of Ssu-Ma Chien." *History and Theory* 33, no. 1 (February 1994): 20–38.
- Huang, Chun-Chieh. "The Defining Character of Chinese Historical Thinking." *History and Theory* 46, no. 2 (May 2007): 180–188.
- Marincola, John. *Authority and Tradition in Ancient Historiography*. Cambridge: Cambridge University Press, 1997.
- Mellor, Ronald. *The Roman Historians*. London: Routledge, 1999.
- Wu, Huaiqi. An Historical Sketch of Chinese Historiography. Introduction, 1–2. Beijing: *Springer*, 2018, 1–17.
- Yu, Anthony C. "History, Fiction and the Reading of Chinese Narrative." *Chinese Literature: Essays, Articles, Reviews* 10, no. 1/2 (July 1988): 1–19.

Unit 3: In this unit India's historiographical traditions from Ancient to Medieval will be discussed. **(12 hours)**

- Aquil, Raziuddin, and Partha Chatterjee, eds. *History in the Vernacular*. Ranikhet: Permanent Black, 2010.
- Chakrabarti, Dilip K. *Towards a Nationalist Narrative of India's Ancient Past: Including Recent Research on the Indus Civilization*. New Delhi: Aryan Books International, 2022.

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- Hiltebeitel, Alf. *Rethinking the Mahabharata: A Reader's Guide to the Education of the Dharma King*. Chicago: University of Chicago Press, 2001.
- Kulke, Hermann, and B. P. Sahu. "Historiography." In *History of Precolonial India: Issues and Debates*. New Delhi: Oxford University Press, 2018.
- Mantena, Rama. "The Question of History in Pre-colonial India." *History and Theory* 46, no. 3 (2007): n.p.
- Nizami, K. A. *On Historians of India and Historiography in Medieval India*. New Delhi: Munshiram Manoharlal, 1982.
- Singh, G. P. *Ancient Indian Historiography: Sources and Interpretations*. Delhi: D.K. Printworld, 2003.
- V.S. Pathak, *Ancient Historians of India*. London: Asia Publishing House, 1963.
- Warder, A.K. *An Introduction to Indian Historiography*, Bombay, 1972.

Unit 4. This unit will discuss Arab and Persian historians, translation, and the flow of Language. Additionally, in this Unit, Medieval Western historiography, including biblical histories and contacts with Byzantine and Arab historiography, will be analysed. **(12 hours)**

- Al-Azmeh, Aziz. *Ibn Khaldun: An Essay in Reinterpretation*. London: Routledge, 1990.
- Cooperson, Michael. *Classical Arabic Biography: The Heirs of the Prophets in the Age of al-Ma'mun*. Cambridge: Cambridge University Press, 2000. (Introduction and Conclusion)
- Noth, Albrecht. *The Early Arabic Historical Tradition: A Source-Critical Study*. Translated by Michael Bonner. Princeton, NJ: Darwin Press, 1994.
- Robinson, Chase F. *Islamic Historiography*. Cambridge: Cambridge University Press, 2003.
- Sprengling, Martin. "From Persian to Arabic." *The American Journal of Semitic Languages and Literatures* 56, no. 2 (April 1939): 175–224.

Suggested Readings:

- Bloch, Marc. *The Historian's Craft*. London: Manchester University Press, 2004.
- Carr, E. H. *What Is History?* Delhi: Penguin, 2008.
- Chatterjee, Partha. "Introduction to the History of Vernacular." In *Historians of Medieval India*, edited by H. Mohibbul. Reprint. Delhi: Aakar Books, 2018.
- Cooperson, Michael. *Classical Arabic Biography*. Cambridge: Cambridge University Press, 2000.
- Zuozhuan: *Commentary on Spring and Autumn Annals*. Washington: University of Washington Press, 2016.
- Nely, M. I. *The Portable Greek Historians: The Essence of Herodotus, Thucydides, Xenophon, Polybius*. London: Penguin Classics, 1997.
- Garret, P. S. *Olberding. Dubious Facts: The Evidence of Early Chinese Historiography*. Albany: State University of New York Press, 2012.
- Lloyd, Christopher. *The Structures of History*. Oxford: Blackwell, 1996.
- Mohibbul, H., ed. *Historians of Medieval India*. Reprint. Delhi: Aakar Books, 2018.

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Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 8: History of Russia in the 20th Century-I (1905-1953)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
History of Russia in the 20 th Century-I (1905-1953)	04	3	1	0	Nil	Nil

Course Objectives:

This course is about the history of Russia at the onset of 20th century till 1953 when major changes in policy started taking place with the death of Stalin. The period starts with the story of how a big Russian Empire crumbled under the weight of its own contradictions aided by changes in economy, the rise of the forces of democracy and those seeking revolutionary changes. It shall explore the dynamics of massive industrialization beginning in 1890s, impact of Russian participation in World War-I, fall of the Tsarist regime, Bolsheviks' rise to power, Civil war, far-reaching economic experiments— from War Communism to New Economic Policy to Planning and Collectivization, the building of a strong but autocratic state apparatus, role of Communist International, significance of the Second World War and beginning of the Cold War and emergence of a new world order. A sound understanding of the history of far-reaching changes in the Russian politics, society and economics in the first half of the 20th century is vital for developing important linkages between the various facets of the world history.

Learning Outcomes:

By the end of the course, students will be able to:

- Understand the trajectory of industrialization and intellectual and political changes in the Russian Empire from the late 19th to early 20th centuries.
- Identify major forces in the First World War and how it impacted Russia's internal dynamics.
- Examine the seizure of power by the Bolsheviks and its impact on the country and international politics.
- Identify the nature and impact of far-reaching economic experiments in terms of both ideologies and expediency, and contrast them with other forms of economic organizations.
- Assess the Soviet foreign policy and the country's involvement in World Wars.
- Understand the consequences of World War II on USSR and the world, and the origins and formative phase of the Cold War.

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Course Content:

Unit 1: Empire in Transition – Society, Industry, and the Seeds of Change; First World War and its impact on Russia; February and October Revolutions. (1905-1917)

Unit 2: War Communism and Civil War; The NEP Era and Great debate; Power struggles and rise of Stalin to power. (1918-28)

Unit 3: Stalin's Revolution from Above: Collectivization and beginning of Five-Year Plans, Stalinist state formation, purges, terror and ideology, Gender, party apparatus and Comintern. (1928-39)

Unit 4: Soviet Union in World War II, Molotov-Ribbentrop Pact, post-war reshaping of Soviet identity; beginning of Cold War and emergence of a new world order. (1939–1953)

Essential Readings and Unit-Wise Outcomes:

Unit 1: In this unit, students shall be made familiar with the process of Industrialization in Russia during 1890s, churning in the intellectual space, problems with the Tsarist system, Russo-Japanese War and attempts at political reforms; events and processes related to Russia's participation in the First World War; February Revolution, Provisional Government and October Revolution. **(12 hours)**

- Dobb, Maurice (1948), *Soviet Economic Development since 1917*, London: Routledge & Kegan Paul Ltd, pp.34-96
- Fitzpatrick, Sheila (1994), *The Russian Revolution*, 2nd edition, New York: Oxford University Press, 1994.
- Hill, Christopher. *Lenin and the Russian Revolution*, London: Hodder & Stoughton Limited, 1947.
- Kochan, Lionel. *Russia in Revolution: 1890–1918*, London: Paladin Grafton Books, 1970.
- Shatz, Marshall S. *Soviet Dissent in Historical Perspective*. Cambridge: Cambridge University Press, 1980.
- Venturi, Franco. *Roots of Revolution: A History of the Populist and Socialist Movements in Nineteenth Century Russia*, New York: Alfred A. Knopf, 1966.
- Von Laue, Theodore H. *Sergei Witte and the Industrialization of Russia*, New York: Columbia University Press, 1963.

Unit 2: In this unit, students shall study the events and processes related to War Communism and Civil War; the New Economic Policy introduced in 1921, followed by the Great debate on the economic policies, and the rise of Stalin to power. **(12 hours)**

- Carr, Edward Hallett. *The Russian Revolution: From Lenin to Stalin (1917-1929)*., Cambridge: University Press, 2004.
- Lewin, Moshe. *The Making of the Soviet System: Essays in the Social History of Interwar Russia*, New York: Pantheon Books, 1985.
- Nove, Alec. *An Economic History of the USSR, 1917–1991*, 3rd edition, London: Penguin, 1992.
- Read, Christopher. *The Making and Breaking of the Soviet System*. New York: Palgrave, 2001.
- Siegelbaum, Lewis H. *Soviet Society between Revolutions, 1918-1929*, Cambridge: Cambridge University Press, 1992.
- Smith, S. A. 'The Russian Revolution and Civil War.' *European History Quarterly*. Vol. 38, No.2 (2008): 301–305.

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Unit 3: In this unit, students shall be made familiar with the new experiments of Collectivization and Five-Year Plans, Stalinist state formation, purges, Gender, party apparatus and the Comintern. **(12 hours)**

- Davies, R. W. *The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929–1930*, Basingstoke: Macmillan, 1980.
- Dobb, Maurice. *Soviet Economic Development since 1917*, London: Routledge & Kegan Paul Ltd, 1948.
- Engel, Barbara Alpern, *Women in Russia 1700-2000*. Cambridge: Cambridge University Press, 2004.
- Lewin, Moshe. *Russian Peasants and Soviet Power: A Study of Collectivization*, London: George Allen and Unwin Ltd., 1968.
- Nove, Alec. *An Economic History of the USSR, 1917–1991*, 3rd edition, London: Penguin, 1992.
- Read, Christopher, *The Making and Breaking of the Soviet System*. New York: Palgrave, 2001.
- Veselá, Pavla. 'The Hardening of "Cement": Russian Women and Modernization'. *NWSA Journal*, Vol. 15, No. 3 (2003): 104-123

Unit 4: In this unit, students shall study about the developments related to Molotov-Ribbentrop Pact, participation of USSR in the Second World War, reshaping of Soviet identity; the post-war treaties, period of reconstruction, dynamics and tensions of the formative phase of the Cold War, Soviet global re-positioning. **(12 hours)**

- Roberts, Geoffrey (2006), *Stalin's Wars: From World War to Cold War, 1939–1953*. New Haven: Yale University Press
- Carley, Michael Jabara. *1939: The Alliance That Never Was*, Chicago: Ivan R. Dee, 1999.
- Gregory, Paul R. *The Political Economy of Stalinism*. Cambridge: Cambridge University Press, 2004.
- Pethybridge, R.W. *A History of Postwar Russia*. London: George Allen & Unwin Ltd., 1966.
- Tucker, Robert C. 'The Emergence of Stalin's Foreign Policy'. *Slavic Review*, Vol. 36, No. 4 (1977): 563-589
- Ulam, Adam. *Expansion and Co-existence: The History of Soviet Foreign Policy from 1917-67*, USA: Praeger, 1968.

Suggested Readings:

- Acton, Edward. *Russia: The Tsarist and Soviet Legacy*, London: Longman, 1995.
- Allen, Robert C. *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton: Princeton University Press, 2003.
- Dahrendorf, Ellen (ed) *Russian Studies: Leonard Schapiro*, London: Collins Harvill, 1986.
- Goldman, Wendy, *Women at the Gates: Gender and Industry in Stalin's Russia*, Cambridge: Cambridge University Press, 2002.
- Gregory, Paul R. *The Political Economy of Stalinism: Evidence from the Soviet Secret Archives*. Cambridge: Cambridge University Press, 2004.
- Katkov, George. *Russia 1917: The February Revolution*. London: Longmans, 1967.
- Mawdsley, Evan. *The Stalin Years: The Soviet Union 1929-1953*. Manchester: Manchester University Press, 2003.

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- Pipes, Richard. *Russia under the Bolshevik Regime*, New York: Vintage, 1995.
- Suny, Ronald Grigor (ed), *The Cambridge History of Russia*, Volume 3. Cambridge: Cambridge University Press, 2006.
- Toynbee, Arnold J. 'Looking Back Fifty Years', in *The Impact of the Russian Revolution 1917-1967: The Influence of Bolshevism on the World Outside Russia*. London: OUP, 1967.
- Tucker, Robert C. *The Soviet Political Mind: Studies in Stalinism and Post-Stalin Change*, London: Pall Mall Press, 1963.
- कौशिक, करुणा, *साम्राज्यवादी एवं साम्यवादी रूस*. हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, 1999.
- बेनीपुरी, रामवृक्ष. *रूस की क्रांति*, दिल्ली: गार्गी प्रकाशन, 2016
- मेहरोत्रा, प्रभुदयाल. *आधुनिक रूस रूस का संक्षिप्त इतिहास*, चुनार :नरेंद्र पब्लिशिंग हाउस, 1934.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 9: THEMES OF GLOBAL ENVIRONMENTAL HISTORY

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
THEMES OF GLOBAL ENVIRONMENTAL HISTORY	04	3	1	0	Nil	Nil

Course Objective: The objective of this optional course is to explore human-induced changes in nature on the transnational and global scale. The paper covers general concepts in environmental history, and explores human, non-human actors (including climate and topography), and science and technology as agents in history. In more specialized ways it requires students to interrogate the changing relationship between humans and nature through more global categories of Columbian exchange, migration (including human, animals, plants and disease), colonialism, imperialism and warfare technologies. By exploring transformation of landscapes, rivers and forests, the objective is to make students understand the major turning points in environmental history. While doing so the course also examines the role of governments and states in shaping the modern environment around the world. The reading material for the course places environmental history in global perspective.

Learning Outcomes

After completing this course, students would be able to:

- Know about the complexities of a ‘general’ history of environment on a transnational scale
- Learn to engage with questions on the changing relationship between humans and nature
- Understand how human-nature relations spans different times and spaces
- Comprehend the role human and non-human actors play as agents in history
- Locate the transformations of landscape, rivers and forests in various parts of the globe
- Examine the role of governments and states in shaping the modern environment

Course Content:

Unit 1: Emerging field of Global Environmental History

- Sources and Interdisciplinarity
- Animals and Natural Disasters
- Anthropocene

Unit 2: Pre Industrial World

- Geographical Explorations; Columbian Exchange
- Climate Change, the Medieval Age and the Little Ice Age
- Colonialism, Ecological Imperialism and Green Imperialism

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Unit 3: Transformation of Landscapes, Rivers and Forests

- Capitalism and Changes in Land; Dust Bowl
- Water Governance; TVA model and Dams
- Forest Conservation; Russian Forest under Stalin

Unit 4: State for Nature

- Colonial Science; Mapping, Meteorology and Forest
- Green Revolution; Bali and India
- Mao's War against Nature

Essential Readings and Unit-Wise Outcomes:

Unit-1: This module will explain the major concepts in the emerging field of Environmental History. **(12 hours)**

- Adams, W. M. "Nature and the Colonial Mind." In *Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era*, edited by W. M. Adams and M. Mulligan, 16–50. London: Earthscan / Routledge, 2003.
- Anderson, E. N. *Ecologies of the Heart: Emotion, Belief, and the Environment*. Oxford: Oxford University Press, 1996.
- Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. Berkeley: University of California Press, 1992.
- Guha, Ramchandra. *Environmentalism: A Global History*. New York: Longman, 2000.
- Hughes, Donald J. *What is Environmental History?* London: Polity Press, 2006.
- Myllyntaus, Timo. "Methods in Environmental History." In *Thinking through the Environment: Green Approaches to Global History*, edited by Timo Myllyntaus, Cambridge: The White Horse Press, 2011.
- Stewart, Mart A. "Environmental History: Profile of a Developing Field." *The History Teacher* 31, no. 3 (May 1998): pp.351-368.
- Worster, Donald. "Doing Environmental History." In *The Ends of the Earth: Essays in Modern Environmental History*, Cambridge and New York: Cambridge University Press, 1988.
- Worster, Donald. "World without Borders: The Internationalizing of Environmental History." *Environmental Review* 6 (Fall 1982): pp. 8-13.

Unit-2: The peculiarities of Pre-Industrialised World in the context of climate shaping the course of history in the Medieval Age will be discussed in this module. The premise of Columbian Exchange and the biological expansion of European colonies will also be discussed in this unit. **(12 hours)**

- Adams, W. M. "Nature and the Colonial Mind." In *Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era*, edited by W. M. Adams and M. Mulligan, 16–50. London: Earthscan / Routledge, 2003
- Behringer, Wolfgang. *A Cultural History of Climate*. Cambridge: Polity Press, 2010.
- Beinart, William, and Karen Middleton. "Plant Transfers in Historical Perspective: A Review Article." *Environment and History* 10, no. 1 (2004): pp. 3–29.
- Brooke, John L. *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, 2014.
- Crosby, Alfred. *Ecological Imperialism: The Biological Expansion of Europe, 900–*

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1900. New York: Cambridge University Press, 1986.

- Crosby, Alfred. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. London: Prager, 2003.
- D'Souza, Rohan. *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. New Delhi: Oxford University Press, 2006.
- Das, P. V. *Colonialism, Development, and the Environment: Railways and Deforestation in British India, 1860–1884*. London: Palgrave Macmillan, 2015.
- Drayton, Richard. *Nature's Government: Science, Imperial Britain, and the "Improvement" of the World*. New Haven: Yale University Press, 2000.
- Grove, Richard. *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600–1860*. Cambridge: Cambridge University Press, 1995.

Unit-3: In this module, the way culture of capitalism along with some non-human agents have transformed landscapes will be discussed through the case studies. **(12 hours)**

- D'Souza, Rohan. *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. New Delhi: Oxford University Press, 2006.
- Das, P. V. *Colonialism, Development, and the Environment: Railways and Deforestation in British India, 1860–1884*. London: Palgrave Macmillan, 2015.
- Brain, Stephen. *Song of the Forest: Russian Forestry and Stalinist Environmentalism, 1905–1953*. Pittsburgh: University of Pittsburgh Press, 2011, pp. 79–172 (Ch. 4–6).
- McCully, Patrick. *Silenced Rivers: The Ecology and Politics of Large Dams*. London and New York: Zed Books, 2001.
- Schmidt, Jeremy J. *Water: Abundance, Scarcity and Security in the Age of Humanity*. New Delhi: Sage, 2018, Introduction, pp. 1–19.
- Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven and London: Yale University Press, 1998, pp. 193–222.
- Worster, Donald. *Dust Bowl*. New York: Oxford University Press, 1997.

Unit-4: The science of mapping, meteorology, forest and agriculture and its implication on society and humans will be discussed in this module. **(12 hours)**

- Beinart, William, and Lotte Hughes. *Environment and Empire*. Oxford: Oxford University Press, 2009.
- Bhardwaj, Asmita. "From Green Revolution to the Gene Revolution in India." In *Environmental History: As If Nature Existed*, edited by John McNeill et al., 186–208. Oxford and New York: Oxford University Press, 2010.
- Brooke, John L. *Climate Change and the Course of Global History: A Rough Journey*. New York: Cambridge University Press, 2014.
- Carson, Rachel. *Silent Spring*. Cambridge, MA: Riverside Press, 1962.
- Cronon, William, ed. *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W. W. Norton & Co., 1996.
- Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. London and New York: Verso, 2002.

Suggested Readings:

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- Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Gurgaon: Penguin Books, 2016.
- Hughes, Donald J. *An Environmental History of the World: Humankind's Changing role in the Community of life*. 1st Edition. New York: Routledge, 2001.
- Magdoff, Fred and Foster, John B. *What Every Environmentalist Needs to Know about Capitalism*. New York, Monthly Review Press, 2011.
- Martinez-Alier, Joan. *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Cheltenham: Edward Elgar, 2002.
- McNeill, J. R. *Something New under the Sun: An Environmental History of the world Twentieth Century*. London: Penguin, 2000, pp. 212–27.
- Muir, Cameron. *The Broken Promise of Agricultural Progress: An Environmental History*. Abingdon and New York: Routledge, 2014.
- Richards, John F. *The Unending Frontier: An Environmental History of the Early Modern World*. Berkeley: University of California Press, 2003.
- Singh, V. (2025). Ruling the Unruly Winds: 1864 Cyclone and Meteorological Modelling in the Indian Ocean. *Indian Historical Review*, 52(2).
- Singh, Vipul. *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country*. Delhi: Primus Books, 2018, Chapters 6 and 7, pp. 122–186.
- Weiner, Douglas. *Models of Nature*. Pittsburgh: University of Pittsburgh Press, 2000.
- Worster, Donald. *The Ends of the Earth: Essays in Modern Environmental History*. Cambridge and New York: Cambridge University Press, 1988.
- रंगराजन, महेश. *भारत में पर्यावरण के मुद्दे: एक संकलन*. दिल्ली: पियर्सन, 2016.
- सिंह, विपुल. *पर्यावरण पर मानव पदचिह्न: पर्यावरण परिवर्तन के ऐतिहासिक सन्दर्भ*. दिल्ली: ट्रिनिटी प्रेस, 2014.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 10: Select Themes in the History of Modern Education in the West (From Late Eighteenth to Early Twentieth century)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Select Themes in the History of Modern Education in the West (From Late Eighteenth to Early Twentieth century)	04	3	1	0	Nil	Nil

Course Objectives:

- To examine the Enlightenment’s critique of religious and authoritarian pedagogies and its role in shaping secular, rational, and civic models of education in the Western world.
- To explore how modern nation-states in Europe and America institutionalised public education systems to serve the goals of governance, social order, and national integration.
- To assess the educational structures as mechanisms of both social reproduction and transformation, with attention to the dynamics of class, gender, race, and religion.
- To trace the ideological and structural diffusion of educational models across time and space, focusing on comparative experiments in Prussia, France, Britain, the USA, and Russia.

Learning Outcomes:

- Upon successful completion of this course, students will be able to critically analyse how Enlightenment thinkers redefined the aims and methods of education, while also reproducing exclusions based on gender, class, and race.
- Students will be able to evaluate the significance of the Prussian public education model in shaping modern bureaucratic schooling, teacher certification, and curricular tracking across national contexts.
- Students will demonstrate an understanding of the historical evolution of public education in the United States, particularly how race, democracy, and legal activism intersected from the Common School era to the Brown v. Board of Education case.
- Students will be able to compare revolutionary educational experiments in France and Soviet Russia, analysing how these regimes envisioned education as a tool for the liberation of learners, ideological formation, civic regeneration, and state consolidation.

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Unit 1: Enlightenment's critique of conventional education preparing road map for future.

Unit 2: Beginning of modern education in the West.

Unit 3: From Common school movement to the Brown V. Board of Education case in the USA.

Unit 4: Revolutionary experiments in education in Russia during early twentieth century.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit traces complex commencement of modern education in the Western world. This unit critically explores how Enlightenment thinkers critically reevaluated the intellectual and institutional foundations of conventional education often rejecting religious orthodoxy, scholastic traditions, and classical authoritarianism in favour of reason, empiricism, and civic utility. They redefined education as a transformative, secular enterprise grounded in human rationality and moral autonomy. The unit will explore how their visions were shaped by the epistemological shifts of the Scientific Revolution, the moral and textual authority emphasised during the Reformation, and the growing demands of technical progress in modernising societies. At the same time, the unit invites students to engage critically with the contradictions of Enlightenment pedagogy—its Eurocentrism, limited conception of childhood, exclusion of women and the poor, and complicity in emerging state structures of discipline and surveillance. By tracing how these ideals shaped mass and liberal education, students will reflect on both the emancipatory promises and regulatory frameworks of modern education. **(12 hours)**

- Brown, Stuart, ed. (1996). *The Routledge History of Philosophy, Volume V, The Eighteenth Century*, London, Routledge. (Especially chapter 1, "Introduction: The Enlightenment" by Stuart Brown, pp. xi–1)
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Continuum.
- Gestrich, Andreas (2021). "Poverty and Equality in Education: Transnational Survey of Historical Trajectories and Neoliberal Challenge," in *Education and Inequality: Historical and Contemporary Trajectories*, edited by Vikas Gupta, Rama Kant Agnihotri, and Minati Panda, New Delhi, Orient Blackswan.
- Gilead, Tal, ed. (2021). *A History of Western Philosophy of Education in the Age of Enlightenment*, London, Bloomsbury Academic.
- Gonthier, Ursula Haskins. (2007). *Montesquieu and England, Enlightenment Perspectives on English Liberty*, Oxford, Voltaire Foundation.
- Kant, Immanuel. (2007). "Lectures on Pedagogy." In *Immanuel Kant, Anthropology, History, and Education*, edited by Gunter Zöllner and Robert B. Loudon, translated by Robert B. Loudon, Cambridge, Cambridge University Press. (Chapter 17, pp. 434–485)
- Parry, Geraint (2004). "Education and the Reproduction of Enlightenment," in Martin Fitzpatrick, Peter Jones, Christa Knellwolf, and Ian McCalman, eds., *The Enlightenment World*, London, Routledge Taylor and Francis, (pp. 217–334).

Unit 2: This unit undertakes a comparative assessment of the emergence of state-directed public education systems in Europe during late 18th and 19th century through case studies of Prussia/Germany, France and Britain. It explores how these states, responding to social

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fragmentation, military needs, and economic challenges, began constructing bureaucratically managed education systems to instil discipline, loyalty, and moral order among their subjects. The unit will critically study contradictions of educational reforms, particularly the tension between egalitarian rhetoric and social hierarchy, the marginalisation of women and minorities as well as the instrumental use of education for moral surveillance and national militarisation. How education during this period was shaped not only by progressive ideals but also by deeply embedded social hierarchies and the institutional reproduction of inequality. **(12 hours)**

- Barnett, S. J. *The Enlightenment and Religion: The Myths of Modernity*. Manchester: Manchester University Press, 2003.
- Becker, Carl L. *The Heavenly City of the Eighteenth-Century Philosophers*. New Haven: Yale University Press, 1932.
- Benn, Caroline, and Clyde Chitty (1996). *Thirty Years On: Is Comprehensive Education Alive and Well or Struggling to Survive?* London, David Fulton Publishers. Republished by Penguin Books in 1997.
- Heywood, Colin (1998). *Childhood in Nineteenth-Century France: Work, Health and Education among the 'Classes Populaires'*, Cambridge, Cambridge University Press.
- Melton, James Van Horn (1998). *Absolutism and the Eighteenth-Century Origins of Compulsory Schooling in Prussia and Austria*, Cambridge, Cambridge University Press.
- Palmer, R. R. (2017). *The Improvement of Humanity: Education and the French Revolution*, Princeton, Princeton University Press.
- Pine, Lisa (2010). *Education in Nazi Germany*, Oxford, Berg.
- Roach, John (1991). *Secondary Education in England 1870–1902: Public Activity and Private Enterprise*, London and New York, Routledge.

Unit 3: This unit traces the historical evolution of public schooling in the United States from the Common School Movement of the early nineteenth century to the landmark *Brown v. Board of Education* decision in 1954. It analyses how education became a contested terrain for shaping national identity, democratic citizenship, and socio-economic mobility, while simultaneously reflecting the racial, class, and gender hierarchies of American society. The contributions of Horace Mann and other reformers are examined for their emphasis on non-sectarianism, civic virtue, and moral training. Yet, students are also encouraged to critique the homogenising tendencies of the common school ideal and its role in assimilating immigrant populations into a dominant Anglo-Protestant norm. The unit explores the contradictions between meritocratic ideals and structural inequalities reproduced through the schooling system; the legal and social struggles leading up to *Brown v. Board* examining the resistance to desegregation; the limits of judicial remedies, and the persistence of de facto segregation. By studying these historical trajectories, students will evaluate how education in the U.S. served both as a mechanism of inclusion and exclusion, aspiration and domination, and how these dynamics continue to shape educational policy and experience. **(12 hours)**

- Bowles, Samuel, and Herbert Gintis (1947). *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*, London and Henley, Routledge and Kegan Paul. Republished 1976, New York, Basic Books.

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- Gibson, Rich (2021). “Why It Is Possible and Imperative to Teach Capital, Empire and Revolution, and How,” in *Education and Inequality: Historical and Contemporary Trajectories*, edited by Vikas Gupta, Rama Kant Agnihotri, and Minati Panda, New Delhi, Orient Blackswan, 541–576.
- Neem, Johann N. (2017). *Democracy’s Schools: The Rise of Public Education in America*, Baltimore, Johns Hopkins University Press.
- Tyack, David B. (1974). *The One Best System: A History of American Urban Education*, Cambridge, MA, Harvard University Press.
- Tyack, David B., and Larry Cuban (1995). *Tinkering Toward Utopia: A Century of Public School Reform*, Cambridge, MA, Harvard University Press.

Unit 4: This unit explores the radical educational transformations undertaken in Russia during and after the Bolshevik Revolution. It examines how early Soviet policies sought to replace Tsarist-era elitism and religious control with a socialist model rooted in collectivism, atheism, proletarian empowerment and innovation pedagogy. How education was reconceived as a tool of revolutionary consciousness, mass mobilisation, and cultural reconstruction? The unit investigates the role of Lunacharsky, Krupskaya and other key actors in institutionalising a state-supported, secular education system that integrated labour, polytechnic training with the project of cultivating civic values. Students will critically assess experiments such as likbez (the campaign against illiteracy), the reconfiguration of teacher authority, and the promotion of agitprop schools and workers’ faculties (rabfak) as efforts to democratise and politicise learning. However, attention will also be given to the inherent tensions between emancipatory goals and authoritarian methods, the bureaucratisation of pedagogical spaces, and the suppression of dissenting educational currents. By tracing continuities and ruptures from the revolutionary to Stalinist phases, the unit offers insights into the complex relationship between ideology, state power, and educational form in twentieth-century socialist regimes. **(12 hours)**

- Fitzpatrick, Sheila (1970). *The Commissariat of Enlightenment: Soviet Organization of Education and the Arts Under Lunacharsky October 1917–1921*, Cambridge, Cambridge University Press.
- Fitzpatrick, Sheila (1979). *Education and Social Mobility in the Soviet Union, 1921–1934*, Cambridge, Cambridge University Press.
- Hans, Nicholas. (1964). *History of Russian Educational Policy, 1701–1917*, New York, Russell & Russell, Inc.
- Holmes, Brian, Gerald Read, and Natalya Voskresenskaya. (1995). *Russian Education, Tradition and Transition*, New York, Garland Publishing.
- Holmes, Larry E. (1991). *The Kremlin and the Schoolhouse, Reforming Education in Soviet Russia, 1917–1931*, Bloomington, Indiana University Press.

Suggested Readings:

- Chitty, Clyde (2014). *Education Policy in Britain*, Third Edition, London, Palgrave Macmillan.
- Deem, Rosemary (1978). *Women and Schooling*, London, Routledge and Kegan Paul.

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- Flamm, Oswald (1907). *The Organisation of the Instruction in the Berlin Technical Hochschule at Charlottenburg*, London, His Majesty's Stationery Office, Educational Pamphlets Series, Board of Education, No. 9.
- Fuller, Celia (1980). *Black Girls in a White World*, London, Macmillan.
- Green, Andy (1991). *Education and State Formation: The Rise of Education Systems in England, France and the USA*, Basingstoke, Palgrave Macmillan.
- Gross, Jean-Pierre (2003). *Fair Shares for All: Jacobin Egalitarianism in Practice*, Cambridge, Cambridge University Press, especially pp. 179–199.
- Lawton, Denis, and Peter Gordon (2002). *A History of Western Educational Ideas*, London, Woburn Press.
- Meyers, Debra, and Burke Miller, eds. (2009). *Inequity in Education: A Historical Perspective*. Lanham, Lexington Books. (Especially chapter 1, 'The Unequal Status of Children in American Educational History: Historiographical Reflections and Theoretical Possibilities' by Joshua Garrison, pp. 11-25)
- Mill, John Stuart. (2003). *On Liberty*, edited by David Bromwich and George Kateb, New Haven, Yale University Press.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 11: Historiography in the Modern West

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Historiography in the Modern West	04	3	1	0	Nil	Nil

Course Objectives:

This course will study the History of historiography, or the history of history writing to understand the evolution, growth and emergence of history writing as a discipline in the Modern West from Greco-Roman to post-modernism. To attain knowledge and understanding about various trends and schools in historical writing.

Learning Outcomes:

At the end of the course, students would be:

- understand the level of historical consciousness and types of historical writing in different ages.
- Will be familiar with different schools of history writing, their legacy and contribution in establishing history as an important discipline.
- Will know essential characteristics of history writing, important concepts such as objectivity, authenticity, verifiability, truth, etc and complexities around such conceptions will also be known to them.
- Students will be able to learn various ways and methods of looking into the past and the associated problems and limitations of these methods.
- Students will be familiar with how history as a modern discipline is different from history writing in the past.

Course Content:

Unit 1: Foundation of Historical Consciousness: from the Greco–Roman age to the Enlightenment.

Unit 2: Scientific Historiography and Grand Theories: Positivism and Historical Materialism.

Unit 3: Narrative, Structure, and Temporality: From Storytelling to the Annales Revolution

Unit 4: Post Modernism, Eurocentricism and critique of modernity.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This theme critically examines the formation of historical consciousness from classical antiquity through the Enlightenment, highlighting shifts in epistemic assumptions and representational practices. This unit will also discuss the meaning and definition of History, the characteristics and limitations of Greco-Roman historiography and individual historians of this age and their art of history writing. The legacy, contribution and limitations of Christian age historiography will be discussed. At last, various Renaissance and Enlightenment historians will be discussed. **(12 hours)**

- Bruce, I. A. F. "Theopompus and Classical Greek Historiography." *History and Theory* 9, no. 1 (1970): 86–109.
- Collingwood, R. G. *The Idea of History*. London: Oxford University Press, 1977.
- Finley, M. I. *The Greek Historians: The Essence of Herodotus, Thucydides, Xenophon, Polybius*. New York: Penguin, 1977.
- Frank, Tenney. "Roman Historiography before Caesar." *The American Historical Review* 32, no. 2 (1927): 232–240.
- Fritz, Kurt von. "Herodotus and the Growth of Greek Historiography." *Transactions and Proceedings of the American Philological Association* 67 (1936): 315–340.
- Momigliano, Arnaldo. "Greek Historiography." *History and Theory* 17, no. 1 (1978): 1–28.

Unit 2: This theme investigates the emergence of scientific historiography through positivist commitments to empiricism, objectivity, and methodological rigor. It further analyzes Hegelian idealism and Marxian historical materialism as influential philosophical frameworks that redefined causality, agency, and historical explanation. **(12 hours)**

- Carr, E. H. *What Is History?* Edited by R. W. Davies. London: Penguin, 1987.
- Cohen, G. A. *Karl Marx's Theory of History: A Defense*. Princeton, NJ: Princeton University Press, 1978.
- Goldstein, Leon J. *Historical Knowing*. Austin: University of Texas Press, 1976.
- Harvey, J. K. *The British Marxist Historians: An Introductory Analysis*. London: Polity Press, 1984.
- Hobsbawm, E. J. "Karl Marx's Contribution to Historiography." *Ideology and Social Sciences* 16, no. 64 (1968): 37–56.
- McLellan, David. *Marxism after Marx: An Introduction*. New York: Harper and Row, 1979.

Unit 3. This theme interrogates the epistemological status of historical narrative and the methodological debates surrounding its construction, coherence, and truth claims. It then explores the Annales School's structuralist interventions and Braudel's multilayered conception of time as transformative alternatives to event-centred, narrative-driven historiography. **(12 hours)**

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- Aymard, Maurice, and Harbans Mukhia, eds. *French Studies in History*. Vol. 1: *The Inheritance*. New Delhi: Orient Longman, 1988.
- Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. Vol. 1. Translated from the French by Sian Reynolds. New York: Harper & Row, 1972.
- Burke, Peter, ed. *New Perspectives on Historical Writing*. Philadelphia: University of Pennsylvania Press, 2001.
- Burke, Peter. *The French Historical Revolution: The Annales School, 1929–1989*. Cambridge: Polity Press, 1990.
- Hunt, Lynn. “The Rise and Fall of the Annales Paradigm.” *Journal of Contemporary History* 21 (1986): 209–44.
- Mink, Louis O. “The Autonomy of Historical Understanding.” *History and Theory* 5, no. 1 (1966): 24–47.

Unit 4: This theme examines postmodern critiques of disciplinary history, focusing on challenges to universalism, objectivity, and representational transparency, particularly through Foucauldian analyses of power and discourse. It also addresses postcolonial interventions that provincialize Eurocentric historical paradigms and foreground alternative modes of historical knowledge. **(12 hours)**

- Chakrabarty, Dipesh. “Postcoloniality and the Artifice of History: Who Speaks for ‘Indian’ Pasts?” *Representations* 37 (1992): 1–26.
- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, NJ: Princeton University Press, 2000.
- Dreyfus, Hubert L., and Paul Rabinow. *Michel Foucault: Beyond Structuralism and Hermeneutics*. 2nd ed. Chicago: University of Chicago Press, 1983.
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books, 1995.
- Grosfoguel, Ramón. (2011). “Decolonizing Post-Colonial Studies and Paradigms of Political-Economy: Transmodernity, Decolonial Thinking, and Global Coloniality.” *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*, 1(1), 1–38.
- Hoy, David Couzens, ed. *Foucault: A Critical Reader*. Oxford: Blackwell, 1986.
- Jenkins, Keith, ed. *The Postmodern History Reader*. London: Routledge, 1997.
- Mignolo, Walter D. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton, NJ: Princeton University Press, 2000.
- Quijano, Aníbal. “Coloniality of Power, Eurocentrism, and Latin America.” *Nepantla: Views from South* 1, no. 3 (2000): 533–80.

Suggested Readings:

- Joyce, Patrick. “History and Postmodernism.” *Past and Present* 133, no. 1 (1991): 204–9.
- McDonald, A. H. “Theme and Style in Roman Historiography.” *The Journal of Roman Studies* 65 (1975): 1–10.
- Mink, Louis O. “Fiction and History.” *New Literary History* 1, no. 3 (1970): 541–58.

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- Ricoeur, Paul. *Time and Narrative*. Vol. 1. Translated by Kathleen McLaughlin and David Pellauer. Chicago: University of Chicago Press, 1983.
- Sreedharan, E. *A Textbook of Historiography, 500 B.C. to 2000 A.D.* Hyderabad: Orient Blackswan, 2004.
- Thomson, J. W. *History of Historical Writing*. 2 vols. London: Macmillan, 1942.
- Wardman, A. E. "Myth in Greek Historiography." *Historia* 9, no. 4 (1960): 403–13.
- White, Hayden. *The Content of the Form: Narrative Discourse and Historical Representation*. Baltimore: Johns Hopkins University Press, 1987.
- White, Hayden. *Tropics of Discourse: Essays in Cultural Criticism*. Baltimore: Johns Hopkins University Press, 1978.

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

DSE 12: Global History as a Method (to check similarity with 'Approaches to Global History of sem I DSE)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Global History as a Method	04	3	1	0	Nil	Nil

Course Objectives:

This course will examine global history as a methodology of historical writing, while evaluating its conceptual framework, new directions, and challenges. While integrating the methodological and conceptual frameworks provided by connected, comparative, micro, and world history, the course will interrogate how global history challenges 'methodological nationalism' and Eurocentric epistemologies in historical writing. The course examines the practices of global history, using case studies from both premodern and modern periods, with a focus on the world beyond the trans-Atlantic and utilising key themes such as empires, capital, commodities, labour, and migration. As "the global" permeated diverse historical subfields, newer concerns within global history emerged over questions of spatial and epistemic centrism(s), scale, perspectives and periodisation. Students will be introduced to these challenges, including the persisting Eurocentric and Anglophone biases, and potential pathways for a more inclusive and integrated discourse of global entanglements.

Learning Outcomes:

By the end of the course, students will be able to:

- Articulate the core aims, strengths, and limitations of global history by embracing a critical and self-reflective approach to its methodologies.
- Engage with how global history seeks to transcend methodological nationalism and Eurocentric biases in history writing, offering an interconnected, interactive and inclusive framework for writing histories of different regions and communities.
- Question centrisms in writing global history and understand the unfolding of interconnected global historical processes.
- Analyse recent scholarship on the global histories of empires, commodities, capitalism, labour and migration—with a special emphasis on the world beyond the trans-Atlantic.
- Understand the significance of multi-scalar approaches to deconstruct dominant narratives, unveiling more pluralistic and decolonised global discourse.
- Recognise the limitations of global history as an approach and consider ways to redress these challenges, ensuring a more balanced critical engagement.

Course Content:

Unit 1: What is Global History? Method and concepts

Unit 2: Practicing global history methodology

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Unit 3: New Directions

Unit 4: Whither Global History?

Essential Readings and Unit-Wise Teaching Outcomes:

Unit 1: What is Global History? Method and concepts: This unit critically examines the rise of global history as both a corrective to conventional historiographical practices and a response to globalisation trends. The students are introduced to an interdisciplinary, interactive, inclusive approach to global history that considers convergences and divergences, while cautioning against generalisation. **(12 hours)**

- Berg, Maxine. "Global History: Approaches and New Directions." In *Writing the History of the Global: Challenges for the Twenty-First Century*, edited by Maxine Berg, 1–18. Oxford: Oxford University Press, 2013.
- Conrad, Sebastian. *What Is Global History?* Princeton: Princeton University Press, 2016.
- Darwin, J. "Afterword: History on a Global Scale." In *The Prospect of Global History*, edited by James Belich, John Darwin, Margret Frenz, and Chris Wickham, 209–16. Oxford: Oxford University Press, 2016.
- Ittersum, Martine van, and Jaap Jacobs. "Are We All Global Historians Now? An Interview with David Armitage." *Itinerario* 36, no. 2 (2012): 7–28.
- O'Brien, Patrick. "Historiographical Traditions and Modern Imperatives for the Restoration of Global History." *Journal of Global History* 1, no. 1 (2006): 3–39.
- Sachsenmaier, Dominic, and Sven Beckert, eds. *Global History, Globally: Research and Practice Around the World*. London: Bloomsbury Publishing, 2018.

Unit 2: This unit discusses select Global history works which are crucial interventions in the practices of this approach. These works range from histories of empires and global capitalism, commodities, and consumerism to global histories of labour and migration across diverse temporal and spatial contexts, offering crucial insight into the workings of the methodology. **(12 hours)**

- Beckert, Sven. *Empire of Cotton: A Global History*. New York: Vintage Books, 2014.
- De Vito, Christian G., and Anne Gerritsen, eds. *Micro-Spatial Histories of Global Labour: Towards a New Global History*. Cham, Switzerland: Palgrave Macmillan, 2018.
- Eckert, Andreas. "Why All the Fuss about Global Labour History?" In *Global Histories of Work*, edited by Andreas Eckert, 3–22. Berlin: De Gruyter Oldenbourg, 2016.
- Eltis, David. "Introduction: Migration and Agency in Global History." In *Coerced and Free Migration: Global Perspectives*, edited by David Eltis, 1–32. Stanford, CA: Stanford University Press, 2002.
- Gueye, Ousmane. "African History and Global History: Revisiting Paradigms." In *Global History, globally: Research and Practice Around the World*, edited by Sven Beckert and Dominic Sachsenmaier, 83–102. London: Bloomsbury Academic, 2018.
- Liu, Andrew B. *Tea War: A History of Capitalism in China and India*. New Haven: Yale University Press, 2020.
- Lucassen, Jan, and Leo Lucassen. "The Mobility Transition Revisited, 1500–1900: What the Case of Europe Can Offer to Global History." *Journal of Global History* 4, no. 3 (2009): 347–77.

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- Mishra, Amit Kumar. "Global Histories of Migration(s)." In *Global History, Globally: Research and Practice around the World*, edited by Sven Beckert and Dominic Sachsenmaier, 103–7. London: Bloomsbury Academic, 2018.
- Mohapatra, Prabhu. "Eurocentrism, Forced Labour, and Global Migration: A Critical Assessment." *International Review of Social History* 52, no. 1 (2007): 110–15.

Unit 3: This unit surveys emerging conceptual frameworks that underpin an integrative and interactive global history. This unit engages with multi-scalar analysis of diverse themes which incorporates global microhistory, trans-regional, trans-local and micro-spatial perspectives to understand (dis)connections and divergences across time. This will enable students to test the effectiveness of the interactive interface of granular investigation with panoramic synthesis in deconstructing dominant narratives and unveiling more inclusive and pluralistic global discourse. **(12 hours)**

- Beckert, Sven, Ulbe Bosma, Mindi Schneider, and Eric Vanhaute. "Commodity Frontiers and the Transformation of the Global Countryside: A Research Agenda." *Journal of Global History* 16, no. 3 (2021): 435–50.
- Biedermann, Zoltan. "(Dis)connected History and the Multiple Narratives of Global Early Modernity." *Modern Philology* 119, no. 1 (2021): 13–32.
- Davis, Natalie Zemon. "Decentering History: Local Stories and Cultural Crossings in a Global World." *History and Theory* 50, no. 2 (2011): 188–202.
- De Vito, Christian G. "History without Scale: The Micro-Spatial Perspective." *Past & Present* 242, no. Suppl 14 (2019): 348–72.
- Fischer-Tiné, Harald. "Marrying Global History with South Asian History: Potential and Limits of Global Microhistory in a Regional Inflection." *Comparativ* 29, no. 2 (2019): 52–77.
- Paton, Diana. "Gender History, Global History, and Atlantic Slavery: On Racial Capitalism and Social Reproduction." *American Historical Review* 127, no. 2 (2022): 726–54.
- Trivellato, Francesca. "Is There a Future for Italian Microhistory in the Age of Global History?" *California Italian Studies* 2, no. 1 (2011).

Unit 4: Whither Global History? This unit addresses the persisting challenges and potential strategies for historians writing global histories. **(12 hours)**

- Drayton, Richard, and David Motadel. "Discussion: The Futures of Global History." *Journal of Global History* 13, no. 1 (2018): 1–21.
- EUI Global History Group. "For a Fair(er) Global History." *Cromohs (Cyber Review of Modern Historiography)* 24 (2021): 125–35.
- Gänger, Stefanie, and Jürgen Osterhammel, eds. *Rethinking Global History*. Cambridge: Cambridge University Press, 2021.
- Stanziani, Alessandro. *Eurocentrism and the Politics of Global History*. Cham, Switzerland: Springer, 2018.
- Thomas, David, Anne-Isabelle Richard, and Pierre Singaravélou. "Is Global History Global? Convergences and Inequalities." *Itinerario* 47, no. 3 (2023): 363–84.
- Trivellato, Francesca. "The Paradoxes of Global History." *Cromohs (Cyber Review of Modern Historiography)* 25 (2024): 1–13.

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- Washbrook, David. "Problems in Global History." In *Writing the History of the Global: Challenges for the Twenty-First Century*, edited by Maxine Berg, 19–38. Oxford: Oxford University Press, 2013.

Suggested Readings:

- Banaji, Jairus. *A Brief History of Commercial Capitalism*. Chicago: Haymarket Books, 2020.
- Belich, James, John Darwin, Margret Frenz, and Chris Wickham, eds. *The Prospect of Global History*. Oxford: Oxford University Press, 2016.
- Benton, Lauren A., and Nathan Perl-Rosenthal, eds. *A World at Sea: Maritime Practices and Global History*. Philadelphia: University of Pennsylvania Press, 2020.
- Blackbourn, David. *Germany in the World: A Global History, 1500–2000*. New York: Liveright Publishing, 2023.
- Bosma, Ulbe. *The World of Sugar: How the Sweet Stuff Transformed Our Politics, Health, and Environment over 2,000 Years*. Cambridge, MA: Harvard University Press, 2023.
- Cañizares-Esguerra, Jorge, and Erik R. Seeman. *The Atlantic in Global History: 1500–2000*. 2nd ed. New York: Routledge, 2018.
- Fan, Xin. *Global History in China*. Cham, Switzerland: Palgrave Macmillan, 2024.
- Gerritsen, Anne, and Giorgio Riello, eds. *The Global Lives of Things: The Material Culture of Connections in the Early Modern World*. London: Routledge, 2016.
- Hofmeester, Karin, and Bernd-Stefan Grewe, eds. *Luxury in Global Perspective: Objects and Practices, 1600–2000*. Cambridge: Cambridge University Press, 2016.
- Hunt, Lynn. *Writing History in the Global Era*. New York: W. W. Norton & Company, 2014.
- Riello, Giorgio, and Prasannan Parthasarathi, eds. *The Spinning World: A Global History of Cotton Textiles, 1200–1850*. Oxford: Oxford University Press, 2009.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 13: Historiographical Perspectives on Gender and Women in Ancient Societies

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Historiographical Perspectives on Gender and Women in Ancient Societies	04	3	1	0	Nil	Nil

Course Objectives: This course will cover a long chronological span from the pre-historic to the historical period. It will deal with some representative ancient societies of Africa, Asia and Europe. The focus of the course will be on the gender analysis of the socio-political, economic and religious setup.

Learning Outcomes:

At the end of the course, students would:

- Understand historiographical intervention in writing women into history as subjects.
- Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
- Patriarchal constructions of masculinity and femininity with reference to case study of various ancient societies.
- Structures of polity, society, economy and religion in the ancient world and the extent and nature of women's participation therein.
- Spaces within the structures where women had both agency and voice.

Course Content:

Unit I: Historiographical perspectives and Women in Prehistory.

Unit II: Women in the ancient civilization of Mesopotamia and Egypt

Unit III: Women in ancient India.

Unit IV: Women in ancient civilization of Greece and Rome

Essential Readings and Unit-Wise Outcomes:

Unit 1: Introduction: Issues involved in the writing of Women's history and Gender as a category in Historical analysis, its contribution towards understanding social relations in

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ancient societies; Analysis of women in the pre-historic ancient material remains; Technology, Social organization and religious beliefs with special reference to Female Principle. **(12 hours)**

- Childe, V. Gordon. *Man Makes Himself*. New York: Moonraker Press, 1981.
- Gero, Joan M., and Margaret W. Conkey, eds. *Engendering Archaeology: Women and Prehistory*. Oxford: Basil Blackwell, 1991.
- Lerner, Gerda. *The Creation of Patriarchy*. New York: Oxford University Press, 1986.
- Smith, Bonnie G. *The Gender of History: Men, Women, and Historical Practice*. Cambridge, MA: Harvard University Press, 1998.
- Strasser, Ulrike, and Heidi Tinsman. "Engendering World History." *Radical History Review*, no. 91 (Winter 2005): 151–64.
- Wright, Rita P., ed. *Gender and Archaeology*. Philadelphia: University of Pennsylvania Press, 1996.
- Zubrow, Ezra B. W., Françoise Audouze, and James G. Enloe, eds. *The Magdalenian Household: Unravelling Domesticity*. Albany: State University of New York Press, 2010.

Unit 2: This unit will deal with women in ancient societies of Egypt and Mesopotamia focussing primarily on gender relations in those societies. **(12 hours)**

Ancient Egypt: Different Dynastic periods, Hellenistic Egypt

Ancient Mesopotamia: Sumer and Akkad

- Capel, Anne, and Glenn E. Markoe. *Mistress of the House, Mistress of Heaven: Women in Ancient Egypt*. New York: Hudson Hills Press, 1996.
- Kampen N.B eds, *Sexuality in Ancient Art: Mesopotamia, Egypt*, CUP, 1996
- Pollock, Susan. "Women in a Men's World: Images of Sumerian Women." In *Engendering Archaeology: Women and Prehistory*, edited by Joan M. Gero and Margaret W. Conkey, 366–387. London: Basil Blackwell, 1991.
- Pomeroy, Sarah B. *Women in Hellenistic Egypt: From Alexander to Cleopatra*. New York: Schocken Books, 1984.
- Robins, Gay. *Women in Ancient Egypt*. Boston: Harvard University Press, 1993.
- Rohrllich, Ruby. "State Formation in Sumer and the Subjugation of Women." *Feminist Studies* 6, no. 1 (1980): 76–102.
- Tyldesley, Joyce. *Daughters of Isis: Women of Ancient Egypt*. London: Penguin, 1994.

Unit 3: This unit will look at women in south Asia from a variety of perspectives. Issues of inheritance, work, domesticity and inter gender relations etc will also be critically studied **(12 hours)**

- Altekar, A. S. *The Position of Women in Hindu Civilisation*. Delhi: Motilal Banarasiidass, 1956.
- Atre Shubangana, *Archetypal Mother: A systemic approach to Harrapan Religion*, Pune, 1987.
- Chandra, Vinita. *Gender Relations in Early India*. India: Rawat Publications, 2010.
- Grosfoguel, Ramón. "Decolonizing Post-Colonial Studies and Paradigms of Political-

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Economy: Transmodernity, Decolonial Thinking, and Global Coloniality.”
Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World 1, no. 1 (2011): 1–38.

- Jaini P.S, *Gender and Salvation: Jaina Debates on the Spiritual Salvation of women*, 1991
- Mahalakshmi, R. *The Making of the Goddess: Koravai–Durga in Tamil Tradition* Delhi: Penguin, 2011.
- Paul, Diana Y, *Women in Buddhism*, 1979
- Shah, Kirit, *The Problem of Identity: Women in Early Indian Inscriptions*, OUP, 2001
- .
- Shah, Shalini. *The Making of Womanhood: Gender Relations in the Mahabharata*. Delhi: Manohar, 2012.
- Shukla, Shashi. *Women in Vedic and Epic Society*. Jaipur: Rawat Publications, 1995,
- Sinha, S. N. & Basu, N. K. *Women in Ancient India: Vedas to Vatsyayana*. Delhi: Khama Publishers, 2002.
- Singh, Vijaya Laxmi. *Women and Gender in Ancient India: A Study of Texts and Inscriptions*. India: Aryan Books International, 2015.

Unit 4: This unit shall explore the complexities of gender relations in Greco-Roman Civilizations. **(12 hours)**

Ancient Greece: From Archaic to Classical up to Hellenistic periods.

Ancient Rome: Pre-Roman Etruscan. From Republic to Empire. Early Byzantium.

- Cameron, Averil, and Amélie Kuhrt, eds. *Images of Women in Antiquity*. Detroit: Wayne State University Press, 1983. Chs. 1, 2, 6, 8, 13.
- Fantham, Elaine, et al., eds. *Women in the Classical World*. New York: Oxford University Press, 1994. Chs. 7–13.
- Foucault, M, *The History of Sexuality*, Vols 2 & 3,, 1987, 1990, Penguin
- Milnor, Kristina. *Gender, Domesticity and the Age of Augustus*. New York: Oxford University Press, 2008.
- Pomeroy, Sarah B. *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity*. New York: Schocken Books, 1995.
- Pomeroy, Sarah B., ed. *Women's History and Ancient History*. Chapel Hill: University of North Carolina Press, 1991.
- Veyne, Paul, ed. *A History of Private Life: From Pagan Rome to Byzantium*. Cambridge, MA: Belknap Press, 2003.

Suggested Readings:

- Archer, Leonie J., Susan Fischler, and Maria Wyke, eds. *Women in Ancient Societies: An Illusion of the Night*. London: Routledge, 1994.
- Boulding, Elise. *The Underside of History: A View of Women Through Time*. Revised ed. Vols. I & II. Newbury Park, CA: Sage, 2016.
- Brattell, Carolyn B., and Carolyn F. Sargent, eds. *Gender in Cross-Cultural Perspective*. 7th ed. London: Routledge, 2017.

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- Burguière, André, et al., eds. *A History of the Family: Distant Worlds, Ancient Worlds*. Cambridge, MA: Belknap Press, 1996.
- De Beauvoir, Simone. *The Second Sex*. London: Picador, 1988.
- Mignolo, Walter D. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton: Princeton University Press, 2000.
- Morgan, Sue, ed. *A Feminist History Reader*. London: Routledge, 2006.
- Roy, Kumkum, ed. *Women in Early Indian Societies*. Delhi: Manohar, 1999.
- Scott, Joan Wallach. *Gender and the Politics of History*. New York: Columbia University Press, 1988.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 14: Studying Religion and Rituals Through Art in Ancient Societies

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Studying Religion and Rituals Through Art in Ancient Societies	04	3	1	0	Nil	Nil

Course Objectives:

The course provides an interdisciplinary perspective on studies on religion and art in early societies. The social, cultural, and political context of religious beliefs, artistic practices and rituals in ancient societies of the Eastern Mediterranean, North Africa, and parts of Asia and Europe will be explored. The course will begin with tracing the context and how studies on religion have emerged, and then trace the historiographies and mythologies using archaeological, material, epigraphical and textual evidence to construct various perspectives on the beliefs and religious practices of ancient societies. Moving across a broad canvas from prehistoric practices in the Eastern Mediterranean and regions of West Asia, Mesopotamia, Egypt, Classical Greece, and Rome, the course will culminate with an exploration of the milieu in which sects within Judaism and early Christian communities existed in close geographical proximity- and yet with sharply defined contours.

Learning Outcomes:

- Students will learn how religion and ritual practices are deeply embedded in the cultural, social and political history of regions and how communities' identities have historical contexts.
- understand the importance of historiographical perspectives with an interdisciplinary approach towards the study of religion and art and cultural practices reflect social complexities.
- experience working on different types of sources and material evidence, including primary sources.
- They will be able to correlate and work out the points of commonalities and divergences between different religious and cultural practices and how they may have contributed towards social diversities.
- Understand the intersections between regions, social-cultural histories, and the formation of regional and cultural identity through case studies, understand how religion and religious practices bring new dimensions to our understanding of history.

Course Content:

Unit 1: Historiographical backdrop- Studies on society, religion, art and ritual practices.

Unit 2: Religious beliefs, Iconography conceptualizations relating to death and afterlife in Early Egyptian Society.

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Unit 3: Religion, mythology, culture and society in Classical Greece.

Unit 4: Religious cults and Artistic practices in Rome, strategies of inclusion and exclusion.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will cover the major historiographical works related to studies on religion and cultural practices of ancient societies. **(12 hours)**

- Donohue and Fullerton. Eds. *Ancient Art and its Historiography*, Cambridge: CUP, 2003.
- Hinnells, John R., ed. *The Routledge Companion to the Study of Religion*. Abingdon: Routledge, 2005.
- Lee, D. "Religious Perspectives in Anthropology." In *Magic, Witchcraft, and Religion: An Anthropological Study of the Supernatural*, 2nd ed., edited by A. C. Lehmann and J. E. Myers, 16–23. Mountain View, CA: Mayfield, 1989.
- Norenzayan, Ara. *Big Gods: How Religion Transformed Cooperation and Conflict*. Princeton, NJ: Princeton University Press, 2013.
- Radhakrishnan, S. *Eastern Religions and Western Thought*. London: Oxford University Press, 1939.
- Sharma, Arvind. *Our Religious Family: A Guide to the World's Religions*. New Delhi: HarperCollins India, 1996.
- Smith, Jonathan Z. *To Take Place: Toward Theory in Ritual*. Chicago: University of Chicago Press, 1992. (Introduction)
- Wiebe, Donald. "Does Talk about the Evolution of Religion Make Sense?" In *The Evolution of Religion: Studies, Theories, and Critiques*, edited by J. Bulbulia, R. Sosis, R. Genet, E. Harris, K. Wyman, and C. Genet, 339–346. Margarita, CA: Collins Foundation Press, 2008.

Unit 2: The unit will introduce students to the complexities of Egyptian religious practices, iconography, their monumental funerary architecture and myths behind them in the context of the emergence of the early Egyptian state and society. **(12 hours)**

- David, Rosalie. *Religion and Magic in Ancient Egypt*. London: Penguin, 2002.
- Davis, Whitney. *The Canonical Tradition in Ancient Egyptian Art*. CUP: 1989.
- Hornung, Erik. *The Ancient Egyptian Books of the Afterlife*. Translated by David Lorton. Ithaca, NY: Cornell University Press, 1999.
- Redford, Donald B., ed. *The Oxford Encyclopedia of Ancient Egypt*. Oxford: Oxford University Press, 2001.
- Shafer, Byron E., ed. *Religion in Ancient Egypt: Gods, Myths, and Personal Practice*. Ithaca, NY: Cornell University Press, 1991.

Unit 3: This unit will focus on the mythology, ritual practices and philosophical development of Classical Greek city states, how the polis engaged with religious cults, monumental art and architecture and the social context of the different city states and their varied practices, with special emphasis on Athens. **(12 hours)**

- Antonaccio, Carla M. "Contesting the Past: Hero Cult, Tomb Cult, and Epic in Early Greece." *American Journal of Archaeology* 98, no. 3 (July 1994): 389–410.
- Burkert, Walter. *Greek Religion*. Boston: Harvard University Press, 1987.
- Connor, W. R. "Tribes, Festivals and Processions: Civic Ceremonial and Political Manipulations in Archaic Greece." *The Journal of Hellenic Studies* 107 (1987): 40–50.
- Finley, M. I. *The Ancient Greeks*. Reprint, London and New York: Penguin, 1991.
- Mikalson, Jon D. *Athenian Popular Religion*. Chapel Hill: University of North Carolina Press, 1983.

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- Parker, Robert. *Athenian Religion: A History*. Oxford: Clarendon Press, 1996.
- Whitley, James. *The Archaeology of Ancient Greece*. Cambridge: Cambridge University Press, 2013.

Unit 4: This unit will explore Roman religious' practices in the context of the expansion of Rome from a republic to an empire, the cult of the emperor, the heterogeneous nature of religious practices and the manner in which inclusive practices were accompanied with exclusion. **(12 hours)**

- Beard, Mary, John North, and Simon Price. *Religions of Rome*. 2 vols. Cambridge: Cambridge University Press, 1998.
- Brown, Peter. *The World of Late Antiquity: AD 150–750*. New York: W. W. Norton & Company, 1989.
- Fishwick, Duncan. *The Imperial Cult in the Latin West: Studies in the Ruler Cult of the Western Provinces of the Roman Empire, Volume 3*. Leiden: Brill, 2002.
- Grandazzi, Alexandre. *The Foundation of Rome: Myth and History*. Ithaca, NY: Cornell University Press, 1997.
- Lott, John B. *The Neighborhoods of Augustan Rome*. Cambridge: Cambridge University Press, 2004.
- Takács, Sarolta A. *Vestal Virgins, Sibyls, and Matrons: Women in Roman Religion*. Austin: University of Texas Press, 2008.

Suggested Readings:

- Burke, Peter. *Varieties of Cultural History*. Ithaca, NY: Cornell University Press, 1997.
- Dalley, Stephanie. *Myths from Mesopotamia: Creation, the Flood, Gilgamesh, and Others*. Rev. ed. Oxford: Oxford University Press, 2009.
- Durkheim, Émile. *The Elementary Forms of the Religious Life*. Translated by Joseph Ward Swain. New York: Free Press, 1965. First published 1912.
- Eliade, Mircea. *Shamanism: Archaic Techniques of Ecstasy*. Translated by Willard R. Trask. Princeton, NJ: Princeton University Press, 2004.
- Huskinson, Janet, ed. *Experiencing Rome: Culture, Identity and Power in the Roman Empire*. London: Routledge, 2000.
- Jacobsen, Thorkild. *The Treasures of Darkness: A History of Mesopotamian Religion*. New Haven, CT: Yale University Press, 1976.
- Jones, A. H. M. *The Greek City from Alexander to Justinian*. Oxford: Clarendon Press, 1940.
- Kitzinger, Ernst. *Byzantine Art in the Making: Main Lines of Stylistic Development in Mediterranean Art, 3rd–7th Century*. Cambridge, MA: Harvard University Press, 1977.
- Mithen, Steven. *The Prehistory of the Mind: The Cognitive Origins of Art, Religion and Science*. London: Thames & Hudson, 1996.
- Pollock, Susan. *Ancient Mesopotamia: The Eden That Never Was*. Case Studies in Early Societies. Cambridge: Cambridge University Press, 1999.
- Trigger, Bruce G. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press, 2003.
- Tylor, Edward B. *Religion in Primitive Culture*. New York: Harper & Row, 1958. First published 1871.

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Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 15: Imperialism, Nationalism, and Concerns of Globalization (c. 1850s–1960s)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Imperialism, Nationalism, and Concerns of Globalization (c. 1850s–1960s)	04	3	1	0	Nil	Nil

Course Objectives:

This course explores the interconnected histories of imperialism, nationalism, and formative phases of globalization from the mid-19th century to the 1960s. It examines the transformation of empires, the rise of anti-colonial nationalist movements, and the early phases of globalization. The course engages with key historiographical debates and draws upon diverse primary and secondary sources to provide a nuanced understanding of these world-wide processes. The course shall convey the need to understand modern nationalism in the context of long-term, historical and social changes. Another objective is to identify major characteristics of imperialism as manifested in select colonies with a specific review of the Indian subcontinent. Concerns of globalization as it emerged in the 20th century and developed subsequently shall also be discussed.

Learning Outcomes:

By the end of the course, students will be able to:

- Analyse the nature and dynamics of imperialism and nationalism during 1850s to 1960s and engage with key historiographical debates.
- Have an improved understanding of the impact of European imperialism on global history, and provide them with a historical context for understanding the contemporary world.
- Engage with theoretical and historical perspectives in deploying varied ideas in reconstructing histories of themes and regions.
- Understand the evolution and impact of anti-colonial resistance movements in different regions.
- Examine the intersections between imperialism, nationalism, and globalization.
- Evolve an understanding of the issues and concerns of formative phases of modern globalization

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Course Content:

Unit 1: Definitions, theories and historiography of Imperialism.

Unit 2: The Age of High Imperialism (c.1850s–1914); Scramble for Africa, rise of new Imperialism and anti-colonial nationalism in Africa.

Unit 3: Nation and Nationalism in a global context; Anti-colonial nationalism in India; ideas of Tagore, Gandhi and Malaviya.

Unit 4: Impact of World War II on Empires, post-Colonial Nation-Building, Cold-War and Non-Aligned Movement; Globalization: theories and formative phase.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will endeavour to engage with classical and modern theories of Imperialism (J.A. Hobson, Lenin, Rosa Luxemburg, Gallagher & Robinson etc.) **(12 hours)**

- Brewer, Anthony. *Marxist Theories of Imperialism: A Critical Survey*. 2nd ed. London: Routledge, 1990.
- Burbank, Jane, and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*. Princeton, NJ: Princeton University Press, 2010.
- Cain, P. J., and Mark Harrison, eds. *Imperialism: Critical Concepts in Historical Studies*. 3 vols. London: Routledge, 2010.
- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press, 1993.
- Ferguson, Niall. *Empire: How Britain Made the Modern World*. London: Penguin, 2003.
- Gallagher, John, and Ronald Robinson. “The Imperialism of Free Trade.” *The Economic History Review* 6, no. 1 (1953): 1–15.
- Kemp, Tom. *Theories of Imperialism*. London: Dennis Dobson, 1967.
- Lal, Deepak. *In Praise of Empires: Globalization and Order*. New York: Palgrave Macmillan, 2004.
- Owen, Roger, and Bob Sutcliffe, eds. *Studies in the Theory of Imperialism*. London: Longman, 1972.
- Robinson, Ronald, and John Gallagher. *Africa and the Victorians: The Official Mind of Imperialism*. 2nd ed. London: Macmillan, 1981.
- Vembu, Sridhar. “On Indigenous Economic Models.” Various essays. Zoho Corporation, 2018–2023.

Unit 2: In this unit, students shall be apprised about the Age of High Imperialism (1850s-1914); Scramble for Africa and Rise of New Imperialism; Rise of anti-colonial nationalism in Africa **(12 hours)**

- Cannadine, David. *Ornamentalism: How the British Saw Their Empire*. New York: Oxford University Press, 2001.
- Conklin, Alice L. *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895–1930*. Stanford, CA: Stanford University Press, 1997.

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- Evans, Martin. *Algeria: France's Undeclared War*. Oxford: Oxford University Press, 2012.
- Fanon, Frantz. *A Dying Colonialism*. Translated by Haakon Chevalier. New York: Grove Press, 1967.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Cambridge, MA: Harvard University Press, 1993.
- Horne, Alistair. *A Savage War of Peace: Algeria 1954–1962*. New York: New York Review Books, 2006.
- Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster, 1996.
- Said, Edward W. *Culture and Imperialism*. New York: Knopf, 1994.

Unit 3: This unit will examine the theories and various nuances of nation and nationalism in a global context; emergence and strengthening of anti-colonial nationalism in India; the ideas and models of Rabindranath Tagore, Mahatma Gandhi and Madan Mohan Malaviya. **(12 hours)**

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. ed. London: Verso, 2006.
- Aurobindo, Sri. *The Foundations of Indian Culture*. Pondicherry: Sri Aurobindo Ashram, 1953.
- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press, 1993.
- Desai, Meghnad. *The Rediscovery of India*. London: Allen Lane, 2009.
- Hobsbawm, E. J. *Nations and Nationalism since 1780: Programme, Myth, Reality*. 2nd ed. Cambridge: Cambridge University Press, 1992.
- Hutchinson, John, and Anthony D. Smith, eds. *Nationalism: Critical Concepts in Political Science*. 5 vols. London: Routledge, 2000.
- Misra, Jagannath Prasad. *Madan Mohan Malaviya and the Indian Freedom Movement*. New Delhi: Oxford University Press, 2015.
- Nanda, B. R. *Gandhi and His Critics*. Delhi: Oxford University Press, 1985.
- Parel, Anthony J., ed. *Hind Swaraj and Other Writings*. Cambridge: Cambridge University Press, 1997.
- Smith, Anthony D. *The Ethnic Origins of Nations*. Oxford: Blackwell, 1986.
- Tagore, Rabindranath. *Nationalism*. New Delhi: Penguin Books, 2009.

Unit 4: The main concerns of this unit are the Impact of World War II on Empires, post-Colonial Nation-Building, Cold-War and Non-Aligned Movement; Globalization: theories and formative phase. **(12 hours)**

- Calhoun, Craig. *Nations Matter: Culture, History, and the Cosmopolitan Dream*. London: Routledge, 2007.

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- Cooper, Frederick. *Africa since 1940: The Past of the Present*. New York: Cambridge University Press, 2002.
- Frieden, Jeffrey A. *Global Capitalism: Its Fall and Rise in the Twentieth Century*. New York: W. W. Norton & Company, 2006.
- Helleiner, Eric. *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Ithaca, NY: Cornell University Press, 1996.
- Hobsbawm, E. J. *Nations and Nationalism since 1780: Programme, Myth, Reality*. 2nd ed. Cambridge: Cambridge University Press, 2012.
- Hutchinson, John, and Anthony D. Smith, eds. *Nationalism: Critical Concepts in Political Science*. 5 vols. London: Routledge, 2000.
- Kellner, Douglas. "Theorizing Globalization." *Sociological Theory* 20, no. 3 (2002): 285–305.
- Lal, Deepak. *In Praise of Empires: Globalization and Order*. New York: Palgrave Macmillan, 2004.

Suggested Readings:

- Cain, Peter J., and Antony G. Hopkins. *British Imperialism: Crisis and Deconstruction, 1914–1990*. 2nd ed. London: Routledge, 2016.
- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, NJ: Princeton University Press, 2000.
- Frawley, David. *Hindu Nationalism and the Renewal of Indian Culture*. New Delhi: Voice of India, 1994.
- Gandhi, Mohandas K. *An Autobiography: The Story of My Experiments with Truth*. Translated by Mahadev Desai. Ahmedabad: Navajivan Publishing House, 1927.
- Hobsbawm, E. J. *The Age of Empire: 1875–1914*. London: Weidenfeld & Nicolson, 1987.
- Hobson, J. A. *Imperialism: A Study*. London: James Nisbet & Co., 1902.
- Lenin, V. I. *Imperialism: The Highest Stage of Capitalism*. London: Pluto Press, 1996.
- Luxemburg, Rosa. *The Accumulation of Capital*. Translated by Agnes Schwarzschild. London: Routledge and Kegan Paul, 1951. First published 1913.
- Mitchell, Timothy. *Colonising Egypt*. Berkeley: University of California Press, 1988.
- Mookerji, R. K. *Hindu Civilization*. New Delhi: Asian Educational Services, 1993. Originally published 1935.
- Mukherjee, Subrata. *Political Ideas of Rabindranath Tagore*. Delhi: Rupa Publications, 2020.
- Naoroji, Dadabhai. *Poverty and Un-British Rule in India*. London: Swan Sonnenschein & Co., 1901.
- Renan, Ernest. *What Is a Nation? and Other Political Writings*. Translated and edited by M. F. N. Giglioli. New York: Columbia University Press, 2018.
- Schumpeter, Joseph A. *Imperialism and Social Classes*. Translated by Heinz Norden. New York: Meridian Books, 1955.
- Wallerstein, Immanuel. *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press, 1974. New York: A.M. Kelly.

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Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 16: Emergence of Modern South Africa, 1650s to 1948

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Emergence of Modern South Africa, 1650s to 1948	04	3	1	0	Nil	Nil

Course Objectives:

This survey course explores the history of modern southern Africa from the beginning of Dutch colonisation of the Cape region to the institutionalised imposition of the apartheid system of racial segregation in 1948. A central focus of the course is the impact of Dutch and British colonial rule on African societies and the indigenous people and their polities by the late nineteenth century. This course will examine the historical processes that led to the rise of Afrikaner Nationalism, the Anglo-Boer Wars, and the formation of the Union of South Africa in 1910. The course seeks to familiarise students with some of the problems of historiography, influenced as it was for much of the twentieth century by racism, reinforced by the ideology of the apartheid state, and which began to be contested in the last quarter of the twentieth century. An essential aspect of this course is to examine how imperialism, mining capitalism and settler nationalism intertwined to shape intersecting structures of racial segregation, class and gendered oppression. By the end of the course, students will gain a nuanced understanding of the historical roots of racial inequality in South Africa and the protracted struggle against apartheid.

Learning Outcomes:

By the end of the course, students will be able to:

- Analyse the historical processes through which Dutch and British colonialism led to the subjugation and displacement of Black African communities.
- Grasp the implications of racial ideologies for South Africa's non-white populations, with particular attention to the constitutional and legal mechanisms of exclusion and exploitation devised under the colonial and apartheid policies.
- Explore the tensions in a settler colonial society between Afrikaner and British imperial interests, and the consequent articulation of Afrikaner nationalist identity and development of Afrikaner nationalism in which the Afrikaans language was accorded a special place.

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- Examine the interconnected performativity of imperialism, nationalism, and mining capitalism in the emergence of systemic racial discrimination that ultimately laid the groundwork for the apartheid regime established in 1948.
- Appreciate the importance of anti-racist organised resistance, including the foundational role played by Mahatma Gandhi during the early phase of the struggle against discriminatory laws and practices.
- Understand the long-term influence of institutionalised racism, particularly as shaped by apartheid ideology, on the historiography of modern South Africa.

Course Content:

Unit 1: Impact of Dutch colonialism in the Cape, c. 1650-1800;

Unit 2: British colonial governance in the Cape; The 'Great Trek' and formation of Boer Republics.

Unit 3: Articulation of Afrikaner identity and evolution of Afrikaans; Rise of extractive industries; British colonialism up to 1902: Subjugation of African polities, focusing on the Zulu and Xhosa, and the South African War.

Unit 4: Post-war reconstruction and formation of the Union; Racism, politics and society, 1910-1948; Resistance.

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will examine early European presence in the Cape, c. 1650-1800, focusing on Dutch colonialism, and look at the disruption of Khoi-Khoi and San societies and their political economy. **(12 hours)**

- Elphick, Richard, and Hermann Giliomee, eds. *The Shaping of South African Society, 1652–1940*. Middletown, CT: Wesleyan University Press, 1979. (Part I, “The Cape Population”).
- Ross, Robert. *A Concise History of South Africa*. Cambridge: Cambridge University Press, 1999. (Chapter 2).
- Thompson, Leonard. *A History of South Africa*. New Haven: Yale University Press, 2001. (Chapter 2).
- Worden, Nigel. *The Making of Modern South Africa*. Oxford: Blackwell, 1995.

Unit 2: This unit examines the region's transition from Dutch to British colonial rule. The nature of British colonial governance in the Cape in the early nineteenth century, with particular attention to the causes and consequences of the 'Great Trek' is a key focus. The unit further explores the complex interconnections between the Mfecane, the Great Trek and the formation of new Afrikaner republics. **(12 hours)**

- Cobbing, Julian. “The Mfecane as Alibi: Thoughts on Dithakong and Mbolompo.” *The Journal of African History* 29, no. 3 (1988): 487–519.
- Elphick, Richard, and Hermann Giliomee, eds. *The Shaping of South African Society, 1652–1940*. Middletown, CT: Wesleyan University Press, 1979. (Chapters 7 and 10).

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- Etherington, Norman. “The Great Trek in Relation to the Mfecane: A Reassessment.” *South African Historical Journal* 25, no. 1 (1991): 3–21.
- Hamilton, Carolyn, ed. *The Mfecane Aftermath: Reconstructive Debates in Southern African History*. Johannesburg: Wits University Press, 2019.
- Ross, Robert. *A Concise History of South Africa*. Cambridge: Cambridge University Press, 1999. (Chapter 2).
- Thompson, Leonard. *A History of South Africa*. New Haven: Yale University Press, 2001. (Chapters 2 and 3)

Unit 3: The articulation of Afrikaner identity, c.1870s onwards, the evolution of Afrikaans, nationalism, and British-Afrikaner tensions, will be studied in this unit. Furthermore, this unit will examine the rise of mining industries, with a focus on the labour regime and labour relations that evolved in the gold and diamond mining industries. This will foreground the examination of the amplification of contestations between British, African polities, and the Afrikaner Republics. This unit will focus on conflicts between British and African polities with special attention to the Zulu and Xhosa wars in the nineteenth century. Tracing the interlinkages between Afrikaner nationalism, mining capitalism and the South African wars and their outcomes is a key focus of this unit. **(12 hours)**

- de Villiers, Rene. “Afrikaner Nationalism.” In *The Oxford History of South Africa, Volume 2: 1870–1966*, edited by Monica Wilson and Leonard Thompson. Oxford: Clarendon Press, 1971.
- Elphick, Richard, and Hermann Giliomee, eds. *The Shaping of South African Society, 1652–1940*. Middletown, CT: Wesleyan University Press, 1979. (Chapter: “The Eastern Frontier”).
- Marks, Shula, and Richard Rathbone, eds. *Industrialisation and Social Change in South Africa: African Class Formation, Culture, and Consciousness, 1870–1930*. Harlow: Longman, 1982. (Introduction, Chapters 1 and 2).
- Porter, Andrew. “The South African War and the Historians.” *African Affairs* 99, no. 397 (2000): 633–648.
- Ross, Robert. *A Concise History of South Africa*. Cambridge: Cambridge University Press, 1999. (Chapter 3).
- Thompson, Leonard. *A History of South Africa*. New Haven: Yale University Press, 2001. (Chapter 4).

Unit 4: This unit will discuss the post-war reconstruction and the formation of the Union of South Africa (1910). The emerging constitutional structure, the political and legal framework of racial exclusion and the rise of the National Party, between 1910 and 1948, will form an important aspect of the discussion. Everyday and organised forms of resistance to racist and exclusionary policies will also be examined with special reference to the role of Mahatma Gandhi, the African National Congress, and the Industrial and Commercial Workers Union. **(12 hours)**

- Ahmed, Talat. *Mohandas Gandhi: Experiments in Civil Disobedience*. London: Pluto Press, 2014.

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- Beinart, William. *Twentieth-Century South Africa*. Oxford: Oxford University Press, 2001.
- Bhana, Surendra, and Goolam Vahed. *The Making of a Political Reformer: Gandhi in South Africa, 1893–1914*. New Delhi: Manohar Publishers, 2005.
- Desai, Ashwin, and Goolam Vahed. *The South African Gandhi: Stretcher-Bearer of Empire*. Stanford, CA: Stanford University Press, 2015.
- Hofmeyr, Isabel. *Gandhi's Printing Press: Experiments in Slow Reading*. Cambridge, MA: Harvard University Press, 2013.
- Ross, Robert. *A Concise History of South Africa*. Cambridge: Cambridge University Press, 1999.
- Thompson, Leonard. *A History of South Africa*. New Haven, CT: Yale University Press, 2001.

Suggested Readings

- Callinicos, Alex. *South Africa: The Road to Revolution*. London: Socialist Workers Party, 1985.
- Davenport, Rodney, and Christopher Saunders, eds. *South Africa: A Modern History*. Basingstoke: Macmillan, 2000.
- Davids, Achmat. *The Afrikaans of the Cape Muslims from 1815 to 1915*. Pretoria: Protea Book House, 2011.
- Davies, R. H. *Capital, State and White Labour in South Africa, 1900–1960: An Historical Materialist Analysis of Class Formation and Class Relations*. New Jersey, 1979.
- Gandhi, M. K. *My Experiments with Truth*. Parts II–IV. Delhi: Penguin, 2012.
- Gandhi, Rajmohan. *Mohandas: A True Story of a Man, His People and an Empire*. Delhi: Viking, 2006.
- Giliomee, Hermann. *The Afrikaners: Biography of a People*. London: C. Hurst, 2003.
- Guha, Ramachandra. *Gandhi before India*. New York: Alfred Knopf, 2013.
- Kubicek, Robert V. *Economic Imperialism in Theory and Practice: The Case of South African Gold Mining Finance, 1886–1914*. Conclusion. Durham, NC: Duke University Press, 1979.
- Mandela, Nelson. *Long Walk to Freedom*. London: Abacus, 1995.
- Marks, Shula, and Richard Rathbone, eds. *Industrialisation and Social Change in South Africa: African Class Formation, Culture, and Consciousness, 1870–1930*. Harlow: Longman, 1982.
- Pakenham, Thomas. *The Boer War*. London: Abacus, 2015.
- Skinner, Rob. *Modern South Africa in World History: Beyond Imperialism*. London: Bloomsbury Academic, 2017.
- Stapleton, Timothy J. *A Military History of South Africa: From the Dutch-Khoi Wars to the End of Apartheid*. Westport: Praeger Security International, 2010.
- Taylor, Stephen. *Shaka's Children: A History of the Zulu People*. London: HarperCollins, 1994.

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- Thompson, Leonard. *A History of South Africa*. New Haven: Yale University Press, 2001.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 17: The Animals and Humans

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
The Animals and Humans	04	3	1	0	Graduate	Nil

Course Objectives:

This paper is counterintuitive in nature, in that its focus is not only on humans and their habitats but on the animals and their relationship with human society. The course studies the increasing unequal relationship and the political and economic structures organized by different social groups globally to enforce their writ. The course aims to identify the strands of power and exploitation that allows for the viewing of animals and their contextualization in the evolving societies and politics of the times. The paper mainly deals with the large mammals that have been representative of the societies. Main focus will be on the natural habitat of elephant and Bison along with the cultural significance of these animals.

Learning Outcomes:

Students would learn about historical processes that have shaped the increasingly unequal relationship between animals and humans. They would also focus on the craft of history where the primary focus will not be on humans. However, the lens of the history would be putting light on the history of the animal. Subsequently, it will also help to understand the historical process of environment degradation that was never a unilateral process. Students would learn about the struggles (disease, war, capitalist approach etc.) between civilizations, which will subsequently develop their understanding about the gradual and speedy loss of the species.

Course Content:

Unit 1: American Bison

- The European and Red Indians
- Becoming American national icon
- Extinction of national icon
- Negotiating for the conservation

Unit 2: Asian Elephants

- Elephants in Asia
- Pre-colonial legacy

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- Protection, extermination, and preservation

Unit 3: The Ivory Debate

- Ivory Trade Networks
- Colonial and Imperial Policy
- African and Asian Context

Unit 4: The Camels

- Dromedaries and Camels in Asian Culture
- Double-humped Camels
- Camels, Pilgrims and Communities

Essential Readings and Unit-Wise Outcomes:

Unit 1: American Bison. This unit will provide understanding specifically about the history of American Bison in relation with the Red Indians and Europeans and its extinction. **(12 hours)**

- Hornaday, William T (1889). The Extermination of the American Bison, WASHINGTON: GOVERNMENT PRINTING OFFICE.
- Isenberg, Andrew. (2000). The Destruction of the Bison, An Environmental history. Cambridge: Cambridge University Press.
- Thomas, K.V. (1983). Man, and the Natural World: Changing attitudes in England 1500-1800. England: Penguin.

Unit 2: Asian Elephants. This unit will focus on the history of Asian elephant in regard of the south Asia and its empires. The relationship between the elephants and various kings will also be covered to understand the legacy, habitat, physiology and nature of the elephants. **(12 hours)**

- Alter, Stephen. (2004). Elephas Maximus: A Portrait of the Indian Elephant. New Delhi: Penguin Books.
- Edgerton, F. (1985). The Elephant-lore of The Hindus. Delhi: Motilal Banarsidass.
- Elvin, Mark. (2004). The Retreat of Elephants, An Environmental History of China. Yale University Press.
- Sukumar, Raman, (2003), The Living Elephants. Delhi: Oxford University Press.
- Trautmann, Thomas R. (2015). Elephants and Kings: An Environmental History. New Delhi: Permanent Black.
- Walker, John F. (2009), Ivory's Ghosts: The White Gold of History and the fate of Elephants. New York: Grove Press, New York, 2009.

Unit 3: This unit will focus on the ivory debate, colonial and imperial policies regarding it and its African and Asian Context. **(12 hours)**

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- Anderson, David and Richard Grove. (eds.) (1987). *Conservation in Africa: Peoples Policies and Practice*, CUP.
- Austin, Gareth. (eds.). (2017). *Economic Development and Environmental History in the Anthropocene: Perspectives on Asia and Africa*. Bloomsbury.
- Beachey, R. W. (1967). 'The East African Ivory Trade in the Nineteenth Century'. *The Journal of African History*, 8(2), 269–290.
- Beinart, William and Hughes (Eds.) (2007). *Environment and Empire*. New York: Oxford University Press.
- Feinberg, H. M., & Johnson, M. (1982). 'The West African Ivory Trade during the Eighteenth Century: The "... and Ivory" Complex'. *The International Journal of African Historical Studies*, 15(3), 435–453.
- Morris, B. (2006). 'The Ivory Trade and Chiefdoms in Pre-Colonial Malawi'. *The Society of Malawi Journal*, 59(2), 6–23.
- Walker, John F. (2009). *Ivory's Ghosts: The White Gold of History and the Fate of Elephants*, New York: Grove Press, New York, 2009, 2016.

Unit 4: This unit will focus on camels. It will discuss dromedaries and camels in Asian culture, double-humped camels and the relationship of camels with pilgrimage and communities. **(12 hours)**

- Beinart, William, and Hughes. (Eds.) (2007). *Environment and Empire*. New York: OUP. Kent, Marian. (1976). *Oil and Empire: British Policy and Mesopotamian Oil, 1900-1920*. London: Macmillan
- Bulliet, R. W. (1975). *The Camel and the Wheel*. Cambridge: Harvard University Press.
- Choudhary, M. (2021). 'Changing Area, Shrinking Spaces and Struggling Species History of Camels'. *History and Sociology of South Asia*, 13(2), 93-111.
- Choudhary, Manisha (2021). *The History of Thar Desert: Environment, Culture and Society*, Shimla: IAS.
- Crystal, Jill. (1990). *Oil and the Politics in the Gulf: Rulers and Merchants in Kuwait and Qatar*. Cambridge: Cambridge University Press.
- Halasz, A., Csizi, I. & Kenez, A. (2021). 'Historical traces and perspectival possibilities of traditional camel keeping in Carpathian Basin'. *Pastoralism* 11(1), pp.15.
- İnal O. *One-Humped History*. (2021). 'The Camel as Historical Actor in the Late Ottoman Empire'. *International Journal of Middle East Studies*; 53(1):57-72. doi:10.1017/S0020743820000987

Suggested Readings:

- Dovers, Stephens. (2003). *South Africa's Environmental History: Cases & Comparisons (Ecology & History)*, Ohio University.
- Habib, Irfan. (2010). *Man, and Environment: The Ecological History of India: A People's History of India*. vol. 36. New Delhi: Tulika Books.

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- Håkansson, N. T. (2004). 'The Human Ecology of World Systems in East Africa: The Impact of the Ivory Trade'. *Human Ecology*, 32(5), 561–591
<http://www.jstor.org/stable/4603539>
- Haraway, Donna. (2001). *Primate Visions, Gender, Race and Nature in the Making of Modern Science*. New York: Routledge
- Haraway, Donna. (2003). *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. University of Chicago Press.
- Haraway, Donna. (2008). *When Species Meet*. University of Minnesota Press.
- Kent, Marian. (1976). *Oil and Empire: British Policy and Mesopotamian Oil, 1900-1920*. London: Macmillan.
- Maddox, Gregory H. (2006). *Sub-Saharan Africa: An Environmental History (Nature and Human Societies)*. Abc-Clio Inc.

Tutorial activity: to be added by the department to enhance the hands – on learning of the syllabus prescribed above.

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

DSE 18: Politics and Warfare in Central Asia, 13th -15th centuries (similarity to be checked with papers of first year)

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Politics and Warfare in Central Asia, 13 th -15 th centuries	04	3	1	0	Nil	Nil

Course Objectives: This course examines the political, social, and cultural transformations in Central Asia between the 13th and 15th centuries. The Mongol conquests under Chingiz Khan reshaped the region, establishing new structures of authority, facilitating transcontinental trade, and catalyzing cultural exchanges. Moving beyond conventional narratives of destruction, the course highlights Mongol contributions to military strategy, governance, economic networks, and intellectual traditions, culminating in the rise of Timur and the enduring legacy of Mongol rule.

Learning Outcomes:

By the end of the course, students will be able to:

- Understand the socio-political structures of Mongol nomadic society before Chingiz Khan's rise.
- Analyze the military strategies and administrative innovations that enabled Mongol expansion.
- Assess the impact of Mongol rule on trade, urbanization, and intellectual life in Persia and Central Asia.
- Examine the decline of Mongol authority and the emergence of successor states, including the Timurid Empire.
- Develop a nuanced perspective on the Mongols as both conquerors and catalysts of cultural efflorescence.

Course content:

Unit 1: Central Asia in Context: Geographical contours, Sources, and the Rise of the Mongols

Unit 2: Mongol Expansion, Fragmentation, and the Transformation of Central Asia

Unit 3: The Age of Timur: Conquest, Consolidation, and Cultural Revival

Unit 4: Legacy of the Mongol Rule: Technology, Trade, and Cultural Exchange

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit Explores Central Asia's historical geography, its strategic role in transregional interactions, and the historiographical value of Persian and Mongol sources. It also examines

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the rise of the Mongols under Chinggis Khan, their conquests, political unification, and administrative innovations. **(12 hours)**

- Browne, E. G. *A Literary History of Persia*. Vol. II. Cambridge: Cambridge University Press, 1964.
- Dughlat, Mirza Haider. *Tarikh-e Rashidi*. Translated by E. Denison Ross. Patna, 1895.
- Haqqi, S. A. H. *Chingiz Khan: The Life and Legacy of an Empire Builder*. Delhi, 2010.
- Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilization*. Lahore: Vanguard Books, 2004.
- Juzjani, Minhaj Siraj. *Tabaqat-i Nasiri*. Translated by H. G. Raverty. Vol. II, Section 23, 869–1096. 1888; reprint, 1970.
- Sun, Wei-Kwei. *The Secret History of the Mongol Dynasty*. Aligarh, 1957.

Unit 2: This unit focuses on the Mongol expansion into the Islamic world, the fall of Alamut and the Abbasid Caliphate, and the restructuring of Turko-Persian polities. It would also attempt to analyze the Chaghatay and Ilkhanid states, the cultural impact of Persianization, and Sufism's role in society. **(12 hours)**

- Arnold, T. W. *The Preaching of Islam: A History of the Propagation of the Muslim Faith*. Aligarh, 1913. (Chapters 7–8, pp. 206–254).
- Browne, E. G. *A Literary History of Persia*. Vol. II, pp. 426–466; Vol. III, pp. 3–60. Cambridge: Cambridge University Press, 1956.
- Grousset, René. *The Empire of the Steppes: A History of Central Asia*. New Brunswick, NJ: Rutgers University Press, 2011. (Selections: pp. 347–408; pp. 502–526).
- Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilization*. Lahore: Vanguard Books, 2004. (Selections: pp. 293–328; pp. 437–500).
- Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999. (pp. 109–122).
- Lewis, Bernard. *The Assassins*. New York: Basic Books, 1968. (Chapters 4–6, pp. 64–140).
- Saunders, J. J. *The History of the Mongol Conquests*. London: Routledge & Kegan Paul, 1971. (Chapters 2–3).

Unit 3: This unit analyses the decline of Mongol authority and the rise of Timur, his military campaigns, state formation, and the synthesis of Mongol, Persian, and Islamic traditions, highlighting administrative reforms and cultural patronage. **(12 hours)**

- Browne, E. G. *A Literary History of Persia*. Vol. II. Cambridge: Cambridge University Press, 1956. (Chapters 4 and 5)
- Grousset, René. *The Empire of the Steppes: A History of Central Asia*, 347–408; 502–526. New Jersey: Rutgers University Press, 2011
- Habib, Mohammad. "Amir Timur." In *A Comprehensive History of India*, Vol. V, edited by Mohammad Habib and K. A. Nizami, 101–131. Delhi: Peoples Publishing House, 1970.
- Morgan, David. *Medieval Persia 1040–1797*, Chapters 6–7, 78–99. London: Longman Group, 1988.

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Unit 4: This unit examines the broader legacy of the Mongol world, including military innovations (gunpowder, siege warfare), promotion of Eurasian trade, and institutional continuities in the Timurid and Mughal empires. **(12 hours)**

- Haqqi, S. A. H. *Chingiz Khan: The Life and Legacy of an Empire Builder*. Delhi: 2010. (Chapters 7–8, pp. 180–260).
- Jackson, Peter, ed. *The Cambridge History of Iran*. Vols. III–VI. Cambridge: Cambridge University Press, 1986. (pp. 109–150).
- Khan, Iqtidar Alam. *Gunpowder and Firearms: Warfare in Medieval India*. Delhi: Oxford University Press, 2004. (pp. 1–58).

Suggested Readings:

- Adshead, S. A. M. *Central Asia in World History*. Macmillan, 1993.
- Arnold, T. W. “Chapters 7 and 8.” In *The Preaching of Islam: A History of Propagation of Muslim Faith*, 206–254. Aligarh, 1913.
- Barthold, W. *Turkestan*. Delhi, 1975.
- Browne, E. G. “Chapters 4 and 5.” In *A Literary History of Persia*, Vol. III, 159–375. Cambridge: Cambridge University Press, 1956.
- Browne, E. G. *A Literary History of Persia*. Vol. II. Cambridge: Cambridge University Press, 1956.
- Grousset, Rene. *The Empire of the Steppes: A History of Central Asia*. New Jersey: Rutgers University Press, 2011.
- Grousset, Rene. *The Empire of the Steppes: A History of Central Asia*, 347–408; 502–526. New Jersey: Rutgers University Press, 2011.
- Habib, Mohammad. “Amir Timur.” In *A Comprehensive History of India*, Vol. V, edited by Mohammad Habib and K. A. Nizami, 101–131. Delhi: Peoples Publishing House, 1970.
- Haqqi, S. A. H. *Chingiz Khan: The Life and Legacy of an Empire Builder*. Delhi, 2010.
- Hodgson, Marshall G. S. *The Venture of Islam*, 293–328; 437–500. Lahore: Vanguard Books, 2004.
- Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilization*. Lahore: Vanguard Books, 2004.
- Jackson, Peter. “The Mongols and the Delhi Sultanate.” *Central Asiatic Journal* 19 (1975): 118–156.
- Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
- Khan, Iqtidar Alam. *Gunpowder and Firearms: Warfare in Medieval India*. Delhi: Oxford University Press, 2004.
- Lewis, Bernard. *The Assassins*. New York, 1968, Chapters 4–6, 64–140.
- Morgan, David. *Medieval Persia 1040–1797*, Chapters 6–7, 78–99. London: Longman Group, 1988.
- Morgan, David. *Medieval Persia 1040–1797*. London: Longman Group, 1988.
- Saunders, J. J. *The History of Mongol Conquest*. London, 1971.
- Tripathi, Ram Prasad. “The Turko-Mongol Theory of Kingship.” In *Some Aspects of Muslim Administration*. Allahabad, 1936.

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Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 19: Environment and Empire 1750-1950

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Environment and Empire 1750-1950	04	3	1	0	Nil	Nil

Course Objectives:

This paper is counterintuitive in nature, its focus on understanding habitats and the relationship of humans with the nature in the respective parts of the world. The constant exploitation and of the habitats by the imperial powers for specific kind of resources have destroyed the ecologies across the globe. The increasing pressure exerted on the landscape has disrupted the ecologies to the extent that natural rejuvenation of the landscapes became unattainable. The course aims to identify those strands of exploitations and ecological interventions that ultimately destroyed the ecologies forever, converting most of the foodwise self-sufficient landscapes into the food importing nations. The debates around the making of the nations, their identities, native species will also be discussed.

Learning Outcomes:

- The course will help the students to learn about the effects and impact of the imperialism on the landscape, ecologies, native species and in the long run on the inhabitants.
- Students will critically engage with unequal relationship between the imperialist powers and the colonized regions with regards to the political, social, economic and cultural history.
- Students reading this paper will be able to get hands-on with the themes of the economic and political scenario and history of the times.
- Students will also learn about a few species and the impact of colonialism on companion species of human.

Course content:

Unit 1: Empire and Environment

- Landscapes and natives
- Cultures and traditions
- Ecological and sociological implications

Unit 2: The Debate in the British Empire

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- Agrarian expansion
- Pastoralist and conflicts
- Ethics and Ecology in 20th century

Unit 3: Environmental and Ecological issues

- Conservation parks and sanctuaries
- Environment and Science
- Native species vs. new introductions

Unit 4: The Primates and Companion Species

- Chimpanzee
- Dogs
- The Experimentations
- Science and Nature

Essential readings and unit-wise outcomes

Unit 1: Empire and Environment: This unit introduces key concept about how empires transformed landscape, cultures and ecological systems. **(12 hours)**

- Anker, Peder. *Imperial Ecology: Environmental Order in the British Empire, 1895–1945*. Cambridge, MA: Harvard University Press, 2001.
- Beinart, William, and Karen Brown. *African Local Knowledge and Livestock Health: Diseases and Treatments in South Africa*. Woodbridge, Suffolk: James Currey, Boydell & Brewer, 2013.
- Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. Cambridge: Cambridge University Press, 1986.
- Griffiths, Tom, and Libby Robin, eds. *Ecology and Empire: Environmental History of Settler Societies*. Edinburgh: Edinburgh University Press, 1997.
- Hughes, Lotte. *The No-Nonsense Guide to Indigenous Peoples*. Oxford: New Internationalist, 2003.
- Maddox, Gregory H. *Sub-Saharan Africa: An Environmental History*. Westport, CT: Greenwood Press, 2006.

Unit 2. The Debate in the British Empire: This unit explain agrarian expansion, pastoral conflicts, and environmental debates within the empire. **(12 hours)**

- Anderson, David, and Richard Grove, eds. *Conservation in Africa*. Cambridge: Cambridge University Press, 1987.
- Austin, Gareth, ed. *Economic Development and Environmental History in the Anthropocene: Perspectives on Asia and Africa*. London: Bloomsbury, 2017.
- Beinart, William, and Colin Bundy. *Hidden Struggles in Rural South Africa: Politics and Popular Movements in the Transkei and Eastern Cape, 1890–1930*. London/Berkeley/Johannesburg: James Currey; University of California Press, 1987.

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- Beinart, William, and Peter Coates. *Environment and History: The Taming of Nature in the USA and South Africa*. London: Routledge Taylor & Francis Group, 1995.
- Habib, Irfan. *Man and Environment: The Ecological History of India*. Vol. 36 of *A People's History of India*. New Delhi: Tulika Books, 2010.
- Maddox, Gregory H. *Sub-Saharan Africa: An Environmental History*. Santa Barbara: ABC-CLIO, 2006.

Unit 3. Environmental and Ecological issues: This unit discusses conservation parks, science-driven ecological changes, and conflict around species. **(12 hours)**

- Beinart, William, and JoAnn McGregor, eds. *Social History and African Environments*. London: James Currey; Portsmouth, NH: Heinemann, 2003.
- Beinart, William, and Lotte Hughes, eds. *Environment and Empire*. Oxford: Oxford University Press, 2007.
- Beinart, William, and Luvuyo Wotshela. *Prickly Pear: A Social History of a Plant in the Eastern Cape*. Johannesburg: Wits University Press, 2011.
- Beinart, William. *The Rise of Conservation in South Africa: Settlers, Livestock, and the Environment 1770–1950*. Oxford: Oxford University Press, 2003.
- Crosby, Alfred W. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. New York: Bloomsbury, 1972.
- Crystal, Jill. *Oil and Politics in the Gulf: Rulers and Merchants in Kuwait and Qatar*. Cambridge: Cambridge University Press, 1990.
- Dovers, Stephen. *South Africa's Environmental History: Cases and Comparisons*. Cape Town: David Philip Publishers, 2003.
- Thomas, Keith V. *Man and the Natural World: Changing Attitudes in England 1500–1800*. London: Penguin, 1983.

Unit 4: The Primates and Companion Species: This unit explores primates and companion species to understand the complex histories and ecological dynamics of multispecies interactions. **(12 hours)**

- Haraway, Donna. *Primate Visions: Gender, Race, and Nature in the Making of Modern Science*. New York: Routledge, 2001.
- Haraway, Donna. *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. Chicago: University of Chicago Press, 2003.
- Haraway, Donna. *When Species Meet*. Minneapolis: University of Minnesota Press, 2008.

Suggested Readings:

- Anderson, David, and Richard Grove, eds. *Conservation in Africa*. Cambridge: Cambridge University Press, 1987.
- Austin, Gareth, ed. *Economic Development and Environmental History in the Anthropocene: Perspectives on Asia and Africa*. London: Bloomsbury, 2017.
- Beinart, William, and JoAnn McGregor, eds. *Social History and African Environments*. Oxford: James Currey / Portsmouth: Heinemann, 2003.

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- Dovers, Stephen. *South Africa's Environmental History: Cases and Comparisons*. Athens: Ohio University Press, 2003.
- Elvin, Mark. *The Retreat of Elephants: An Environmental History of China*. New Haven: Yale University Press, 2004.
- Haraway, Donna. *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. Chicago: University of Chicago Press, 2003.
- Hornaday, William T. *The Extirpation of the American Bison*. e-book edition.
- Hughes, Julie H. *Animal Kingdoms: Hunting, the Environment, and Power in the Indian Princely States*. Ranikhet: Permanent Black, 2013.
- Isenberg, Andrew C. *The Destruction of the Bison: An Environmental History, 1750–1920*. Cambridge: Cambridge University Press, 2000.
- Kent, Marian. *Oil and Empire: British Policy and Mesopotamian Oil, 1900–1920*. London: Macmillan, 1976.
- Schama, Simon. *Landscape and Memory*. New York: Alfred A. Knopf, 1995.
- Sukumar, Raman. *The Living Elephants: Evolutionary Ecology, Behavior, and Conservation*. Delhi: Oxford University Press, 2003.
- Thapar, Valmik, Romila Thapar, and Yusuf Ansari. *Exotic Aliens: The Lion and the Cheetah in India*. New Delhi: Aleph Book Company, 2013.
- Thomas, Keith V. *Man and the Natural World: Changing Attitudes in England 1500–1800*. Harmondsworth, England: Penguin, 1983.
- Trautmann, Thomas R. *Elephants and Kings: An Environmental History*. New Delhi: Permanent Black, 2015.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 20: Social History of Early Indian Art and Architecture: Themes, Debates and Contexts (c. 300 BCE to c. 1200 CE)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Social History of Early Indian Art and Architecture: Themes, Debates and Contexts (c. 300 BCE to c. 1200 CE)	04	3	1	0	Nil	Nil

Course Objectives:

The objective of this paper is to analyse the relationship between art, history and society in ancient India. In doing so, the paper examines the chronological evolution of visual culture as it is manifested in both religious and, occasionally, non-religious contexts. The paper also examines select themes that frame the study of the social history of art in early India, such as those related to practice, gender, and urbanism. Major historiographical interventions and emerging areas of study are incorporated into the course's teaching. The students are exposed to the idea of the idealised and the lived reality at certain given historical moments as reflected in and through art. This is achieved by understanding the processes that influence cultural production and consumption.

Learning Outcomes:

At the end of the course, students would:

- Be familiar with the major historiographical debates on the nature of Indian art and the ideologies that impacted their formulations
- Understand the relationship between social and cultural factors that impelled not only the production but also the consumption of art and 'artefacts'.
- Consider and analyse the varied impact of different patterns of patronage
- Should be able to discern the manner in which social categories, especially the engendering of men and women, are represented
- Should have an introduction to lived reality through the discourse of leisure as represented in the narrative art of early India.
- Have an understanding of how art responded to, re-presented and even shaped historical forces and changes through visual medium.

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Course Content:

Unit 1: Introduction to concepts and ideologies, historiography of Indian art and architecture with reference to writing social histories of art; *Shilpa* and *Kala* in Indian societies with special focus on various categories of artists-sthapatis, sutradhars, shilpis, etc and their activities and their relationship to patronage-royal, community, public and private.

Unit 2: Integration of Sculpture and Architecture in the stupas and temples: Iconographic and Narrative Art at Bharhut, Sanchi, Mathura, Amravati, Deogarh, Nachna Kuthara, Ellora, with special emphasis on representation of social classes and popular religion; Terracotta and their social contexts with reference to cross-cultural and regional dispersals: Kausambi and cognate sites, Ter-Western Deccan, Chandraketugarh, Mathura, Vaisali and cognate sites, Taxila.

Unit 3: Changing urban milieu as represented through art and architecture of fortifications, durga, palaces and interior spaces; Discourse of Leisure and Pleasure in visual sources; gender and power relations.

Unit 4: India and the world in transculturality and Art: Nodes of exchange, regional contacts, Meanings and contexts.

Essential Readings and Unit-Wise Outcomes:

Unit 1: Introduction to concepts and ideologies, historiography of Indian art and architecture with reference to writing social histories of art; *Shilpa* and *Kala* in Indian societies with special focus on various categories of artists-sthapatis, sutradhars, shilpis, etc and their activities and their relationship to patronage-royal, community, public and private.

(12 hours)

- Agrawal, Vasudev Sharan. Indian Art: A History of Indian Art from the Earliest Times up to the Third Century AD. Vol. 1. Varanasi: Prithivi Prakashan, 1965.
- Appadurai, Arjun, ed. The Social Life of Things: Commodities in Cultural Perspective. Cambridge: Cambridge University Press, 1986.
- Asher, Catherine, and Thomas Metcalf. Perceptions of South Asia's Visual Past. Columbia, MO: South Asia Books, 1994.
- Coomaraswamy, Ananda K. Introduction to Indian Art. Madras: Theosophical Publishing House, 1923.
- Desai, Devangana. "Social Dimensions of Art in Early India." Social Scientist 18, no. 3 (1990): pp 3–32.
- Dhar, Parul Pandya. Indian Art History: Changing Perspectives. New Delhi: D.K. Print World Pvt. Ltd. and National Museum Institute, 2011.
- Dhavalikar, M. K. "Śrī Yugadhara: A Master-Artist of Ajanta." Artibus Asiae 31, no. 4 (1969): pp 301–305, 307–308.
- Guha-Thakurta, Tapati. Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India. New York: Columbia University Press, 2004.
- Huntington, Susan L. The Art of Ancient India. New York and Tokyo: Weatherhill, 1985.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. New York: Oxford University Press, 1992.
- Misra, R. N. Śilpa in Indian Tradition: Concept and Instrumentalities. Shimla: Indian Institute of Advanced Study, 2009.

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- Mitter, Partha. *Much Maligned Monster: A History of European Reactions to Indian Art*. Chicago: University of Chicago Press, 1977.
- Rao, Nalini. "Power and Religious Patronage in the Making of Indo-Greek Art in Northwest India." *Soka University of America*, 2018, 269–279.
- Ray, Niharrajan. *An Approach to Indian Art*. Chandigarh: Publication Bureau, Punjab University, 1974.
- Settar, S. "Early Indian Artists: c.300 BCE–200 CE." In *Indian Art History: Changing Perspectives*, edited by Parul Pandya Dhar, pp 89–100. New Delhi: D.K. Printworld Pvt. Ltd. and National Museum Institute, 2011.

Unit 2: Integration of Sculpture and Architecture in the stupas and temples: Iconographic and Narrative Art at Bharhut, Sanchi, Mathura, Amravati, Deogarh, Nachna Kuthara, Ellora, with special emphasis on representation of social classes and popular religion; Terracotta and their social contexts with reference to cross-cultural and regional dispersals: Kausambi and cognate sites, Ter-Western Deccan, Chandraketugarh, Mathura, Vaisali and cognate sites, Taxila.

(12 hours)

- Bawa, Seema. "'Seeing' Hierarchies and Difference in Early Indian Art." *Proceedings of Indian History Congress, 82nd Session, Warangal, Telangana, 2024*, pp 983–1012.
- Dehejia, Vidya. "On Modes of Visual Narration in Early Buddhist Art." *Art Bulletin* 72 (1990): pp 374–392.
- Desai, Devangana. "Terracottas and Urban Culture in Ancient India." *National Museum Bulletin*, nos. 1–6 (1983): pp59–65.
- Dhaky, M. A., Michael Meister, et al. *Encyclopaedia of Indian Temple Architecture*. Vol. I (South India) in four parts; Vol. II (North India) in three parts so far. New Delhi: American Institute of Indian Studies, 1983.
- Haque, Enamul. "Reflections on the Early Art of Bengal." *India International Centre Quarterly* 24 (1997): pp187–202.
- Misra, Ramnath. *Yaksha Cult and Iconography*. New Delhi: Munshiram Manoharlal, 1981.
- Mukhopadhyay, Samir K. "Terracotta from Bhīṭā." *Artibus Asiae* 34, no. 1 (1972): pp71–94.
- Poster, Amy. *From Indian Earth: 4000 Years of Terracotta Art*. New York: The Brooklyn Museum, 1986.
- Quintanilla, Sonya Rhie. *History of Early Stone Sculpture at Mathura, Ca. 150 BCE – 100 CE*. Leiden: Brill, 2007.
- Ramachandran, T. N. "Tāmralipti (Tamluk)." *Artibus Asiae* 14, no. 3 (1991): pp226–239.
- Shah, Umakant Premanand, and M. A. Dhaky, eds. *Aspects of Jaina Art and Architecture*. Ahmedabad: Gujarat State Committee for the Celebration of 2500th Anniversary of Bhagavan Mahavira Nirvana, 1975.
- Siudmak, John. "Terracotta Sculpture from the Ancient Northwest: 300 BCE–60 CE." In *Indian Terracotta Sculpture: The Early Period*, edited by Pratapaditya Pal, pp32–41. *MARG* 54, no. 1 (September 2002)
- Srinivasan, Doris Meth. *Many Heads, Arms and Eyes: Origin, Meaning and Form of Multiplicity in Indian Art*. Leiden: Brill, 1997.
- Sutherland, G. H. *Yaksha in Hinduism and Buddhism: The Disguises of the Demon*. New Delhi: Manohar, 1992.

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Unit 3: Changing urban milieu as represented through art and architecture of fortifications, *durga*, palaces and interior spaces; Discourse of Leisure and Pleasure in visual sources; gender and power relations. **(12 hours)**

- Ali, Daud. *Courtly Culture and Political Life in Early Medieval India*. Cambridge: Cambridge University Press, 2004.
- Bawa, Seema, ed. *Delight and Disquiets of Leisure in Pre-Modern India*. Delhi: Bloomsbury Academic India, 2023.
- Bawa, Seema, ed. *Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures*. Delhi: Bloomsbury Academic India, 2021.
- Bawa, Seema. *Gods, Men and Women: Gender and Sexuality in Early India*. Delhi: D.K. Printworld, 2013.
- Carter, Martha Linick. "Dionysiac Aspects of Kushan Art." *Ars Orientalis* 7 (1968): pp121–146.
- Dehejia, Vidya, ed. *Representing the Body: Gender Issues in Indian Art*. Delhi: Kali for Women, 1998.
- Desai, Vishakha N., and Darielle Mason, eds. *Gods, Guardians and Lovers: Temple Sculptures from North India, AD 700–1200*. Ahmedabad: Mapin, 1993.
- Falk, Harry. "Making Wine in Gandhara under Buddhist Monastic Supervision." *Bulletin of the Asia Institute* 23 (2009): pp 65–77. Edited by Carol Altman Bromberg, Timothy J. Lenz, and Jason Neelis.
- Kim, Seungjung. "The Beginnings of the East-West Dialogue: An Examination of Dionysiac Representations in Gandharan and Kushan-Mathuran Art." In *Beyond Boundaries: East and West Cross-Cultural Encounters*, edited by Michelle Ying Ling Huang. Cambridge: Cambridge Scholars Publishing, 2011. Pp16-34
- Ray, Amita. *Villages, Towns, and Secular Buildings in Ancient India: c. 150 B.C.–c. 350 A.D.* Calcutta: Firma K.L. Mukhopadhyaya, (No date available)
- Sharma, D. P., and Madhuri Sharma. *Mauryan Art and Architecture, ca. 321–185 B.C.* New Delhi: Kaveri Books, 2018.

Unit 4: India and the world in transculturality and Art: Nodes of exchange, regional contacts, Meanings and contexts. **(12 hours)**

- Bawa, Seema. "Cross-Cultural Exchange of Visual and Material Cultures: Case Studies from the North Indian Terracotta Figures." *Studies in People's History* 11, no. 1 (2024): pp30–58.
- Chin, Tamara. "The Invention of the Silk Road, 1877." *Critical Inquiry* 40, no. 1 (2013): 194–219.
- Cobb, Matthew. "Mediterranean Goods in an Indian Context: The Use of Transcultural Theory for the Study of the Ancient Indian Ocean World." In *Globalization and Transculturality from Antiquity to the Pre-Modern World*, pp165–182. London: Routledge, 2021.
- Falser, Michael, and M. Juneja, eds. "'Archaeologizing' Heritage and Transcultural Entanglements: An Introduction." In *'Archaeologizing' Heritage? Transcultural Research – Heidelberg Studies on Asia and Europe in a Global Context*, pp1–18. Berlin: Springer, 2013.
- Neelis, Jason. "Literary and Visual Narratives in Gandharan Buddhist Manuscripts and Material Cultures: Localization of Jataka, Avadanas, and Previous-Birth Stories." In

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Material Culture and Asian Religions, edited by Benjamin Fleming and Richard Mann, pp252–264. New York: Routledge, 2014.

- Mitra, Debala. *Buddhist Monuments*. Calcutta: Sahitya Samsad, 1971.

Suggested Readings:

- Auboyer, Jeanine. *Daily Life in Ancient India from Approximately 200 BC – AD 700*. London and Edinburgh: Morisson and Gibb LTD, 1961.
- Brown, Percy. *Indian Architecture (Buddhist and Hindu)*. Bombay: Taraporevala, 1942. Reprint, Bombay: D. B. Taraporevala / Read Books.
- Chandra, Pramod, ed. *Studies in Indian Temple Architecture*. Varanasi: American Institute of Indian Studies, 1975.
- Dehejia, Vidya. *Early Buddhist Rock Temples: A Chronological Study*. London: Thames and Hudson, 1972.
- Ghosh, A., ed. *Jaina Art and Architecture*. 3 vols. New Delhi: Bharatiya Jnanapith, 1974–75.
- Gupta, S. P. *The Roots of Indian Art*. Delhi: B. R. Publishing Corporation, 2011.
- Harle, James C. *The Art and Architecture of the Indian Subcontinent*. London: Penguin, 1994.
- Heitzman, James. *The City in South Asia*. London and New York: Routledge, 2008.
- Kramrisch, Stella. “The Architecture of the Hindu Temple.” In *The Hindu Temple*, Vol. I. Delhi: Motilal Banarsidass, 1946.
- Kramrisch, Stella. “The Form of the Temple.” In *The Hindu Temple*, Vol. II. Delhi: Motilal Banarsidass, 1946.
- Majumdar, et al., eds. *The History and Culture of the Indian People*. Vols. I–V (Relevant Chapters). Bombay: Bharatiya Vidya Bhavan.
- Mayamuni. *Mayamata: An Indian Treatise on Housing, Architecture, and Iconography*. Translated by Bruno Dagens. New Delhi: Sitaram Bhartia Institute of Scientific Research; Distributed by Indian Books Centre, 1985.
- Meister, Michael W. *The Temple Architecture of India*. Delhi: American Institute of Indian Studies / Oxford University Press, 1988.
- Michell, George. *Early Temples of the Deccan*. London: Thames & Hudson, 1977.
- Michell, George. *The Hindu Temple: An Introduction to Its Meaning and Forms*. New York: Harper and Row, 1977.
- Miller, Barbara Stoler, ed. *Exploring India’s Sacred Art: Selected Writings of Stella Kramrisch*. Philadelphia: University of Pennsylvania Press, 1983.
- Ray, Himanshu Prabha. *The Archaeology of Seafaring in Ancient South Asia*. Cambridge: Cambridge University Press, 2003.
- Srinivasan, K. R. *Temples of South India*. New Delhi: National Book Trust, 1971.
- Thapar, Romila. *The Many Voices of a History: Somnatha*. London: Verso, 2005.
- Whitehouse, David, and Ruth Whitehouse. *Arikamedu: A Roman Trading Port in India*. London: Thames & Hudson, 1996.
- Zimmer, Heinrich. *The Art of Indian Asia: Its Mythology and Transformations*. 2 vols. Completed and edited by Joseph Campbell. Bollingen Series, Vol. 39. New York: Pantheon Books, 1955.
- Zwalf, W. *A Catalogue of the Gandhara Sculpture in the British Museum*. 2 vols. London: British Museum, 1996

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

DSE 21: Early Deccan and South India: Art Historical Perspectives (c. 200 BCE to 700 CE)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Deccan: Art Historical Perspectives (c. 200 BCE to 1200 BCE)	04	3	1	0	Nil	Nil

Course Objectives:

The objective of this course is to familiarise students with the early Deccan as a region of cross-cultural interaction as revealed in its art and architectural expressions from c. 200 BCE to 700 CE, and to situate these artistic manifestations within the larger historical of Southern India. The course will span representative material and visual cultures from the western and eastern Deccan and the Deep South, from excavated caves to stupas and monastic complexes, cave temples and memorials, delving into their art historical details—architectural modes and idioms, their makers (artists and patrons), narrative choices, sculptural style and iconography. These will be studied in the context of the overarching historical processes that have shaped early Deccan and South India from c. 200 BCE to 700 CE.

Learning Outcome:

At the end of the course, students would:

- Through examples of art and architectural production in the early Deccan and South India, students will gain a nuanced understanding of early and formative developments in southern Indian regions.
- They will learn about visual cultures produced in southern Indian regions and the distinctive religious and cultural influences that shaped the visual expressions.
- Students will learn to employ different art historical methods—style, iconography, iconology, semiotics, etc—to understand the historical creation and reception of art and architecture.

Course Content:

Unit 1: Early Buddhist Caves and Monastic Complexes of the Deccan

Unit 2: Brahmanical and Jaina Visual and Material Cultures of Deccan

Unit 3: Early Cave Temples during the Pallava period in South India

Unit 4: Case Study, South India: Mamallapuram, c. 6th-7th centuries CE

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Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit studies early Buddhist caves and stupa complexes; developments in architecture, sculpture and painting: Each sub-unit in this section will consider religious developments, materiality, architecture, stylistic features, iconography, building methods, and nature of patronage. **(12 hours)**

- i. Early Buddhist caves of the western Deccan: Bhaja, Bedsa, Karle, Pitalkhora, Junnar, Nasik and Kanheri (any 3).
 - ii. Buddhist stupas and monastic complexes of the eastern Deccan: Amaravati, Nagarjunakonda, Jaggayyapeta, Phanigiri, Kanaganahalli, (any 3).
 - iii. Buddhist sculptures, paintings and architecture at Aurangabad, Ajanta and Ellora.
- Ahuja, Naman P., ed. *Phanigiri: Interpreting an Ancient Buddhist Site in Telangana*. Mumbai and Hyderabad: Marg Publications and Department of Heritage, Telangana, 2021.
 - Malandra, Geri H. *Unfolding a Mandala: The Buddhist Cave Temples at Ellora*. New York: SUNY Series in Buddhist Studies, 1993.
 - Nagaraju, S. *Buddhist Architecture of Western India*. Delhi: Agam Kala Prakashan, 1981.
 - Schlingloff, Dieter. *Ajanta: Handbook of the Paintings: Narrative Wall-Paintings*. New Delhi: IGNCA and Aryan Books International, 2008.
 - Shimada, Akira, and Michael Willis, eds. *Amaravati: The Art of an Early Buddhist Monument in Context*. London: British Museum Research Publication 207, 2016.
 - Spink, Walter M. *Ajanta: History and Development*. Vol. 4. Leiden: Brill, 2008.
 - Stone, Elizabeth Rosen. *The Buddhist Art of Nagarjunakonda*. Buddhist Tradition Series, vol. 25. Delhi: Motilal Banarasidass, 1995.

Unit 2: Each sub-unit in this second unit will consider the architecture, sculpture and painting traditions, and artists and patrons of the early Brahmanical and Jaina caves and temples (up to c. 7th century CE) **(12 hours)**

- i. Elephanta and Jogesvari Caves
 - ii. Undavalli and Mogalarajapuram
 - iii. Badami and Aihole: Early sculpture and architecture: Understanding Vesara;
 - iv. Early Jaina vestiges and architectural remains
- Collins, Charles Dillard. *The Iconography and Ritual of Siva at Elephanta*. Albany: State University of New York Press, 1988.
 - Dhar, Parul Pandya. "Word, Image, Performance: The World of Artists in Early Western Deccan." *Arts Asiatiques* 77 (2022): pp21–42.
 - Michell, George. *Temple Architecture and Art of the Early Chalukyas of Badami*. New Delhi: Niyogi Books, 2014.
 - Kramrisch, Stella. "The Great Cave Temple of Siva on the Island of Elephanta." In *The Presence of Siva*, pp. 443–468. Princeton: Princeton University Press, 1981.
 - Meister, M. W., and M. A. Dhaky, eds. *Encyclopaedia of Indian Temple Architecture*. Vol. 1, Parts 1 and 2. New Delhi: American Institute of Indian Studies, 1986.

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- Shah, Viraj. *Jaina Rock Cut Caves in Western India, Vols. 1 and 2*. Delhi: Agam Kala Prakashan, 2008.
- Soundararajan, K.V. *Cave Temples of Badami*. New Delhi: Archaeological Survey of India, 1981.
- Yazdani, Ghulam. *Early History of the Deccan*. 2 vols. Delhi: Munshiram Manoharlal, 1982 [1960].

Unit 3: Early Cave Temples in South India: This section will consider issues relating to architectural modes, elements of architecture, iconography, style, narrative, and artistic agency **(12 hours)**

- i. Early cave temples of the Pallava period in South India: Mandagapattu and associated rock-cut temples
 - ii. Tiruchirapalli cave temple, its art, architecture and epigraphy
 - iii. Development of iconography in early South India
- Meister, M.W., and M.A. Dhaky, eds. *Encyclopaedia of Indian Temple Architecture*. Vol. 1, Part 1. New Delhi: American Institute of Indian Studies, 1986.
 - Rao, TAG. *Elements of Hindu Iconography*. 2 vols. Motilal Banarasaidass, 1914, reprint.
 - Sivaramamurti, C. *South Indian Paintings*. New Delhi: Publications Division, 1994 (reprint).
 - Srinivasan, K.R. *Cave Temples of the Pallavas*. New Delhi: Archaeological Survey of India (reprint), 1993.

Unit 4: This Unit offers a case study of an important an early South Indian archaeological complex: Mamallapuram, c. 6th-7th centuries CE **(12 hours)**

- i. Monolithic temples of South India (c. 6th-7th centuries CE): The Pallava-period Rathas/Vimanas of Mamallapuram
 - ii. Narrative choices at Mamallapuram: The Great Penance Relief
- Kaimal, Padma, "Playful Ambiguity and Political Authority in the Large Relief at Mamallapuram," *Ars Orientalis* 24, pp. 1-27. 1994.
 - Meister, M. W., and M. A. Dhaky, eds. *Encyclopaedia of Indian Temple Architecture*. Vol. 1, Part 1 (Pallavas of Kanchipuram). New Delhi: American Institute of Indian Studies, 1986.
 - Nagaswamy, R. *Facets of South Indian Art and Architecture*. New Delhi: Aryan Books International, 2004.
 - Rabe, Michael. "The Mamallapuram *Prasasti*: A Panegyric in Figures," *Artibus Asiae*, Volume. 57, pp. 189-241. 1996.

Suggested Readings:

- Dehejia, Vidya. *Early Buddhist Rock Temples: A Chronological Study*. London: Thames and Hudson, 1972.

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- Dhar, Parul Pandya. “The Ramayana Retold by Sculptors and Scribes in Pre-Vijayanagara Karnataka.” In *The Multivalence of an Epic: Retelling the Ramayana in South India and Southeast Asia*. Manipal: Manipal Universal Press and Routledge, 2024 [2021].
- Ganvir, Shrikant, et al., eds. *Telangana Through Ages: Perspectives from Early and Medieval Periods*. Hyderabad: Department of Heritage, Telangana, 2019.
- Malandra, Geri H. *Unfolding a Mandala: The Buddhist Cave Temples at Ellora*. New York: SUNY Series in Buddhist Studies, 1993.
- Meister, M. W., and M. A. Dhaky, eds. *Encyclopaedia of Indian Temple Architecture*. Vol. 1, Part 2. New Delhi: American Institute of Indian Studies, 1986.
- Parasher-Sen, Aloka. *Settlement and Local Histories of the Deccan*. London and New Delhi: Routledge and Manohar, 2020–2021.
- Schlingloff, Dieter. *Ajanta: Handbook of the Paintings: Narrative Wall-Paintings*. New Delhi: IGNCIA and Aryan Books International, 2008.
- Yazdani, Ghulam. *Early History of the Deccan*. 2 vols. Delhi: Munshiram Manoharlal, 1982 [1960].
- Zin, Monika. *The Kanaganahalli Stupa: An Analysis of the 60 Massive Slabs Covering the Dome*. New Delhi: Aryan Books International, 2018.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

DSE 22: Religion and Society in North India: 8th to 18th century

Credit Distribution, Eligibility, and Prerequisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Religion and Society in North India: 8 th to 18 th century	04	3	1	0	Nil	Nil

Course Objectives: This course examines intellectual trends, including the concept of religious sectarian debates and theological disputations. It emphasises the changing forms of devotion in terms of Bhakti and Sufism. It mirrors Bhakti tradition against the conventional understanding, engages in critical, multiregional investigation of it, Bhakti as a ‘network of networks’, and the royal patronage it received. It examines the richness of Sufism in its vernacular form through the lens of literary production. The course discusses the changing form and new definition of *sant*, as well as the plural matrix of its audiences. The warrior ascetics, the interfaith dialogue, and religion at the political centre and afar will also be discussed.

Learning Outcomes: At the end of the course, the students will be

- Familiar with sectarian, philosophical and rationalist debates in the intellectual world of ‘West’ and ‘East’ and the way these debates have affected further progression in the realm of thoughts and movements in the Indian sub-continent
- Students will develop a nuanced understanding of the historical trajectory of Bhakti in India and the broader socio-political transformations.
- Able to appreciate the desi elements of Sufism within the subcontinent
- Able to appreciate the interfaith dialogues during the
- Comprehend the roots of pluralistic ethos, composite culture and literary traditions in a better way.
- Critically evaluate primary and secondary historical sources.
- Develop communication skills to present arguments through essays, presentations
- To develop Skills of Comparative analysis and critical thinking, thereby enhancing employability opportunities in academia, cultural programming, and think tanks.

Course Content

- **Unit 1:** Concepts and Perspectives: Religion, Religious Identity, Religiosity
- **Unit 2:** Devotional networks: Bhakti, networks of Bhakti, Imperial Braj and Vernacularised Sufism
- **Unit 3:** Warrior Ascetics: Naga Sanyasis, Sikhs, and others
- **Unit 4:** Religious Interactions and Contestations: Within and Beyond the Court

Essential Readings and Unit-Wise Outcomes:

Unit 1: This unit will provide an understanding of religion, specifically within the South Asian context, as opposed to the Western conception, and also about the multi-rootedness of religious traditions. (12 hours)

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- Asad, Talal. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: Johns Hopkins University Press, 1993. pp1–82.
- Burke, Peter. “Religion and Secularisation.” In *The Cambridge Modern History*, vol. 12, *Companion Volume*, edited by Peter Burke, pp293–317. Cambridge: Cambridge University Press, 2008.
- Gilmartin, David, and Bruce B. Lawrence, eds. *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. New Delhi: India Research Press, 2002. “Introduction.”
- Halbfass, Wilhelm. *Tradition and Reflection: Explorations in Indian Thought*. Albany: State University of New York Press, 1991.
- King, Richard. “A Genealogy of the Idea of the ‘Mystical.’” In *Orientalism and Religion: Post-Colonial Theory, India and the ‘Mystic East’*, pp7–34. London: Routledge, 1999.
- King, Richard. “Orientalism and the Study of Religions.” In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, pp275–290. London: Routledge, 2005.
- Kulke, Hermann. *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*. New Delhi: Manohar Publishers & Distributors, 1993.
- Lopez Jr., Donald S., ed. *Religions of India in Practice*. Princeton: Princeton University Press, 1995. “A Brief History of Religions in India,” pp3–7.
- Oberoi, Harjot. *The Construction of Religious Boundaries: Culture, Identity, and Diversity in the Sikh Tradition*. Chicago: University of Chicago Press, 1994. “Introduction,” pp1–30.
- Schomer, Karine, and W. H. McLeod, eds. *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidass, 1987
- Sarkar, Benoy Kumar. *The Positive Background of Hindu Sociology: Introduction to Hindu Positivism*. Delhi: Motilal Banarsidass, 1985.

Unit 2: Here, the discussion will revolve around the layered as against monolithic understanding of Bhakti, Bhakti as an idea in time, and imperial patronage to Bhakti the changing form of devotion within Islam, Sufism, and the local, vernacular form of Sufism. **(12 hours)**

- Behl, Aditya, and Simon Weightman. *Manjhan: Madhumalati, an Indian Sufi Romance*. Introduction (pp. xi–lvi) and Prologue (pp. 1–19).
- Behl, Aditya. “Emotion and Meaning in *Mirigāvātī*: Strategies of Spiritual Signification in Hindavi Sufi Romances.” In *After Timur Left*, edited by Francesca Orsini and Samira Sheikh.
- Behl, Aditya. “The Soul’s Quest in Malik Muhammad Jayasi’s Hindavi Romance.” In *Islam in South Asia in Practice*, 63–76.
- Bruchett, Patton. *A Genealogy of Devotion: Bhakti, Tantra, Yoga, and Sufism in North India*. New York: Columbia University Press, 2019. Pages 64–128; 195–238.
- Busch, Allison. “Poetry in Motion: Literary Circulation in Mughal India.” In *Culture and Circulation: Literature in Motion in Early Modern India*, edited by Thomas de Bruijn and Allison Busch, 186–221. Brill, 2014.
- Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Delhi: Oxford University Press, 1996.

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- Cort, John. “Bhakti in the Early Jain Tradition: Understanding Devotional Religion in South Asia.” *History of Religions* 42, no. 1 (2002): pp59–86.
- Ernst, Carl. “India as Sacred Islamic Land.” In *Religions of India in Practice*, edited by Donald S. Lopez Jr., pp556–563. Princeton: Princeton University Press, 1995.
- Gold, Ann Grodzins. *A Carnival of Parting: The Tales of King Bharthari and King Gopi Chand as Sung and Told by Madhu Natisar Nath of Ghatiyali, Rajasthan*. Berkeley: University of California Press, 1992.
- Hawley, John Stratton, ed. *Songs of the Saints of India*. Oxford: Oxford University Press, 1998. (Selections on Mirabai).
- Hawley, John Stratton. *A Storm of Songs: India and the Idea of the Bhakti Movement*. Cambridge: Harvard University Press, 2015. Introduction and Chapters 1–2.
- Jhaveri, Krishnalal M. *Imperial Farmans (A.D. 1577 to A.D. 1805) Granted to the Ancestors of His Holiness the Tikayat Maharaj*. Preface and Farmans 1–9, in English translation, spanning the years 1588–1646.
- Lorenzen, David N. “Bhakti.” In *The Hindu World*, edited by Sushil Mittal and Gene Thursby, 185–209. New York: Routledge, 2004.
- Novetzke, Christian Lee. “The Political Theology of Bhakti, or When Devotionalism Meets Venularization.” In *Bhakti and Power: Debating India’s Past*, edited by John Stratton Hawley and Christian Lee Novetzke.
- Orsini, Francesca. “‘Krishna is the Truth of Man’: Mir ‘Abdul Wahid Bilgrami’s *Haqā`iq-i Hindī* (Indian Truths) and the Circulation of Dhrupad and Bishnupad.” In *Culture and Circulation: Literature in Motion in Early Modern India*, edited by Thomas de Bruijn and Allison Busch, 222–246. Brill, 2014.
- Ramanujan, A. K., ed. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poems of Classical Tamil*. New York: Columbia University Press, 1985.
- Ramanujan, A. K., trans. *Hymns for the Drowning: Poems for Vishnu by Nammalvar*. London and New York: Penguin Books, 2005. (English and Tamil edition).
- Schomer, Karine, and W. H. McLeod, eds. *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidass, 1987.
- Shackle, Christopher. “Beyond Turk and Hindu: Crossing the Boundaries in Indo-Muslim Romance.” In *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, edited by David Gilmartin and Bruce B. Lawrence, 55–73. New Delhi: India Research Press, 2002.
- Sharma, Krishna. *Bhakti and the Bhakti Movement: A New Perspective*. New Delhi: Munshiram Manoharlal, 1987. Chapters 1–4, pages 1–108.
- Stein, Burton. *Peasant State and Society in Medieval South India*. Delhi and Oxford: Oxford University Press, 1980.
- Veluthat, Kesavan. *The Early Medieval in South India*. New Delhi: Oxford University Press, 2009.
- राजपुरोहित, दलपत स. *सुन्दर के स्वप्न*, Chapters 1, 2 & 3.

Unit 3: Warrior ascetics, like naga sadhus and bairagis, were Hindu monastics trained in martial arts. They combined spirituality with warfare, influencing religious sects, local politics, and trade route protection. **(12 hours)**

- Dhawan, Purnima. “From Peasant Soldier to Elite Warrior: Raiding, Honor Feuds, and the Transformation of Khalsa Identity.” In *When Sparrows Became Hawks: The Making of the Sikh Warrior Tradition, 1699–1799*, 124–148. New York: Oxford University Press, 2011.

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- Lorenzen, David N. “Warrior Ascetics in Indian History.” *Journal of the American Oriental Society* 98, no. 1 (1978): 61–75.
- Murphy, Anne. “War Outside the State: Religious Communities, Martiality, and State Formation in Early Modern South Asia.” In *The Cambridge Companion to Religion and War*, edited by Margo Kitts, 443–462. Cambridge: Cambridge University Press, 2023.
- Pinch, William. *Warrior Ascetics and Indian Empires*. Introduction, 1–27; Chapters 1–2, 28–103.
- Syan, Hardip Singh. “The Emergence of Sikh Militancy, 1606–1644.” In *Sikh Militancy in the Seventeenth Century: Religious Violence in Mughal and Early Modern India*, 48–104. London: I.B. Tauris.

Unit 4: Discussion here takes religious categorisation beyond the idea of homogeneity to analyse the spaces of diversity, intercommunity contestations and interactions within the bounds of the court and beyond the court. **(12 hours)**

- Alam, Muzaffar, and Sanjay Subrahmanyam. “Acculturation or Tolerance? Inter-faith Relations in Mughal North India, c. 1750.” *Jerusalem Studies in Arabic and Islam*, no. 33 (2007): 427–466.
- Ardhakathanaka of Banarsidas. *Half a Tale: A Study in the Interrelationship between Autobiography and History*. Translated by Mukund Lath. Jaipur: Rajasthan Prakrit Bharati Sansthan, 1981, 1–97.
- Gandhi, Supriya. “The Prince and the Nuvahhid: Dara Shikoh and Mughal Engagements with Vedanta.” In *Religious Interactions in Mughal India*, edited by Vasudha Dalmia and Munis D. Faruqi, 65–101. Oxford: Oxford University Press, 2014.
- Ganeri, Jonardon. “Worlds in Conflict: The Cosmopolitan Vision of Yashovijay Gani.” *International Journal of Jaina Studies (Online)* 4, no. 1 (2008): 1–11.
- Hawley, John Stratton. “The View from Brindavan.” In *A Storm of Songs: India and the Idea of the Bhakti Movement*, Chapter 4. Cambridge: Harvard University Press, 2015.
- Jain, Shalin. “Contestations and Negotiations: Early Modern Individualism in Jain Heterodoxy, c. 1470–c. 1770.” In *The Early Modern in South Asia: Querying Modernity, Periodization and History*, edited by Meena Bhargava and Pratyay Nath, 83–99. Cambridge: Cambridge University Press, 2022. <https://doi.org/10.1017/9781009215381>.
- Jain, Shalin. “Divided Identities: The Jain Sects in Medieval India.” *Proceedings of the Indian History Congress (PIHC)*, Delhi: Indian History Congress, 2013: 450–460.
- Jain, Shalin. “Patrons, Temples and Pilgrimages: The Jain Community in Medieval India.” *Studies in History* 28, no. 1 (February 2012): 19–42. <https://doi.org/10.1177/0257643013477249>.
- Jain, Shalin. “The Piety and the Royalty: Sectarian Differences within the Jains and the Mughal Emperors.” *Proceedings of the Indian History Congress (PIHC)*, 65th Session (2005): 350–356.
- Rajpurohit, Dalpat S. “Sulh-i Kull to Vedānta: The Dādū Panth and the Mughal-Rajput Imperial Paradigm.” *Modern Asian Studies* 56 (2022): 924–958. <https://doi.org/10.1017/S0026749X21000457>.
- Rana, R. P. “Resisting Dominance.” In *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665–1735*, Chapter 5. New Delhi: Manohar, 2006.

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- Stewart, Tony K. “In Search of Equivalence: Conceiving Muslim-Hindu Encounter through Translation Theory.” *History of Religions* 40, no. 3 (February 2001): 260–287.
- Truschke, Audrey. “Dangerous Debates: Jain Responses to Theological Challenges at the Mughal Court.” *Modern Asian Studies* 49 (2015): 1311–1344. <https://doi.org/10.1017/S0026749X14000055>.
- Vose, Steven M. “Jain Memory of the Tughluq Sultans: Alternative Sources for the Historiography of Sultanate India.” *Journal of the Royal Asiatic Society*, Series 3 (2021): 1–25.

Suggested Readings

- Dundas, Paul. *The Jains*. London: Routledge, 1992.
- Embree, Ainslee T. *Sources of the Indian Tradition*. New York: Columbia University Press, 1988. “Muslim Orthodoxy in India,” 391–399.
- Ernst, Carl. “Conversations of Sufi Saints.” In *Religions of India in Practice*, edited by Donald S. Lopez Jr., 513–517. Princeton: Princeton University Press, 1995.
- Folkert, Kendall W. *Scripture and Community: Collected Essays on the Jains*. Edited by John E. Cort. Atlanta, GA: Scholars Press, 1993. “Introduction to Jainism,” 1–19.
- Habib, Irfan. “Historical Background for the Rise of the Bhakti Movement in Northern India During the 15th and the 16th Centuries.” 1965.
- Hawley, John Stratton. *Sur Das: Poet, Singer, Saint*, Chapter 1: “The Blind Poet,” pp3–34.
- Hinnells, John R. “Why Study Religions?” In *The Routledge Companion to the Study of Religion*, edited by John R. Hinnells, 6–20. London: Routledge.
- Jafri, S. Z. H. “Islam in India before A.D. 1206.” In *A Comprehensive History of India, Vol. IV-B*, edited by R. S. Sharma and K. M. Shrimali, 170–187. New Delhi: Manohar, 2008.
- Jain, Shalin. “The Jain Religious Community in Medieval India.” In *Identity, Community and State: The Jains under the Mughals*, 53–113. Delhi: Primus, 2017.
- Jain, Shalin. “Writing History and Jain Literary Production in Early Modern South Asia.” *Studies in People’s History* 11, no. 1 (2024): 59–77. <https://doi.org/10.1177/23484489241233665>.
- Kumar, Sunil. “Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi.” In *The Making of Indo-Persian Culture: Indian and French Studies*, edited by Françoise ‘Nalini’ Delvoeye, 18–26. Delhi: Delhi, 2000.
- Lefèvre, Corinne, and Ines G. Županov. “Introduction: Cultural Dialogue in South Asia and Beyond: Narratives, Images and Community (Sixteenth–Nineteenth Centuries).” *Journal of Economic and Social History of the Orient* 55 (2012): pp215–219.
- Martin, Richard C., and Abbas Barzegar. “Formations of Orthodoxy: Authority, Power, and Networks in Muslim Societies.” In *Rethinking Islam Studies: From Orientalism to Cosmopolitanism*, edited by Carl W. Ernst and Richard C. Martin, pp179–202.
- Mital, Prabhudayal. *Braj ke Dharma-Sampradayan ka Itihas*.
- Patel, Alka, and Karen Leonard, eds. *Indo-Muslim Cultures in Transition*. Leiden: Brill, 2012. Introduction, 1–16.
- Phukan, Shantanu. “‘Through Throats Where Many Rivers Meet’: The Ecology of Hindi in the World of Persian.” *Indian Economic and Social History Review* 38, no. 1 (2001): pp33–58.

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- Pinch, William R. “Mughal Yogis.” In *Warrior Ascetics and Indian Empires*, 28–58. Cambridge: Cambridge University Press.
- Suvorova, Anna. “The Warrior Saints.” In *Muslim Saints of South Asia: The Eleventh to Fifteenth Centuries*, pp155–177. London: Routledge, 1999.
- मित्तल, प्रभु दयाल. *ब्रज के धर्म सम्प्रदायों का इतिहास*. दिल्ली: नेशनल पब्लिशिंग हाउस.

Tutorials: In the MA History programme complement lectures by deepening conceptual understanding and sharpening analytical skills. While lectures provide the core content and theoretical frameworks in a macro space, tutorials create a dedicated micro space for critical discussion, close reading of texts and sources, and engagement with diverse historiographical perspectives, all of which are essential at the postgraduate level. As part of continuous assessment, tutorials prepare students for various forms of evaluation, including essays, presentations, book/literature reviews, and source-based analyses. Through case problem-solving, group activities, and guided discussions, tutorials help students practise argumentation, refine their writing, and apply historical methods to specific problems and case studies. They thus ensure that learning outcomes are not limited to content acquisition but extend to higher-order skills, such as interpretation, critique, and independent research, aligning the MA History curriculum with advanced academic standards of PGCF.

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

SBC 1: History and Practices of Crafts in Modern India

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
History and Practices of Crafts in Modern India	2	1	0	1	Nil	Nil

Course Objectives:

This course aims to trace the historical evolution of crafts in modern India, enabling students to understand the origins and historical development of Indian crafts. While analysing the

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socio-political and economic changes that influence craft traditions, one can study the major craft traditions across different regions of India and examine the materials, techniques, and tools used in traditional crafts. The impact of British colonial rule on indigenous craft industries was such that industrialisation and globalisation affected traditional craftsmanship. While examining the craft revival movements, the role of organisations, designers, and policymakers in craft preservation will be explored. The course will examine the challenges faced by craftspeople in the modern economy while evaluating opportunities for innovation, digital transformation, and market expansion. The project work will facilitate field visits and direct interactions with artisans to promote critical research and documentation of craft traditions.

Learning Outcomes:

By the end of the course, students will:

- Understand the historical evolution and cultural significance of Indian crafts and explore key regional and traditional crafts of India.
- Learn practical techniques and skills from expert artisans.
- Understand the role of sustainability, innovation, and market trends in Indian handicrafts.
- Develop practical skills in craft documentation and research through project work.
- Develop creative projects integrating traditional crafts with contemporary designs.

Course content:

Unit I: Historical Overview of Indian Crafts (Pre-Colonial, Colonial and Contemporary India).

Unit II: Practical Engagement and Project Work.

Essential Readings and Unit-Wise Outcomes:

Unit I: Historical Overview of Indian Crafts (Pre-Colonial, Colonial and Contemporary India)

- Overview and evolution of Indian handicrafts: Origins & evolution, early traditions, patronage, and materials, cultural, religious, and social influences on crafts
- Impact of colonialism on crafts: Decline of indigenous industries, British policies, and resistance, Swadeshi Movement and revival of traditional crafts
- Mapping regions and specialities with case studies of UNESCO-recognised crafts and their significance.
- Craft policies post-independence-Handloom Reservation Act, KVIC, and Dastkar movements, Role of organisations- NID, Handicrafts Board, and craft clusters
- Globalisation, sustainability, and challenges of modernity, digital technologies and e-commerce in the craft sector.

Essential Readings:

- Jaitly, Jaya. *Crafts Atlas of India*. New Delhi: Niyogi Books, 2012.
- Tyabji, Laila. *Threads and Voices: Behind the Indian Textile Revival*. Mumbai: Marg, 2007.

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- Ranjan, M. P. *Handmade in India: A Geographic Encyclopaedia of Indian Crafts*. New Delhi: Roli Books, 2009.
- Ranjan, M. P., and A. Ranjan. *Handmade in India*. New Delhi: Council of Handicraft Development Corporations, 2007.
- Roy, Tirthankar. *Traditional Industry in the Economy of Colonial India*. Cambridge: Cambridge University Press, 1999.
- Wenger, Etienne. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press, 2007.
- नारायण राव, एम. वी., और डी. एन. श्रीनाथ. *हमारा हस्तशिल्प*. दिल्ली: नेशनल बुक ट्रस्ट, 2023.

Unit II: Practical Engagement and Project Work

Students will undertake fieldwork or practical projects to develop skills in craft research, documentation, and analysis.

Project Options:

- Analyse archival materials to trace the transformation of a particular craft during the colonial era.
- Create a portfolio documenting a specific craft form, including its history, techniques, and cultural context.
- Organise a workshop demonstrating traditional craft techniques to peers, designing a craft-based product for modern markets.
- Craft clusters of India- mapping regions and specialities through Case Studies: UNESCO-recognised crafts and their significance.
- Develop a presentation on the contribution of crafts to India's independence movement.
- Revival of dying crafts: Role of technology and new-age designs to promote eco-friendly and ethical crafting practices
- Craft Documentation: Visit a craft cluster and document its history, techniques, and challenges.
- Oral Histories of Artisans and Regional storytelling through art: Conduct interviews with artisans and analyse generational craft transmission.
- Exhibition Curation: Design a virtual or physical exhibition on a chosen craft tradition.
- Craft and Digital Media: Create a blog, video series, or Instagram page promoting Indian crafts.
- Entrepreneurial and business models in Indian crafts; Certification & networking with industry experts: Develop a business proposal for a sustainable craft enterprise.

Readings & Resources for Project Work:

- Reubens, R., and T. Kachru, eds. *The Routledge Handbook of Craft and Sustainability in India*. 1st ed. New Delhi: Routledge India, 2024.
- Mehta, Rustam J. *The Handicrafts and Industrial Arts of India*. Bombay: Taraporevala, 1960.
- UNESCO. *Reports on Indian Craft Traditions and Cultural Heritage*. [Place of publication if known]: UNESCO, [year if known].

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Suggested Readings DSE:12

- Balaram, S. *Thinking Design*. India: SAGE Publications, 2011.
- Beaudry, Marilyn P. "Traditional Potters of India." *Expedition* 29 (1987): 55–63.
- Chatterjee, A. *Managing an Indian Heritage: What Should Globalisation Finally Mean?* July. Crafts Council of India, 2015.
- Chattopadhyay, Kamaladevi. *Indian Handicrafts*. New Delhi: Wiley Eastern Ltd., 1995.
- Ghurye, G. S. *Indian Costume*. Bombay: Popular Prakashan, 1951.
- Gillow, John, and Nicholas Barnard. *Traditional Indian Textiles*. London: Thames & Hudson, 1991.
- Hodgson, Geoffrey. *Economics and Utopia: Why the Learning Economy Is Not the End of History*. Vol. 11. s.l.: Psychology Press, 1999.
- Gupta, Keshav Chandra. *Progress and Prospects of Pottery Industry in India: A Case Study of U.P.* New Delhi: Mittal Publications, 1988.
- Liebl, M., and T. Roy. *Handmade in India: Preliminary Analysis of Crafts Producers and Crafts Production in India; Issues, Initiatives, Interventions*. Washington, D.C.: Policy Sciences Centre, Inc., World Bank, 2000.
- Lucie-Smith, Edward. *The Story of Craft: The Craftsman's Role in Society*. Oxford: Phaidon, 1981.
- Lynton, Linda. *The Sari: Styles, Patterns, History, Techniques*. London: Thames & Hudson, 1995.
- Ranga, N. *The Economics of Handloom: Being a Study of the Social and Economic Conditions of Handloom Weavers of South India*. 3rd ed. s.l.: Taraporewala Sons, 1930.
- Watt, George, Sir. *Indian Art at Delhi*. Calcutta: Superintendent of Government Printing, India, 1903. Illustrative part by Percy Brown.

Suggested Films:

- Intelligent Hands: Death of the Craftsmen (Crafts Documentary) | Real Stories
- Handmade in India, 2014.
- Kota Weavers (Craftmark)
- Threads: Sustaining India's Textile Tradition, 2022.
- Bunkar: The Last of Varanasi Weavers
- The Weaves of Maheshwar
- Sambalpuri Weavers
- Patachitra
- The living arts of India: A documentary
- Maathani
- Arts & Crafts of Kutch, Gujarat.

Suggested Journals:

- Marg Magazine – Issues on Indian crafts, textiles, and folk art.
- Journal of Indian Textile History – Published by Calico Museum of Textiles.
- Economic and Political Weekly (EPW) – Articles on handicrafts and artisan livelihoods.
- Design Issues Journal (MIT Press) – Research on contemporary design and crafts integration.

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Suggested Online Resources & Digital Archives:

- Crafts Council of India – www.craftscouncilofindia.org
- Dastkar – A Society for Crafts & Craftspeople – www.dastkar.org
- Gaatha – Stories of Crafts and Craftspeople – www.gaatha.com
- IGNCA (Indira Gandhi National Centre for the Arts) – www.ignca.gov.in
- UNESCO Intangible Cultural Heritage Lists – <https://ich.unesco.org>

Additional Resources:

- Shilpa Shastras: Ancient treatises providing insights into traditional Indian arts and crafts.
- “A History of Indian Craft: 1850s to the Present” – An online course that delves into the evolution of Indian crafts during the colonial and post-colonial periods.

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

SBC 2: Creating Digital History

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Doing Public History: Methods and Skills	02	1	0	1	Nil	Nil

Course Objective:

The course seeks to introduce students to the concept and practice of **public history** and to develop skills required for communicating historical knowledge to non-academic audiences. It aims to familiarize students with various public platforms such as podcasts, blogs, and digital media, while emphasizing ethical responsibility, narrative clarity, and historical accuracy.

Learning Outcomes

- Understand the scope and significance of public history as a field of historical practice.
- Differentiate between academic historical writing and public-facing historical narratives.
- Translate historical research into accessible forms for wider audiences.
- Create basic public history outputs such as podcasts and blogs.
- Apply ethical considerations in the public representation of the past.

Course Contents

Unit I: Public History – Concepts and Contexts

- Meaning and scope of public history
- Public history and academic history: distinctions and overlaps
- Forms of public history: museums, heritage, archives, media, and digital platforms
- Historians, audiences, and public engagement

Unit II: Practicing Public History

- History podcasts: audio and video formats
- Scriptwriting and storytelling for public audiences
- Writing blogs and short historical essays
- Dissemination of public history through digital platforms

Project:

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- Public history project (podcast/blog)
- Continuous assessment and participation
(Project to be decided by the Faculty.)

Essential Readings and Unit-Wise Outcomes:

Unit I: This unit focuses on public history definitions, distinctions from academic history, forms across platforms, and audience engagement.

- Ashton, Paul, and Alex Trapeznik, eds. *What Is Public History Globally?* London: Bloomsbury Academic, 2019.
- Bernd Faulenbach and Falko Schnicke, eds. *The Oxford Handbook of Public History*. Oxford: Oxford University Press, 2017), chap.1.
- Bloch, Marc. *The Historian's Craft*. Indian edition. Delhi: Aakar Books, 2017.
- Kean, Hilda, and Paul Martin, eds. *The Public History Reader*. London: Routledge, 2013.
- Thomas Cauvin, *Public History: A Textbook of Practice*. London: Routledge, 2022, chaps. 1-3
- शुभनीत कौशिक (अनुवादक). *इतिहास और हमारा समय*. किंडल ईबुक ,2022.

Unit II: This unit covers podcasting, scriptwriting, blogging, digital dissemination, and project ethics. It will also develop skill with hands-on practice, through podcasts and blog writing, analyzed alongside texts.

- Cherstin M. Lyon et al., *Introduction to Public History: Interpreting the Past, Engaging Audiences*. Lanham, MD: Rowman & Littlefield, 2017. (Chapters 5-7 (podcasts, blogs, digital storytelling).
- Cohen, Daniel J., and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press, 2006.
- Sayer, Faye. *Public History: A Practical Guide*. London: Bloomsbury Academic, 2015.
- Thomas Cauvin, *Public History: A Textbook of Practice*, Routledge, 2016. (Chapter 6 (scriptwriting and ethics).
- रामचंद्र गुहा, *भारत गाँधी के बाद दुनिया का सबसे बड़ा लोकतंत्र का : इतिहास*, अनुवादित संस्करण. नई दिल्ली पेंगुइन बुक्स इंडिया :, 2008. (Introduction chapter).
- Excerpts from various books for blog adaptation.

Additional digital resources such as podcasts, blogs, museum websites, and online archives may be used for instructional purposes at the discretion of the instructor

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