

UNIVERSITY OF DELHI

CNC-II/093/1/Misc./2025/10

Dated: 31.07.2025

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 syllabus of the following five Discipline Specific Elective (DSE) Course to be offered by the Department of History under Faculty of Social Science in MA History, based on Postgraduate Curriculum Framework-2024, is notified herewith for the information of all concerned as per **Annexure-1**.

Sl.No.	DSEs
1.	Ancient Indian Religions and Philosophies (up to ca. 500 CE)
2.	Imaging Ancient India: Visual Arts and Archives
3.	History of Modern France (1760-1815)
4.	Conquest of America
5.	Approaches to Global History: 1492-1991



REGISTRAR

Department of History, University of Delhi**DSE-11: Ancient Indian Religions and Philosophies (up to ca. 500 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		
Ancient Indian Religions and Philosophies (up to ca. 500 CE)	4	3	1	0	Nil	Nil

Course Objectives:

Objective of this course is to introduce students to the gradual progression, diversity, inclusion and dynamism of early Indian religions. Students will be familiarized with how prehistoric religions developed without any textual materials— and help them understand how religious beliefs gradually shifted through history. This paper will equip them with the basic knowledge to comprehend the development of different religious beliefs and philosophy like Vedism, Buddhism, Jainism, Vaishnavism, Shaivism etc. and factors which contributed in their rise. The course will also teach the ways of understanding how different class, gender and communities contributed towards the development of philosophies of these religions.

Course Learning Outcome:

At the end of this course, students will:

- Understand dynamism in definition of religions through time in history. How these religions were developed in different societies in different periods of time. And how it affects the everyday lives of variety of people in ancient times.
- How to look for variety of sources to understand various religions of ancient times which includes not just religious texts but also monuments, traditions, rituals etc.
- How different religions affected each other and how the beliefs shifted in different directions. And how they have sustained till today through various institutions and rituals.
- Contribution of various tribes, classes and gender in the development, diversity and dynamism of various religious philosophies, beliefs and practices.

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Course Structure:

Unit 1: Understanding Dynamics of Religions. Beliefs and practices of hunters, gatherers and food producers: Palaeolithic, Neolithic to Chalcolithic Times (12 hours)

Unit 2: Study of Vedic Cosmology, Cosmogony, Conceptualizations, and Rituals (12 hours)

Unit 3: Development of various religious ideas and practices in the Gangetic Valley during c.700 to c.200 BCE : Early sramanic practices and Buddhism, Jainism, Ajivikas. (12 hours)

Unit 4: Development of Itihasa –Purana traditions, Vaishnavism, Shaivism, Jainism, emergence of Mahayana Buddhism and popular cults (circa 200 BCE to Circa 500 CE) (12 hours)

Essential Readings:

Unit 1: Understanding Dynamics of Religions. Beliefs and practices of hunters, gatherers and food producers: Paleolithic, Neolithic to Chalcolithic Times.

- B.B. Lal, 2002, the Saraswati Flows On: the Continuity of Indian Culture, Aryan Books International, (ch 5-8).
- Alekshin, V. A. (1983). "Burial Customs as an Archaeological Source." *Current Anthropology* 24 (2): 165–175.
- Atre, Shubhangana. (1987). *The Archetypal Mother: A Systematic Approach to Harappan Religion*. Pune: Ravish Publishers..
- Idinopulos, Thomas A., and Brian C. Wilson. (1998). *What Is Religion? Origins, Definitions, and Explanations*. Leiden: Brill.
- Insoll, Timothy, ed. (2001). *Archaeology and World Religions*. London: Routledge.
- Weber, Max. (1968). *The Religion of India: The Sociology of Hinduism and Buddhism*. Translated and edited by Hans H. Gerth and Don Martindale. New York: Free Press
- Allchin, F. R. (1985). "The Interpretation of a Seal from Chanhudaro and Its Significance for the Religion of the Indus Valley." In *South Asian Archaeology 1983*, edited by J. Schotsman and M. Taddei, 369–84. Naples: Instituto Universitario Orientale, Dipartimento di Studi Asiatici, Series Minor 23.
- Mishra, Sheela. (2006). "The Indian Lower Palaeolithic." *Bulletin of the Deccan College Post Graduate and Research Institute* 66–67: 47–94.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. New Delhi: Vistaar Publications. Originally published by AltaMira Press, Lanham, MD, USA.
- Rami Reddy, V. (1985). "South Indian Neolithic Culture Seen in Retrospect." *East and West* 35 (1/3): 43–65.

Unit 2: Study of Vedic religion.

- Bhattacharya, Haridas. (1969). *The Cultural Heritage of India*. 2nd ed. Vol. 4. Kolkata: The Ramakrishna Mission Institute of Culture.
- Bhattacharyya, N. N. (1996). *Indian Religious Historiography*. Vol. 1. Delhi: Manohar.
- Erdosy, George, ed. (1995) *The Indo-Aryans of Ancient South Asia: Language, Material Culture and Ethnicity*. Indian reprint. New Delhi: Munshiram Manoharlal.
- Keith, A. B. (1925) 1970. *The Religion and Philosophy of the Veda and Upanishads*. Indian reprint. Delhi: Motilal Banarsidass.
- Lincoln, Bruce. (1981). *Priests, Warriors, and Cattle: A Study in the Ecology of Religions*. Berkeley: University of California Press.
- Mallory, J. P. (1989). *In Search of the Indo-Europeans: Language, Archaeology and Myth*.

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London: Thames and Hudson.

- Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Staal, Frits. (2008). *Discovering the Vedas: Origins, Mantras, Rituals, Insights*. London: Penguin Books.

Unit 3: Development of various religious ideas and practices in the Gangatic Valley during c.700 to c.200 BCE: Early Buddhism, Jainism, Materialism.

- Bailey, Greg, and Ian Mabbett (2003). *The Sociology of Early Buddhism*. Cambridge: Cambridge University Press.
- Bhattacharya, H. *Anekantavada*. Kolkata: The Ramakrishna Mission Institute of Culture.
- Bhattacharyya, N. N. (1976). *Jain Philosophy: Historical Outline*. Delhi: Munshiram Manoharlal.
- Bhattacharyya, N. N. (1993). *Buddhism in the History of Indian Ideas*. New Delhi: Munshiram Manoharlal.
- Dundas, Paul. (1992). *The Jains*. London: Routledge.
- Harvey, Peter. (1990). *An Introduction to Buddhism: Teachings, History and Practices*. Cambridge: Cambridge University Press.
- Hirakawa, Akira. (2009). *A History of Indian Buddhism: From Śākyamuni to Early Mahāyāna*. Edited and translated by Paul Groner. Honolulu: University of Hawai'i Press.
- Shrimali, Krishna Mohan. (2007). *The Age of Iron and the Religious Revolution (c. 700–c. 350 BCE)*. New Delhi: Aryan Books International.
- Vibha Tripathi, 2008, *History of Iron Technology in India: From Beginning to Pre-modern Times*, New Delhi: Rupa & Co. (Chapter 1, 3 & 4)

Unit 4: Development of Vishnuism, Shivaism and Jainism and Emergence of Mahayana Buddhism and popular cults (*circa* 200 BCE to *Circa* 500 CE).

- Chattopadhyaya, Sudhakar. (1962). *The Evolution of Theistic Sects in Ancient India*. New Delhi: Munshiram Manoharlal.
- Encyclopaedia of Religions. (2005). Edited by Lindsay Jones. *Encyclopaedia of Religion* 15 vols. Detroit: Macmillan Reference USA. (Selected articles: "Ajivikas," "Animism," "Anthropomorphism," "Asceticism," "Carvakas," "Popular Religion.")
- Gonda, Jan. (1954). *Aspects of Early Vishnuism*. Leiden: E.J. Brill.
- Gonda, Jan. (1970). *Vishnuism and Shivaism: A Comparison*. The Hague: Mouton & Co.
- Gombrich, Richard F. (1988). *Theravada Buddhism: A Social History from Ancient Benares to Modern Colombo*. London: Routledge & Kegan Paul.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaishnavism*. 2nd ed. Varanasi: Vishwavidyalaya Prakashan.

Suggested Further Readings:

- Bronkhorst, Johannes. (2013). *Greater Magadha: Studies in the Cultures of Early India*. Delhi: Motilal Banarsidass.
- Chakravarti, Uma. (1987). *The Social Dimensions of Early Buddhism*. Delhi: Oxford University Press.
- Jones, Lindsay, ed. 2005. *Encyclopaedia of Religion*. 15 vols. Selected articles: "Ajivikas," "Animism," "Anthropomorphism," "Asceticism," "Belief," "Brahmanism," "Buddhism," "Carvakas," "Charisma," "Comparative Religion," "Cults and Sects," "Deification," "Deity," "Divinity," "Doctrine," "Doubt," "Ecology and Religion," "Esotericism," "Faith," "Feminine Sacrality," "Feminism," "Gender and Religion," "God," "Goddess Worship," "Heresy," "Hinduism," "History of Religions" (pp. 10041-10047), "History of Religions Approach" (pp. 4060-4068), "Holy," "Indian Religions," "Indo-European Religions," "Indus Valley Religion," "Jainism," "Krishnaism" (pp. 5251-5255), "Logos," "Magic,"

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"Masculine Sacrality," "Materialism," "Myth," "Offerings," "Orthodoxy and Heterodoxy," "Pilgrimage," "Popular Religion," "Priesthood," "Rationalism," "Reason," "Relics," "Religion," "Religious Experience," "Ritual(s)," "Sacred," "Sacrifice," "Sanctuaries," "Saura Hinduism," "Secularization," "Shaivism" (pp. 8038-8050), "Shrines," "Study of Religion" (pp. 8760-8796), "Taboo," "Tamil Religions," "Tantrism," "Tapas," "Temples," "Texts," "Theism," "Totemism," "Transcendence and Immanence," "Transculturation," "Vaishnavism" (pp. 9498-9509; 10087-10089), "Vedism," "Zoroastrianism."

- Kane, P. V. *History of Dharmasastra*. Vol. 1, revised and enlarged, part 1, 1968; part 2, 1975. Vol. 2, 2nd ed., 2 parts, 1974. Vol. 3, 2nd ed., 1973. Vol. 4, 2nd ed., 1973. Vol. 5, 2nd ed., part 1, 1974; part 2, 1977. Poona: Bhandarkar Oriental Research Institute.
- Leoshko, Jan. (2003). *Sacred Traces: Buddhist Explorations of Buddhism in South Asia*. Aldershot, England: Ashgate.
- Olivelle, Patrick. (1998). *The Early Upāṇishads: Annotated Text and Translations*. Oxford: Oxford University Press.
- Mathpal, Y. (1984). *The Prehistoric Rock Art of Bhimbetka*. Delhi: B.R. Publishing Corporation.
- Moorti, U. 1994. *Megalithic Culture of South India: Socioeconomic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Rami Reddy, V. (1985). "South Indian Neolithic Culture Seen in Retrospect." *East and West* 35 (1/3): 43-65.
- Schopen, Gregory. (1991). "Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism." *History of Religions* 31: 1-23.
- Wagle, Narendra. (1995). *Society at the Time of the Buddha*. 2nd ed. Delhi: Motilal Banarsidass.
- Whaling, Frank, ed. (1985). *Contemporary Approaches to the Study of Religion*. London: Macmillan.
- Young, Serinity, ed. (1999). *Encyclopaedia of Women and World Religions*. 2 vols. Detroit: Macmillan Reference USA.
- Kosambi, D. D. (1962). *Myth and Reality: Studies in the Formation of Indian Culture*. Bombay: Popular Prakashan.
- Shrimali, K. M. (2002). "The Rigveda and the Avesta: A Study of Their Religious Trajectories." In *A Shared Heritage: The Growth of Civilization in India and Iran*, edited by Irfan Habib, 23–57. New Delhi: Tulika Books.
- Basham, A.L. (1951). *History and Doctrines of the Ajivikas*. London
- Chattopadhyaya, Debiprasad. (1969). *Indian Atheism*. Calcutta : K.P. Bagchi & Company.
- Micheal Danino, 2010, *The Lost river: On the Trail of the Saraswati* , Penguin Books (Chapter8)
- Trautmann, Thomas R., ed. (2005). *The Aryan Debate*. Debates in Indian History and Society. New Delhi: Oxford University Press.
- Shilpi Verma, Alka Mishra, and Vandana Shrivastava, 2018, *Yagya Therapy in Vedic and Ayurvedic Literature: A Preliminary Exploration*, INTERDISCIPLINARY JOURNAL OF YAGYA RESEARCH 1(1).

Tutorial activities: 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.

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*Department of History, University of Delhi***DSE-12: Imaging Ancient India: Visual Arts and Archives****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		
Imaging Ancient India: Visual Arts and Archives	04	3	1	0	Nil	Nil

Course Objectives:

The objective of this course is to direct the students' attention towards an understanding of the ways in which India's ancient and early medieval past has been imaged in visual arts and the visual archive. Students will be encouraged to investigate how visual language was structured in ancient and early medieval India and how it has been communicated since. They will learn to interpret meaning in the visual arts and its relationship to history. The overarching objective of the paper is to familiarize the student with the manner in which interpretations of visual culture impact the discipline of history.

Course Learning Outcome:

- By the end of the course the students would be familiar about with the methods of the discipline of art history and the critical debates that engage art historians.
- They would also know the scope of research in the field in ancient history and its changing character from colonial interventions to the present.
- They would have looked at a huge range of visual materials, honing their abilities to critically analyse non-textual materials.
- Students will learn to analyse the complex nature of inter-relationships between textual and visual sources in historical interpretation.
- Students will be trained in methods of visual analysis for history-writing.

Course Structure:

Unit 1: (12 Hours): Visual archives for ancient and early medieval India:

- 'Picturesque' views; early surveys and surveyors of sites and antiquities; institutional and individual efforts.

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- Shared beginnings of archaeology and architectural history; Basis of classifications - racial, religious, dynastic, regional;
- European reactions to Indian art and architecture; the Nationalist response;
- Building, extending, and re-interpreting the visual archive in independent India.

Unit 2: (12 Hours): Issues and debates in interpreting art and architecture:

- Temporal and Regional Basis of Style;
- Debates on Origins and Antiquity, with special ref. to the Buddha image in Indian art.

Unit 3: (12 Hours): Word as 'image' and image as 'text': Text-Image relationships:

- History of Indian aesthetic thought: the creation and reception of art
- The treatise (*śāstra*) in relation to art practice (*prayoga*);
- Visualizing icons and narratives: religious and historical.

Unit 4 (12 Hours): Art and Society:

- Artists and Patrons.
- Gendered Histories of Art.

Essential Readings:

Unit 1:

- Chandra, Pramod. (1983). *On the Study of Indian Art*. Cambridge, MA, and London: Harvard University Press (for the Asia Society), 1-60.
- Dhar, Parul Pandya. (2009). "Historiography of Indian Temple Architecture (Post-Independence Writings): Some Methodological Concerns." In *Archaeology in India: Ideas, Individuals & Institutions*, edited by G. Sengupta and K. Gangopadhyay, 333-350. New Delhi: Munshiram Manoharlal.
- ———. (2011). "A History of Art History: The Indian Context." In *Indian Art History: Changing Perspectives*, edited by Parul Pandya Dhar, 1-32. New Delhi: D.K. Printworld and National Museum Institute.
- Guha-Thakurta, Tapati. (2004). *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*. Ranikhet: Permanent Black, 3-42.
- Mitter, Partha. (1977). *Much Maligned Monsters: A History of European Reactions to Indian Art*. Oxford: Clarendon Press, 105-188; 189-251.
- Ray, Niharranjan. (1974). *An Approach to Indian Art*. Chandigarh: Panjab University Publication Bureau, 1-32; 33-110; 187-203; 241-272.
- Tartakov, G. M. (1994). "Changing Views of India's Art History." In *Perceptions of South Asia's Visual Past*, edited by C. Asher and G. Tartakov, 15-36. New Delhi: Oxford & IBH.
- Vatsyayan, Kapila. (2011). "The Multidimensional Nature of Indian Art History." In *Indian Art History: Changing Perspectives*, edited by Parul Pandya Dhar, 33-46. New Delhi: D.K. Printworld and National Museum Institute.
- Vatsyayan, Kapila ed (2015) Vasudeva Sharan Agrawala: "A Selection", Sahitya Akademi Publication

Unit 2:

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- Coomaraswamy, A. K. (1927). "The Origin of the Buddha Image." *The Art Bulletin* 9 (4): 287-329.
- Dehejia, Vidya. (1991). "Aniconism and the Multivalence of Emblems." *Ars Orientalis* 21: 45-66.
 - Huntington, John. (1985). "The Origin of the Buddha Image: Early Image Traditions and the Concept of Buddhadarśanapūṇya." In *Studies in Buddhist Art of South Asia*, edited by A. K. Narain, 23-58. Delhi: Kanak Publications.
 - Huntington, Susan L. (1990). "Early Buddhist Art and the Theory of Aniconism." *Art Journal* 49 (4): 401-408.
 - ———. 2015. "Shifting the Paradigm: The Aniconic Theory and its Terminology." *South Asian Studies* 31 (2): 163-186.
 - Linrothe, Rob. (1993). "Inquiries into the Origin of the Buddha Image: A Review." *IsMEO* 43 (1-4): 241-256.
 - Luczanits, Christian. (2011). "Approaches to Historic Indian and Indo-Tibetan Sculpture." In *Indian Art History: Changing Perspectives*, edited by Parul Pandya Dhar, 153-168. New Delhi: D.K. Printworld and National Museum Institute.
 - Mosteller, John F. (1990). "The Problem of Proportion and Style in Indian Art History: Or Why All Buddhas in Fact Do Not Look Alike." *Art Journal* 49 (4): 388-394.
 - ———. (1987). "A New Approach for the Study of Indian Art." *Journal of the American Oriental Society* 107 (1): 55-69.
 - Rhi, Ju-Hyung. (1994). "From Bodhisattva to Buddha: The Beginning of Iconic Representation in Buddhist Art." *Artibus Asiae* 54 (3/4): 207-225.
 - Schapiro, Meyer. (1953). "Style." In *The Art of Art History: A Critical Anthology*, edited by Donald Preziosi, 143-163. Oxford and New York: Oxford University Press.
 - Schopen, Gregory. (1988-89). "On Monks, Nuns and 'Vulgar' Practices: The Introduction of the Image Cult into Indian Buddhism." *Artibus Asiae* 49 (1/2): 153-168.
 - Sivaramamurti, C. (1950). "Geographical and Chronological Factors in the Study of Indian Iconography." *Ancient India* 6: 21-63.

Unit 3:

- Coomaraswamy, A. K. [1956] 2010. "The Theory of Art in Asia." In *The Transformation of Nature in Art*, 1-58. Delhi: Munshiram Manoharlal.
- Coomaraswamy, Ananda. (1918). *The Dance of Shiva: Fourteen Indian Essays*. New York: The Sunwise Turn Inc.
- ———. 2007 [1946]. "A Figure of Speech or a Figure of Thought?" In *Figures of Speech or Figures of Thought: The Traditional View of Art*, revised edition, 1-30. Bloomington: World Wisdom.
- Dehejia, Vidya. (1997). *Discourse in Early Buddhist Art: Visual Narratives of India*. Delhi: Munshiram Manoharlal.
- Goswamy, B. N. (1985). "Rasa: Delight of the Reason." In *The Essence of Indian Art*, 17-32. Asian Art Museum of San Francisco.
- Goswamy, B. N., and Vrinda Agrawal. (2018). "Aesthetic Theory." In *Oxford Readings in Indian Art*, 117-140. New Delhi: Oxford University Press.
- ———. (2018). "Icons and their Measurements." In *Oxford Readings in Indian Art*, 69-116. New Delhi: Oxford University Press.

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- Kaimal, Padma. (1999). "Shiva Nataraja: Shifting Meanings of an Icon." *The Art Bulletin* 81 (3): 390-419.
- Nardi, Isabella. (2006). *The Theory of Citrasutras in Indian Painting: A Critical Re-evaluation of their Uses and Interpretations*. London and New York: Routledge.
- Excerpts from translations of the *Buddhacarita*, *Nidanakatha*, and *Lalitavistara* will be studied to relate these to their parallels in the visual arts of early India.

Unit 4:

- Dehejia, Vidya, ed. (1998). *Representing the Body: Gender Issues in Indian Art*. New Delhi: Kali for Women.
- Goswamy, B. N., and Vrinda Agrawal. (2018). "Artists and Patrons." In *Oxford Readings in Indian Art*, 296-321. New Delhi: Oxford University Press.
- Misra, R. N. (2009). *Silpa in the Indian Tradition: Concepts and Instrumentalities*. Simla: Indian Institute of Advanced Study, 1-35.
- Misra, R. N. (2011). "Ancient Indian Artists: Organizations in lieu of Guilds." In *Indian Art History: Changing Perspectives*, edited by Parul Pandya Dhar, 101-110. New Delhi: D.K. Printworld and National Museum Institute.
- Settar, S. (1992). "Artists and Craftsmen: Their Social and Economic Life," "Peregrinations of Artists," and "The Artists at Work." In *The Hoysala Temples*, Vol. I, 83-143. Bangalore and Dharwad: Kala Yatra and Karnatak University.

Suggested Further Readings:

- Desai, Devangana. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Gupte, R. S. (1972). *Iconography of the Hindus, Buddhists and Jains*. Bombay: D.B. Taraporevala Sons and Co.
- Huntington, Susan L. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Kramrisch, Stella. (1928). *The Vishnudharmottara: A Treatise on Indian Painting and Image Making*. Calcutta: Calcutta University Press.
- Meister, Michael W., ed. (1995). *Ananda K. Coomaraswamy: Essays in Architectural Theory*. Delhi: Indira Gandhi National Centre for the Arts and Oxford University Press.
- Misra, R. N. (1975). *Ancient Indian Artists and Art Activity*. Simla: Indian Institute of Advanced Study.
- Williams, Joanna G. (1982). *The Art of Gupta India: Empire and Province*. Princeton: Princeton University Press.
- Willis, Michael. (2009). *The Archaeology of Hindu Ritual: Temples and the Establishment of the Gods*. Cambridge: Cambridge University Press.

Tutorial activities: 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,

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University of Delhi, from time to time.

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**DSE-13: HISTORY OF MODERN FRANCE (1760-1815)
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 Modern France (1760-1815)	4	3	1	0	Nil	Nil

Course Objectives:

- This course offers a critical appraisal of one very crucial period in human history in France when the Ancien Régime was taken apart and a new Age of Enlightenment and counter Enlightenment, revolution and reaction, liberation and subjugation ushered.
- The course evaluates the quality of this historical movement, drawing out the disjunctures and continuities, and makes a critical assessment of different historiographical debates.
- The course aims to enhance students' ability to comprehend dialectical phenomena of historical change and continuity, the power of ideas to shape material reality and vice versa, and an introduction to the formation of modernity along with the reinvigoration of tradition.
- The course also aims to introduce students with different socio-economic contestations and movements of rights and liberation specific to France but having global impacts.

Learning Outcomes:

- This course would hopefully make students more sensitive towards complexities of historical struggles against inequality and difference; modernist values of secularism and tolerance; and civic rights;
- Students would become familiar with major shifts in historiographical approaches in the study of French revolution in particular and with regard to modern historical thought in general;
- Students will improve their skills to read primary and secondary sources of historical writing; and
- It is expected that Enlightenment and print-culture being one prominent tenet of this course, students would also gain important training in intellectual history of modern world.

Course Content:

Unit 1: Critical Assessment of various Historiographical Approaches for the study of French Revolution of 1789. (12 Hours)

Unit 2 : State Formations and Political Tendencies from Ancien Régime to Revolution. (12 Hours)

Unit 3: Enlightenment Political Culture, its production and reproduction/dissemination and the French Revolution of 1789. (12 Hours)

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Unit 4: Impact of the French Revolution and Socio-Economic Aspects of French Revolution (12 Hours)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This topic critically surveys major historiographical approaches to the study of French Revolution of 1789. It traces historiographical trends from the early 19th to early 21st centuries. It begins with Conservative historians, followed by the emergence of Liberal, Democratic Republican, Socio-Economic, and class conflict perspectives during the 19th and early 20th centuries. The evolution of the Classic Social Interpretation through the first half of the 20th century and its continuation into the third quarter is examined next. Attention is given to the Early Revisionist challenges of the 1950s and 60s and the rise of Cultural and Political Discourse Analysis from the 1970s. The unit also explores how recent decades have witnessed criticisms of revisionist and cultural paradigms by Neo-Liberal, Neo-Marxist, and other historians offering alternative interpretations. Finally, it highlights how this historiography has been reassessed through the lenses of marginalized groups, including perspectives on gender, ethnicity, and social exclusion.

- Baker, Keith Michael (1990). *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century*. Cambridge: Cambridge University Press.
- Burke Edmund (1790) *Reflections on the Revolution in France* OUP edition 1999
- Comninel, George C. (1987). *Rethinking the French Revolution: Marxism and the Revisionist Challenge*. London: Verso.
- Furet, François (1981). *Interpreting the French Revolution*. Cambridge: Cambridge University Press. (Especially Part 1.)
- Kates, Gary, ed. (1998). *The French Revolution: Recent Debates and New Controversies*. New York: Routledge.
- Cobban Alfred (1955) *The Myth of the French Revolution*
- Soboul, Albert (1988). *Understanding the French Revolution*. New Delhi: People's Publishing House.

Unit 2: This unit will begin with some discussion on salient characteristic features and nature of Absolutism and social structure of pre-Revolutionary France. It will then examine various political tendencies and nature of respective state formations during late eighteenth and early nineteenth century like Conservative monarchists; Liberal supporters of constitutional monarchy; Radicals like Girondins, Jacobins and Sans Culottes; and restoration of the monarchy under Napoleon Bonaparte. Which forces shaped and reshaped these political formations and tendencies? Who were these historical actors? What programmes and objectives they championed? What changes and continuities can be seen between pre-revolutionary and revolutionary state formations?

- Andrews, Richard Mowery (1985). "Social Structures, Political Elites, and Ideology in Revolutionary Paris, 1792–94: A Critical Evaluation of Albert Soboul's 'Les sans-culottes parisiens en l'an II'," *Journal of Social History* Vol. 19, pp. 71–112.
- Beik, William (1985). *Absolutism and Society in Seventeenth-Century France: State Power and Provincial Aristocracy in Languedoc*, Cambridge, Cambridge University Press.
- Cochin, Augustin (2007). *Organizing the Revolution: Selections from Augustin Cochin*, Rockford, IL, Chronicle Press.
- de Luna, Frederick A. (1988). "The Girondins Were Girondins," *French Historical Studies* Vol. 15, pp. 506–518.
- Feher, Ferenc (1987). *The Frozen Revolution: An Essay on Jacobinism*, Cambridge, Cambridge

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University Press.

- Gross, Jean-Pierre (2003). *Fair Shares for All: Jacobin Egalitarianism in Practice*, Cambridge,

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Cambridge University Press.

- Palmer R.R (1941) *Twelve who Ruled : The Year of Terror in the French Revolution*
- Parker, David (1983). *The Making of French Absolutism*, New York, St. Martin's Press.
- Soboul, Albert (1972). *The Sans Culottes: The Popular Movement and Revolution (1793–1794)*, New York, Anchor Books.
- Tocqueville Alexis de (2008) *The Ancien Regime and the French Revolution*, Penguin

Unit 3: This unit first examines the meaning, chronology, main characteristic features and leading philosophers of French Enlightenment. Thereafter, it examines different aspects as well as historiographical contentions regarding the complex connection between Enlightenment and Revolution by studying different processes and agencies which could have facilitated the dissemination of newer ideas in France at the eve of and during the Revolution. This includes the role of printing; academies, masonic lodges, salons and theaters; paintings, festivals, music and education etc.

- Baker, Keith Michael (1981). "Enlightenment and Revolution in France: Old Problems, Renewed Approaches," *Modern Asian Studies* Vol. 2, pp. 281–303.
- Cobban Alfred (1968). *Aspects of the French Revolution*
- Chartier, Roger, ed. (1989). *The Culture of Print: Power and the Uses of Print in Early Modern Europe*, trans. Lydia G. Cochrane, Cambridge, Polity Press.
- Darnton, Robert (1996). *The Forbidden Best-Sellers of Pre-Revolutionary France*. New York: W. W. Norton & Company,.
- Hesse, Carla (1991). *Publishing and Cultural Politics in Revolutionary Paris, 1789–1810*, Berkeley, University of California Press.
- Juneja, Monica (2002). "Family Fictions: Painting and the Politics of Gender in the Making of Republican France," *Studies in History* Vol. 18, No. 2, pp. 335–358.
- Ozouf, Mona (1991). *Festivals and the French Revolution*, Cambridge, Massachusetts, Harvard University Press.
- Palmer, R. R. (2017). *The Improvement of Humanity: Education and the French Revolution*, Princeton, Princeton University Press.
- Wain, Kenneth (2011). *On Rousseau: An Introduction to His Radical Thinking on Education and Politics*, Rotterdam, Sense Publishers.

Unit 4: This unit examines the socio-economic history of French revolution first through a detailed study of people's struggle and then by looking at economic indices. This unit Makes a critical appraisal of the significance of French Revolution of 1789 through the lens of peoples' movements for citizenship rights; the issue of gender; rights of religious/ cultural/ethnic/racial minorities; and freedom of enslaved population; and so on and so forth. In order to develop a newer social interpretation of French Revolution of 1789, we will deconstruct it every year through the lens of at least two such movements. Within this topic, we will also study some key indices of French economy; condition of different sectors; and Major Historiographical perspectives about its nature and capitalist potentials. Unit may often juxtapose French case with other nations, particularly with Great Britain. Impact of the French Revolution.

- Dubois, Laurent (2006). "An Enslaved Enlightenment: Rethinking the Intellectual History of the French Atlantic," *Social History* Vol. 31, No. 1, pp. 1-14.
- Geggus, David P. (1989). "Racial Equality, Slavery, and Colonial Secession during the Constituent Assembly," *The American Historical Review* Vol. 94, No. 5, pp. 1290-1308.
- Gerson, Stéphane (1996). "The Jews in France during the French Revolution," *French Historical Studies* Vol. 19, No. 2, pp. 519-536.

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- Goubert, Pierre (2001). *The French Peasantry in the Seventeenth Century*, Pennsylvania, The Pennsylvania State University Press.
- Hampsher-Monk Iain ed (2005). *The Impact of the French Revolution*.
- Heywood, Colin (1995). *Development of the French Economy, 1750–1914*, Cambridge, Cambridge University Press.
- Horn, Jeff (2006). *The Path Not Taken: French Industrialization in the Age of Revolution, 1750–1830*, Cambridge, Mass., MIT Press. (Especially Chapters 1, 5, 6, pp. 1–16, 127–210.) Hyslop, Beatrice Fry (1957). “Religious Minorities during the French Revolution,” *The Catholic Historical Review* Vol. 43, No. 1, pp. 1–23.
- Melzer, Sara E., and Leslie Rabine, eds. (1992). *Rebel Daughters: Women and the French Revolution*, New York, Oxford University Press. (Especially chapters 4, 5, and 12.) Renshaw and Hunt (2008). *The French Revolution and Napoleon: Crucible of the Modern World*.
- Iain Hampsher-Monk, 2005, *The Impact of the French Revolution: Texts from Britain in the 1790s*, Cambridge Readings in the History of Political Thought (Volume 2), Cambridge: Cambridge University Press.
- Lynn Hunt and Jack R. Censer, 2017, *The French Revolution and Napoleon: Crucible of the Modern World*, London: Bloomsbury Publishing.

Suggested Readings:

- Burke, O. M. (1989). “Freemasonry, Friendship, and Noblewomen: The Role of Secret Society in Bringing Enlightenment Thought to Pre-Revolutionary Women Elites,” *History of European Ideas* Vol. 10, pp. 283–294.
- Davis, David Brion (1971). “New Sidelights on Early Antislavery Radicalism,” *The William and Mary Quarterly* Vol. 28, pp. 585–594.
- Furet, François (1991). *Revolutionary France (1770–1880)*, Oxford, Wiley Blackwell.
- Garrioch, David (1999). “The Everyday Lives of Parisian Women and the October Days of 1789,” *Social History* Vol. 24, pp. 23–49.
- Hufton, Olwen H. (1971). “Women in Revolution, 1789–1796,” *Past & Present* Vol. 53, pp. 90–108.
- Hunt, Lynn (1996). *The French Revolution and Human Rights: A Brief Documentary History*, Boston and New York, University of Pennsylvania Press.
- Kaplan, Cora (1998). “Black Heroes/White Writers: Toussaint L’Ouverture and the Literary Imagination,” *History Workshop* Vol. 46, pp. 32–62.
- Kennedy, Emmet (1989). *A Cultural History of the French Revolution*, New Haven and London, Yale University Press.
- Landes, Joan B. (1988). *Women and the Public Sphere in the Age of the French Revolution*, Ithaca, Cornell University Press.
- Moulin, Annie (1991). *Peasantry and Society in France Since 1789*, Cambridge, Cambridge University Press.
- Ruth, Graham (1977). “Loaves and Liberty: Women and the French Revolution,” in Renate Bridenthal and Claudia Koonz, eds., *Becoming Visible: Women in European History*, Boston, Houghton Mifflin.
- Van Kley, Dale K. (1996). *The Religious Origins of the French Revolution: From Calvin to the Civil Constitution, 1560–1791*, New Haven, Yale University Press. (Especially chapters 3, 4, and 5.)

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

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

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DSE-14: CONQUEST OF AMERICA						
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		
Conquest of America	4	3	1	0	Nil	Nil

Course Objective: This course examines the history of America by revisiting the Conquest and its impact from various perspectives. Revisiting existing European perspectives, this course explores the history of America with reference to “the vision of the vanquished”. In such an endeavor, we will adopt the insights and methods of a range of disciplines that would include semiotics, anthropology, and intellectual history.

Learning Outcomes:

At the end of the course, the students would be able to -

- Appreciate various perspectives about Conquest in World History
- Comprehend the formation of America from an indigenous perspective
- Familiar with History from the point of view of brutalities
- Understand the ideas of others and their impact on cultural confrontation
- Understand the impact of the Conquest on America
- Skilled in the brief understanding of Area study – American Studies- and pave the way for Research
- Familiar with various aspects of cultural confrontation in world history
- Skilled in brutalities as a research method to understand history

Course Content:

Unit 1: Conquest and Signs (12 Hours)

Unit 2: Conquest and Brutalities (12 Hours)

Unit 3: Conquest and Philosophical Anthropology (12 Hours)

Unit 4: Conquest, Revolts and Emergence of ‘New’ Political Culture (12 Hours)

Essential Readings:

Unit 1: By the end of this unit, students will learn about the history of identity and the problem of recognition in the process of cultural confrontation. Also, it will examine the historical context of self and other.

- Norton, Marcy. "Conquest of Chocolate." *OAH Magazine of History* 18, no. 3 (2004): 14–17.
- Simmons, Merle L. "Pre-Conquest Narrative Songs in Spanish America." *The Journal of American Folklore* 73, no. 288 (1960): 103–111.
- Todorov, Tzvetan. *The Conquest of America*. New York: Harper Perennial, 1984.

Unit-2: By the end of this unit, students will learn about brutalities as a tool of research and types of brutalities, especially w.r.t Bartolome de las Casas. Along with the impact of genocide, the students will become familiar with changes in society and politics.

- Burns, E. Bradford. *Latin America: A Concise Interpretive History*. New Jersey: Prentice Hall, 1994.
- Stannard, David E. *American Holocaust: The Conquest of the New World*. New York: Oxford University Press, 1992.
- Vickery, Paul S. "Bartolomé de Las Casas: The Prophet of the New World." *Mediterranean Studies* 9 (2000): 89–102.

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Unit 3: By the end of this unit, students will learn about the historical aspects of debates on understanding Indians from theological and anthropological perspectives.

- Alvares, Claudia. "New World Slavery: Redefining the Human." *Annali d'Italianistica* 26 (2008): 131–153.
- Heath, Malcolm. "Aristotle on Natural Slavery." *Phronesis* 53, no. 3 (2008): 243–270.
- Pagden, Anthony. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnography*. Cambridge: Cambridge University Press, 1986.

Unit 4: By the end of this unit, students will learn about the history of revolts and their role in shaping the evolution of society and politics in America.

- Popkin, Jeremy D. *A Concise History of Haitian Revolution*. West Sussex: Wiley Blackwell, 2012.
- Skidmore, Thomas E., and Peter H. Smith. *Modern Latin America*. New York: Oxford University Press, 2005.

Suggested Readings:

- Brunstetter, Daniel. "Sepulveda, Las Casas, and the Other: Exploring the Tension Between Moral Universalism and Alterity." *The Review of Politics* 72, no. 3 (2010): 409–435.
- Carl Schmitt. *Nomos of the Earth*. Telos Press, 2003.
- Certeau, Michel de. *The Writing of History*. New York: Columbia University Press, 1988.
- Foucault, Michel. *The Order of Things*. New York: Vintage Books, 1973.
- Jefferson, Ann, and Paul Lokken. *Daily Life in Colonial Latin America*. California: The Greenwood Press, 2011.
- Cohen, J. M., ed. *The Four Voyages: Being His Own Log-Book, Letters, and Dispatches with Connecting Narrative*. London: Penguin, 1969.
- Meek, Ronald. *Social Science and the Ignoble Savage*. Cambridge; New York: Cambridge University Press, 1976.
- Martin, Munro. "Cannot Stand up for Falling Down: Haiti, Its Revolutions, and Twentieth-Century Negritudes." *Research in African Literatures* 35, no. 2 (2004): 1–17.
- Pagden, Anthony. *Europeans Encounters with the New World: From Renaissance to Romanticism*. London: Yale University Press, 1993.
- Pagden, Anthony. *Lords of All the World: Ideologies of Empire in Spain, France, and Britain 1500–1800*. New Haven: Yale University Press, 1995.
- Wachtel, Nathan. *The Vision of the Vanquished*. Hassocks: Harvester Press, 1977.

Tutorial activities: 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.

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DSE-15: APPROACHES TO GLOBAL HISTORY 1492-1991 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		
Approaches to Global History 1492-1991	4	3	1	0	Nil	Nil

Course Objective: The course has a dual objective: first, to introduce MA students to key historiographical questions of global history; and second, to expose students to a core body of literature (both recent and older works) that ably mirrors the craft of doing global history today. However provisional our understanding may be, the forces that shape our present world will be thrown into relief from the vantage point of global history.

Learning Outcome:

At the end of the course, students are expected:

- to develop global perspectives on themes covered by the course and appreciate that many historical processes are best approached from a global – rather than local or national – perspective.
- to appreciate that historiography itself (among other themes) can be a site for doing global history.
- to learn more about the shape of the modern world (especially as it emerged in early modern Europe and America) through the lens of political history.
- to explore the cultural and economic history of the 19th and 20th centuries by paying attention to developments beyond purely political events.
- to appreciate the role of urban cultures (the city) in the historical development of civil societies across time and space.

Course Content:

Unit 1: Global historiography: European tradition & non-European traditions (12 Hours)

Unit 2: Emergence of the early modern world in Spain, the Netherlands, the German states, and England (12 Hours)

Unit 3: Political revolutions of the 18th century: absolutist France and colonial America (12 Hours)

Unit 4: A cultural history of the world during the 19th century and beyond: Europe, Asia and Africa (12 Hours)

Essential Readings

Unit 1: This unit will introduce historiographical issues related to the writing of world history (global history) both in the European and non-European context.

- Collingwood, R.G. (1946) *The Idea of History*, reprint New Delhi: Oxford University Press [Part I: Greco-Roman historiography].
- O'Brien, Patrick (2006) "Historiographical traditions and modern imperatives for restoration of global history" *Journal of Global History*, 1 (1): 3-39.
- Stuurman, Siep (2008) "Herodotus and Sima Qian: History and the anthropological turn in ancient Greece and Han China" in *Journal of World History*, vol. 19 (1): 1-40.

Unit 2: This unit will introduce the political history of early modern Europe by tracing the career of the absolutist states as they emerged in Europe during the course of the 16th and 17th centuries.

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- Douglas North & Barry Weingast (1989) "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England," *Journal of Economic History*, 69 (4): 803-832.
- Pincus, Steve (2009) *1688: The First Modern Revolution*, New Haven & London: Yale University Press.

Unit 3: This unit will discuss the pursuit of glory by absolutist states in Europe in the age of Enlightenment and the political and economic revolutions that shook the old regimes during the course of the 18th century.

- Bernard Bailyn (1967/1992) *The Ideological Origins of the American Revolution*, Harvard University Press (chapter 5: Transformation, pp. 160 – 229).
- Craig Yirush (2011) *Settlers, Liberty, and Empire*, Cambridge: Cambridge University Press (Read Chapter 1: English Rights in an Atlantic Word, pp. 29 – 50; and chapter 2: The Glorious Revolution in America, pp. 51 – 80).
- Bayly, C. A. (2004) *The Birth of the Modern World, 1780-1914*, Malden & Oxford: Blackwell Publishing.

Unit 4: This unit will discuss period-specific global histories can be written by taking the long 19th century as a case study, and the unit also will provide a quick survey of global shifts into the 20th century that has been shaped by the USA and China.

- Allen, Robert C. (2009) *The British Industrial Revolution in Global Perspective*, Cambridge: Cambridge University Press (read chapter 6, pp. 135 – 155).
- Osterhammel, Jurgen (2014) *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton University Press (select chapter 16, etc.)
- Katznelson, Ira (2013) *Fear Itself: The New Deal and the Origins of Our Time*, New York: Liveright Publishing Corporation.
- Coase, Ronald and Ning Wang (2012) *How China became Capitalist*, Basingstoke: Palgrave Macmillan.
- Huang, Yasheng (2008) *Capitalism with Chinese Characteristics: Entrepreneurship and the State*, Cambridge: Cambridge University Press.

Suggested Readings

- al Duri, Abd (1983) *The Rise of Historical Writing among the Arabs*, Princeton: Princeton University Press
- Conrad, Sebastian (2016) *What is Global History?* Princeton: Princeton University Press.
- Khaldun, Ibn (2005) *The Muqaddimah: An Introduction to History*, Princeton: Princeton University Press, pp. 5-32.
- Ashton, T.S. (1997) *The Industrial Revolution*, Oxford: Oxford University Press.
- Pomeranz, Kenneth (2000) *The Great Divergence: China, Europe, and the Making of the Modern World Economy*, Princeton.
- J.H. Elliott (1963/2002) *Imperial Spain*, London: Penguin
[Ch.1 Union of the Crowns; Ch.2 Reconquest & Conquest; Ch.3 The Ordering of Spain].
- Middell, Matthias (2016) "The French Revolution in the global world of the eighteenth century" in Alan Forrest and Matthias Middell (eds.) *The Routledge Companion to the French Revolution in World History*, London: Routledge, pp. 23-38.
- Simon Schama (1989) *Citizens: A Chronicle of the French Revolution*.

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- Appleby, Joyce (2010) *The Relentless Revolution: A History of Capitalism*, New York: W.W. Norton & Company.
- Max, Weber (2012) *The Protestant Ethic and the Spirit of Capitalism*, London: Routledge, pp. 102-125.
- McClosky, Deirdre N. (2010) *Bourgeois Dignity: Why Economics Can't Explain the Modern World*, Chicago: Chicago University Press, pp. 1-47, 366-376, 393-405.
- Tawney, R.H. (2012) *Religion and the Rise of Capitalism*, Delhi: Aakar, pp. 197-272.
- Jacobs, Jane (1985) *Cities and the Wealth of Nations*, New York: Vintage Books.
- Cronon, William (1991) *Nature's Metropolis: Chicago and the Great West*, New York: W.W. Norton & Company.
- Munford, Lewis (1961/1989) *The City in History: Its Origins, its Transformations and its Prospects*, New York: Harcourt (chs. 5, 8, 9, & 14).
- Acemoglu, Daron & James A. Robinson (2012) *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, London: Profile Books.
- Beckert, Sven (2014) *Empire of Cotton: A global history*, New York: Alfred A. Knoff.
- Christian, David (2004) *Maps of Time: Introduction to Big History*, Berkeley: University of California Press.
- Herodotus (1998) *The Histories* (trans. Robin Waterfield) Oxford: Oxford University Press.
- Lal, Deepak (2006) *Reviving the Invisible Hand: The case for Classical Liberalism in the twenty-first century*, New Delhi: Academic Foundation.
- Landers, David S. (1998) *The Wealth and Poverty of Nations*, New York: W.W. Norton & Company.
- McNeill, William H. (1963) *The Rise of the West: A History of the Human Community*, Chicago: Chicago University Press.
- McNeill, William H. (1998) *Plagues and Peoples*, New York: Anchor Books.
- Pipes, Richard (2000) *Property and Freedom*, New York: Vintage Books.
- Polybius (2010) *The Histories* (trans. Robin Waterfield), Oxford: Oxford University Press.
- Robinson, Chase F. (2003) *Islamic Historiography*, Cambridge: Cambridge University Press.
- Thucydides (1972) *History of the Peloponnesian War*, London: Penguin Books.
- Wong, R. Bin (1997) *China Transformed: Historical Change and the Limits of European Experience*, Ithaca: Cornell University Press.

Tutorial activities: 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.