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DEPARTMENT OF HISTORY **SEMESTER – II**

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Category I

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your discipline as the Single Core Discipline)

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

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – II: c.300 to 750 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – II c.300 CE - 750 CE DSC 1	4	3	1	0		Should have studied History of India -I (From the beginning to fourth century BCE)

[Eligibility criteria are the minimum requirement of academic level for opting for the course, such as Class XII pass or Class XII pass with Mathematics as one of the papers in Class XII and so on.

Pre-requisite of a course is the prior knowledge or skill which are primarily required to be acquired before joining the course. For example, the pre-requisite for studying 'Perspectives on Public Administration' course (offered in the VIth Semester) is that he/she should have studied 'Public Administration in India' (offered in the 1st Semester).

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

After completing this course, the students will be able to

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

SYLLABUS OF DSC-1

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

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

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

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

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

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

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

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

Practical component (if any) - NIL

Essential/recommended readings

Unit I. This unit would enable students to trace the history of changing political developments from the Mauryan to post-Mauryan states. (**Teaching Time: 3 Weeks Approx.**)

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

Unit II. This unit will apprise students of the socio-economic developments with particular at-tention to agrarian relations and production as well as varna, jati, gender relations. **(Teaching Time: 4 Weeks Approx.)**

- Chakravarti, Ranabir. (2016). Exploring Early India up to c. AD 1300, Delhi: Primus, 3rd edition. (Chapter 5). (Also available in Hindi).
- Chakravarti, Uma. (2018). Gendering Caste: Through a Feminist Lens, SAGE Publications Pvt Ltd, 1st edition, (Chapter 3 and 4).
- Champakalakshmi, R. (1996). Trade, Ideology and Urbanization: South India 300BC to AD 1300. Delhi: Oxford University Press, pp 14-36.
- Jaiswal, Suvira. (1998). Caste: Origin, Function and Dimensions of Change, Delhi: Manohar. (Chapter 2.) (Also available in Hindi).
- Jha. Vivekanand. (1997). Caste, 'Untouchability and Social Justice: Early North Indian Perspective'. Social Scientist, 25, pp. 19-30.
- Ray, H.P. (1986). Monastery and Guild: Commerce under the Satavahanas. Delhi: Oxford University Press.
- Sahu, B. P. (ed). (1997). Land system and Rural society in Early India, Delhi: Manohar. (Introduction.).
- Shah, Shalini (2012). The Making of Womanhood: Gender Relations in The Mahabharata, Delhi: Manohar. (Chapters 2 and 4). (Also available in Hindi, Granthshilpi, 2016).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 6 and 8). (Also available in Hindi).

Unit III. This unit introduces students to the varied perspectives with regard to the nature of polities, agrarian expansion as well as social and urban processes. **(Teaching Time: 4 Weeks Approx.)**

- Chakravarti, Ranabir. (2016). Exploring Early India up to c. AD 1300, Delhi: Primus, 3rd edition. (Chapter 6 and 7). (Also available in Hindi).
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. Delhi: Oxford University Press. (Introduction.)
- Roy, Kumkum. (2010). 'Gender Relations during the First Millennium, An Overview', in The Power of Gender & the Gender of Power: Explorations in Early Indian History. Delhi: Oxford University Press. (Chapter 10).
- Sharma, R. S. (1990). Sudras in Ancient India: A Social History of the Lower

- Order Down to circa. A. D. 600. Delhi: Motilal Banarsidas. (Chapters 7 and 8.)
- (Also available in Hindi).
- (1980). Indian Feudalism. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman. (Chapters 9 and 10.) (Also available in Hindi).

Unit IV. This unit traces the religious and cultural developments in the period of study with re-gard to Puranic Hinduism. It also aims at familiarising students with developments in the fields of art, architecture and changing forms of patronage. **(Teaching Time: 4 Weeks Approx.)**

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

Suggestive readings

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

- Bhattacharji, Sukumari. (1970). The Indian Theogony, Cambridge University Press.
- Chakrabarti, Kunal. (2001) Religious Process: The Puranas and the Making of a Region-al Tradition. New Delhi: Oxford University Press.
- Chakrabarti, Kunal & Sinha, Kanad. (2019). State, Power and Legitimacy the Gup-ta Kingdom, New Delhi: Primus.
- Chattopadhyaya, B.D. (2003). Studying Early India: Archaeology, Texts, and Histori-cal Issues. Delhi: Permanent Black. (Chapter 3.)
- Desai, D. (2013). Art and Icon: Essays on Early Indian Art. Delhi: Aryan Books Inter-national.
- Dehejia, V. (2005). Discourse In Early Buddhist Art: Visual Narratives of India, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 5th edition.
- Dhar, Parul P. (ed.). (2006). Indian Art: Changing Perspectives. Delhi: D. K. Printworld P Ltd. and National Museum. (Introduction).
- Flood, Gavin. (2003). The Blackwell Companion to Hinduism, Blackwell Publishing Ltd.
- Gethin, Rupert. (1998). The Foundations of Buddhism. Oxford: Oxford University Press.
- Gurukkal, Rajan. (2010). Social Formations of Early South India. Delhi: Oxford Universi-ty Press. (Chapters 6 and 7).
- Gupta, S.P. and Asthana, Shashi Prabha. (2004). Elements of Indian art, Delhi: DK Printworld, 2nd edition. (Chapter 1 and 2).
- Habib, Irfan and Faiz Habib. (2012). Atlas of Ancient Indian History. Delhi: Ox-ford University Press.
- Harle, J. C. (1986). The Art and Architecture of the Indian Subcontinent, New York: Viking Penguin.
- Jaini, P. (1979). The Jaina Path of Purification. Berkeley: University of California Press.
- Jaiswal, Suvira. (1981). The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. (Chapters 3, 6 7, and Conclusion) (Also available in Hindi).
- Jha, D.N. (2020). Ancient India in Historical Outline, 4th Revised Edition, New Delhi: Manohar Publishers & Distributors. (Chapter 7 and 8.) (Also available in Hindi).
- Jha, D.N. (ed.) (2003). The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar Publishers and Distributors.

- Kosambi, D. D. (1956). An Introduction to the Study of Indian History. Bombay: Popular Prakashan. (Also available in Hindi).
- Lahiri, Nayanjot. (2015). Ashoka in Ancient India. Delhi: Permanent Black.
- Majumdar, R.C. (1970). The Classical Age. Bombay: Bharatiya Vidya Bhavan (3rd edition). (Also available in Hindi).
- Mitter, Partha. (2011). Indian Art, Delhi: Oxford University Press.
- Mukherjee, B.N. (1989). Rise and Fall of the Kushana Empire. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). Between the Empires: Society in India 300 BCE to 400 CE. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (eds.) (2012). Reimagining Asoka: Memory and History. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). Bauddha Dharma ke Vikas ka Itihas. Lucknow: Uttar Pradesh Hindi Sansthan, 3rd edition.
- Pollock, Sheldon. (2007). The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India, Delhi: Permanent Black.
- Raychaudhuri, H.C. 1996. Political History of Ancient India (With a Commentary by B.N. Mukherjee). New Delhi: Oxford University Press.
- Ray, H.P. (1994). The Winds of Change: Buddhism and the Maritime Links of Early South Asia. Delhi: Oxford University Press.
- Roy, Kumkum. (ed.) (2001). Women in Early Indian Societies. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sahu, B. P. (2015). Society and Culture in Post-Mauryan India: c. 200 BC- AD 300. Delhi: Tulika.
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidas. (Chapters XXI and XXIII (III) (Also available in Hindi)
- --- (1987). Urban Decay in India c.300- c.1000. Delhi: Munshiram Manoharlal. (Also available in Hindi).
- Shrivastava, K.M. (2007). The Age of Iron and the Religious Revolution. Delhi: Tulika.
- ---1991 'Cash nexus on western Coast C 850-1250: A Study of the Shilaharas' in AK Jha's Ed. Coinage, Trade and Economy, 3rd International Colloquium of the Indian Institute of Research in Numismatic Studies, Nasik, pp 178-93.

- Shrimali, K. M ed (1988). Essays in Indian Art, Religion and Society, (Indian History Congress Golden Jubilee Year Publication Ser. Vol 1). Delhi: Munshiram Manoharlal Publish-ers.
- Singh, Upinder. (2016). The Idea of Ancient India: Essays on Religion, Politics, and Archaeology. Delhi: Sage.
- --- (2011) Rethinking Early Medieval India: A Reader. Edited by Delhi: Oxford University. (Introduction)
- Thapar, Romila. (1998). Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.
- --- (1987). Mauryas Revisited. Kolkata: K. P. Baghchi. (Also available in Hindi).

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

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

Credit distribution, Eligibility and Prerequisites of the Course

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

Learning Objectives

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments under-taken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historical-ly the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. We discuss the Medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church, played an important role in the confirmation of these ties. The European social world was shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an

undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role of Islam in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to 9th centuries deepens the understanding of the long-term historical processes.

Learning outcomes

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

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

SYLLABUS OF DSC- 2

Unit 1: Ancient Greece and Rome:

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

Unit II: Feudal societies in medieval Europe (8th – 14 centuries)

1. The emergence of Feudal states: Church, State and Society
2. Growth of the Medieval economy- Patterns and Processes: 8th - 11th centuries

3. Transition in the feudal economy from 11th – 14th centuries– (i) Agriculture: changes in serfdom and seigneurie (ii) Growth of towns and trade and their impact (iii) Onset of 'feudal crisis' in 13th and 14th centuries[S1]

Unit III: Early Islamic Societies in West Asia: Transition from tribe to state

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

Practical component (if any) - NIL

Essential/recommended readings

1. **Unit 1:** This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece, it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman military expansion and its impact on social conflict, institutionalisation of slavery, and the crisis of the Roman Empire.

(Teaching Time: 5 weeks Approx.)

- Anderson, P. (1988). Passages from Antiquity to Feudalism. London and New York: Verso, (Greece) Part One// Chapters 1, 2, pp. 18-44; (Rome) Part One// Chapters 1, 4 (pp. 18-28 and 53-103).
- Finley, M.I. (1963/1991). The Ancient Greeks, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
- Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, The Ancient Economy. Berkeley and Los Angeles: University of California Press, pp. 62-94.
- Green, P. (1973). A Concise History of Ancient Greece to the close of Classical era, London: Thames and Hudson Ltd., Chapters 1-5, pp. 9-172.
- Scarre, C. and B. Fagan. (2008). Ancient Civilisations. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
- Bradley, K. (1994). Slavery and Society at Rome, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
- Brunt, P.A. (1966). "The Roman Mob," Past and Present, No. 35, Dec. 1966, pp. 3-27

- Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.
- Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी,अ. (2015). *पाचीन और मधुकालीन सामार् जक संरचनाएँऔर संसृ र् तयाँ, र् िली: मानक पकाशन*.
- कोरोर्वकन, फोर्ोर. (2019). *पाचीन र् वश ईतहास का पर्चय*, Medha Publishing House.

Unit II: This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. **(Teaching Time: 5 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/II/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). "The Seigneurie down to the crisis of the fourteenth and fifteenth centuries", Chapter 3 in Marc Bloch, *French Rural History: An Essay on its Basic Characteristics*. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, पाचीन और मधयुगीन समाज, MHI-01 बॉक 6, 'सामंतवाि' यर्ू नट
- 20, 21, 22, 23. (website: www.egyankosh.ac.in)
<http://www.egyankosh.ac.in/handle/123456789/44611>

- Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 207-220.
- Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), The Transition from Feudalism to Capitalism. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी, अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँ और संस्कृ तया, . र् िली: मानक पकाशन.
- बलोक, म. (2002). 'सामंती समाज', भाग-1, नई: गंथशली

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

(Teaching Time: 5 weeks Approx.)

1. Berkey, J. (2002). The Formation of Islam. Religion and Society in the Near East, 600– 1800.
2. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in History of Humanity: Scientific and Cultural Development, Volume IV, From
4. the Seventh to the Sixteenth Century, UNESCO, pp. 271-273.
5. Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus
6. (Ed.), The Cambridge Illustrated History of the Islamic World, Cambridge: Cambridge University Press, pp. 2-31.
7. Duri, A.A. (2000). "The Rise of Islam," in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 264- 267.
8. Lapidus, I.M. (1988/2002). A History of Islamic Societies, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
9. इजीर् नयर, A. A. (2018). इसाम का जन और र् वकास. र् िली: राजकमल पकाशन
10. फ़ारूकी, अ. (2015). पाचीन और मधकालीन सामार् जक संरचनाएँ और संस् र तयाँ, र् िली: मानक पकाशन.

Suggestive readings (if any)

- Bloch, M. (1961). Feudal Society Vol. I, Chicago: University of Chicago Press.

- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in
- M.M. Postan (Ed.), The Cambridge Economic History of Europe, Volume 1. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). The Oxford History of Greece and the Hellenistic World. Oxford: Oxford University Press.
- Brunt, P.A. (1971). Social Conflicts in the Roman Republic. London: Chatto and Windus.
- Dobb, M. (1950) Studies in the Development of Capitalism, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). Muhammad and the Believers at the Origins of Islam. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). The Expansion of the Early Islamic State, London and New York: Routledge.
- Duby, G. (1978). The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC, London: Routledge, Chapters 1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). Ancient Slavery Modern Ideology. London: Chatto and Windus.
- Finley, M.I. (1983). Politics in the Ancient World. Cambridge: Cambridge University Press.
- Hilton, R. (1973). Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381. London: Routledge.
- Hodgson, M.G.S. (1974). The Venture of Islam, Volume 1: The Classical Age of Islam, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism, New Delhi: Sage.
- Le Goff, J. (1992) Medieval Civilisation, 400-1500, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.
- Matthews, J. (2006) "Roman Law and Roman History" in D. S. Potter (Ed.), A Companion to the Roman Empire, USA, UK, Australia: Blackwell Publishing, pp. 477-491.

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning outcomes

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

- Explain the reasons for the implementation of 'Radical' Reconstruction and the causes for its limited success
- Analyze the growth of capitalism in the USA

- Discern the history of Populist and Progressive Movements
- Describe the nature of the Women's Liberation Movement and its changing contours from the nineteenth to twentieth centuries
- Trace the significance of the African-American Movement and how it eventually assisted in the emergence of Civil Rights Movement under Martin Luther King Jr.

SYLLABUS OF DSC-3

Unit I: Reconstruction

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

Unit II: The Gilded Age - Economic, Social Divide and Reform

1. Growth of Capitalism – Big Business; Competition, Consolidation, Monopolism
2. The Populist Challenge: Agrarian Crisis and Discontent
3. The Politics of Progressivism: Movement, Manifestations under Theodore Roosevelt and Woodrow Wilson

Unit III: Gender Roles and the Rise of African-American Movement

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

Unit IV: USA in the World Politics

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

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit examines the reasons for the Radical Congressmen taking over the Reconstruction process and how the establishment of radical governments in the

Southern states led to the rise of new social groups and the resultant consequences thereof. **(Teaching Time: 3 weeks Approx.)**

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

Unit II: This Unit delves into the three most important aspects of American history. The rise of Big Businesses their methods and techniques to capture and monopolize markets and the impact these sweeping economic changes had on American society eventually led to the rise of two most significant movements, the Populist movement at the agrarian level and the Progressive movement at the urban and industrial level. **(Teaching Time: 4 weeks Approx.)**

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

Unit III: This Unit takes into account the accepted patriarchal notions of being an 'accepted' woman in 19th century America and how they were established and resisted by the White, Indigenous and Black women. The unit also explores the roles of two important leaders in the emergence of the African-American movement and

reasons for the rise of Civil Rights Movement with the major role played by Martin Luther King Jr. **(Teaching Time: 4 weeks Approx.)**

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

Unit IV: In this Unit importance is given to the understanding of the U.S. into global politics with its own brand of imperialism and its eventual role in the two World Wars **(Teaching Time: 4 weeks Approx.)**

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

Suggested Readings:

- Bailyn, B., D. Wood, J.L. Thomas et.al. The Great Republic, A History of the American People, Massachusetts: D.C. Heath and Company, 2000.
- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. II. 5th edn. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. The American Nation, A History of the United States. 12th edn. New York: Pearson Longman, 2006.
- Datar K. America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997.
- Faragher, J.M., M.J. Buhle et al. Out of Many: A History of the American People. Vol. II. New Jersey: Prentice Hall, 1995.
- Foner, E. Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2nd edn. 2007.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press, 2000.
- Zinn, H. A People's History of the United States, 1492-Present. New York: Harper Collins, 2003.

Few Selected Films

- 'King' (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.
- 'The Long Walk Home' (two women black and white in 1955 Montgomery, Alabama Bus Boycott) Directed by Richard Pearce, 1990.
- 'Boycott' (African-American boycott of the buses during the Civil Rights Movement) Directed by Clark Johnson, 2001.
- 'The Rosa Parks Story' (a seamstress story in 1955 bus boycott), TV Movie, 2002.
- 'Separate but Equal' (American court case that destroyed legal validity of racial segregation), 1991.
- 'The Colour Purple' (story of a young African-American girl and the problems faced by African-American women during early twentieth century) Directed and Co-produced by Steven Spielberg, 1985.
- 'Selma' (based on 1965 Selma to Montgomery voting rights marches) Directed by Ava DuVernay and Produced by Christian Colson & others, 2014.
- 'Frida' (based on the professional and private life of surrealist Mexican painter Frida Kahlo) Directed by Julie Taymor and produced by Sarah Green & others, 2002.

- 'Lowell Mill Girls' by Colleen G. Casey, YouTube, December 7, 2010.
- 'The Lowell Mill Girls (Student Film) by Laureen Meyering, YouTube, December 23, 2011.
- 'And That's How We did in the Mill'- Women in the Lowell Textile Mills, Historymemoryculture.org, YouTube, September 2, 2016.

Category II

(Courses for Undergraduate Programme of study with History as one of the Core Disciplines/Major)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code DSc 1	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India, 300 CE to 1200 CE	4	3	1	0		Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Con-sidered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyze these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.

- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources.

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development.

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas.

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy.

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations.

Unit VI: The Cholas: State and administration, economy and culture.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

(Teaching time: 2 weeks approx.)

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इतिहास. दिल्ली : तहन्दी माध्यम कार्यान्वयन शाला, दिल्ली तबश्चतवद्याल. (अध्याय 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उत्पंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. तपरसन. (अध्याय 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

(Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवर्ती, रणवीर. (2012) भारतीर् इततहास. आतिकाळ. नई तिल्ली. ओररएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शमाा, आर. एस. (2000). प्राचीन भारत में रािनीततक तवचार एवं संस्थाएं . तिल्ली: रािकमल प्रकाशन.
- िूसरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching time: 3 weeks approx.)**

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शमाा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाि और संस्कृ तत. नई तिल्ली: रािकमल प्रकाशन. (अध्यार् 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)

- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर्. नई दिल्ली. ओरएण्टल ब्लैकस्वेन. पुनमुद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

(Teaching time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवर्ती. रणवीर. (2012) भारतीय इतिहास. आतिका. नई दिल्ली. ओरएण्टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्चतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मिर्मिर, आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीसिंस (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रीतमला. (2008). पूर्वाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्चतवद्यालर्. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

(Teaching time: 3 weeks approx.)

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्चतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)
- तसंह, उत्पंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इततहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपरसन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रेतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, तिल्ली तवश्वतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265- 306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

(DSC-2): Medieval Societies: Global Perspectives

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2						
<u>MEDIEVAL SOCIETIES: GLOBAL PERSPECTIVES</u>	4	3	1	0		Should have studied Ancient Societies

Learning Objectives

The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilization with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavor would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices like tassawuf. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetization which finally led to cultural efflorescence.

Learning outcomes

After completion of the course the student shall be able to –

- Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.
- Analyse the rise of Islam and move towards state formation in west Asia.
- Understand the role of religion and other cultural practices in community organisation.
- What was medieval China and the science and civilization there.
- Finally the technological growth that led to cultural efflorescence during the later period. (Ming period)

COURSE CONTENT

UNIT I.

MEDIEVAL WORLD (5 Weeks)

- (a) Understanding Feudalism: European and Indian
- (b) Church and nobility; Peasants and state
- (c) Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres; feudal crisis
- (d) Cultural Patterns: Crystallization of hierarchies; medieval life and thought

Readings

1. Bloch, Marc, Feudal Society Volume I (Asha jyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 4 & 5, Part II; Chapter 11 & 12, Chapter 18 & 19
2. Bloch, Marc, Feudal Society Volume II (Ashajyoti Booksellers & Publishers, First Indian Edition, 2006) Chapter 23, Chapter 26
3. Sinha ,Arvind, Europe in Transition from Feudalism to Industrialization Manohar Publishers and Distributors, 2010
4. Le Goff, Jacques, 'Introduction: Medieval Man' in The Medieval World, edited by Jacques Le Goff, Translated by Lydia G.C. Cochrane, Parkgate Books, London, 1990

5. Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/II/Chapters 1, 4 (pp. 147-153, 182-196).
 6. Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp.175-220.
 7. Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp.157-180.
- Georges Duby, (1977). "Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision", "Youth in Aristocratic Society", in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). "Introduction" in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, प्राचीन और मध्ययुगीन समाज, MHI-01 ब्लॉक 6, 'सामंतवाद', यूनिट 20, 21, 22, 23. (website: [www. egyankosh.ac.in](http://www.egyankosh.ac.in))
<http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). "Introduction" and "Medieval Western Europe" in *History of Humanity:Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) "Town and Country in the Transition to Capitalism", in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.
- Sharma, R. S. (2001). *Early Medieval Indian Society – A Study in Feudalization*, Delhi: Orient Longman.
- R.S. Sharma (1984), "How feudal was Indian Feudalism?" *Social Scientist*, Vol. 12, No. 2, pp. 16-41.

Harban Mukhia (1997), "Was There Feudalism in Indian History?" Feudalism" in *Burton Stein ed., The State in India 1000-1700*, New Delhi: Oxford University Press, pp. 86-133.

फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
ब्लॉ
क, M. (2002). 'सामंती समाज', भाग-1, ग्रंथिशिल्पी

UNIT II. Genesis Of A New Social Order And Islamic Culture (5 Weeks)

- (a) Pre-Islamic tribal society in Arabia; formation of ummah
- (b) The Caliphates – Rashidun, Ummayyads and early Abbasids (c. 632 CE to c. 800 CE)
- (c) Cultural Patterns: Adab, Akhlaq, Sufism

1. Chase F. Robinson ed., *The Cambridge History of Islam, Vol I. The Formation of the Islamic World Sixth to Eleventh Centuries*, Cambridge University Press, Chapter 4 "Pre Islamic Arabia", pp. 153-170; Chapter 5, "The Rise of Islam, 600-705", pp. 173-225, "Conclusion: From Formative Islam to Classical Islam", pp. 683-695.
2. Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
3. Bosworth, C. E. (2000). "The Formation of Early Islamic Polity and Society: General Characteristics" in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
4. Marshall G.S. Hodgson, *The Venture of Islam: Concise and History in a World Civilization, Vol. I- The Classical Age of Islam*, University of Chicago Press, 1974, Chapter "The Absolutism in Flower, 750-813", pp. 280-314; Chapter "Adab: The Bloom of Arabic Literary Culture, c. 813-945", pp. 444-472.
5. Crone, P. (1999). "The Rise of Islam in the World." in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.

6. Duri, A.A. (2000). "The Rise of Islam," in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
7. Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
8. इंजीनियर, A. A. (2018). इस्लाम का जन्म और विकास. दिल्ली: राजकमल प्रकाशन
9. फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

UNIT III.

MEDIEVAL CHINA (5 Weeks)

- (a) Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism and Changing State Ideology, Administrative Machinery.
- (b) Agriculture and Trade, Technological Growth, Cultural efflorescence (Ming period)

Essential Readings:

1. E.O Reischauer and John King Fairbank (eds.). (1958) East Asia: The Great Tradition (Vol I).
2. Joseph Needham, (1954). Science and Civilization in China Vol 1.
3. History of Humanity Volume IV, From the Seventh to the Sixteenth Century (UNESCO series) Routledge 1994, Chapter 27, PP. 421-446.

Suggested Readings:

1. Jian Bozan, Shao Xunzheng and Hu Hua (eds.), A Concise History of China. Foreign Languages Press, China Publications Centre, 1981
2. Kenneth Scott Latourette, The Chinese: Their History and Culture. MacMillan Publishing Company, 1964

Teaching Learning Process:

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

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Category III

Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines

(For e.g. courses for B.A. Programmes with History as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 300 CE to 1200 CE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India, 300 CE to 1200 CE	4	3	1	0		Should have studied History of India from earliest times up to 300 CE

Learning Objectives

This course broadly covers period from late historic centuries to the early medieval times. Considered as a watershed, Gupta period marked the beginnings of some significant historical changes that left their imprint on the coming centuries. The aim of this course is to analyse these changes in terms of their spatial context and chronological framework that led to the transition towards the early medieval period.

Learning outcomes

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

- Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

SYLLABUS OF DSC-1

Unit I: Survey of the Sources.

Unit II: The Guptas and the Vakatakas: Administration, economy, society and cultural development.

Unit III: Towards Early Medieval: changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas.

Unit IV: Rashtrakutas, Palas and Pratiharas: tripartite struggle for supremacy.

Unit V: Emergence of Rajput states in Northern India: Socio - economic foundations.

Unit VI: The Cholas: State and administration, economy and culture.

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces the student to the varied sources used for writing history of ancient India from c. 300 CE onwards and their interpretations.

(Teaching time: 2 weeks approx.)

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आतथाक सामाजिक और इतिहास. दिल्ली : तहन्दी माध्यम कार्ाान्वर् तनि शालर्, दिल्ली तवश्वतवद्यालर्. (अध्यार् 18)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- तसंह, उत्तपंरि. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. तर्परसन. (अध्यार् 1)

Unit II: This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two contemporary and vast empires that emerged in the third century CE.

(Teaching Time: 3 weeks approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan. (Chapter 6)
- चक्रवर्ती, रणबीर. (2012) भारतीर् इतिहास. आतिकाक. नई दिल्ली. ओरएं टल ब्लैकस्वेन. (अध्यार् 6)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 8)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 20, 21)
- शर्मा, आर. एस. (2000). प्राचीन भारत में रािनीतक तवचार एवं संस्थाएं . दिल्ली: रािकमल प्रकाशन.
- िू सरा संस्कारण. (अध्यार् 20, 21)

Unit III: This Unit shall provide an overview of important political developments between the 8th to 10th centuries CE. It will introduce students to the evolving state formation and socio-economic transformations that are debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching time: 3 weeks approx.)**

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)

- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- शर्मा, आर. एस. पूवा मध्यकालीन भारत का सामंती समाधि और संस्कृति. नई दिल्ली: राकिस प्रकाशन. (अध्याय 1, 3 and 6)
- Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press. (Chapters 27 and 31)
- शर्मा, आर. एस. (2016). प्रारम्भिक भारत का पररचर्. नई दिल्ली. ओरएण्टल ब्लैकस्वेन. पुनमुद्रन. (अध्याय 27 और 31)
- Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)

Unit IV: This Unit shall introduce students to the evolving process of state formation and political struggle for supremacy in post-Gupta polities.

(Teaching time: 2 weeks approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 7)
- चक्रवर्ती. रणवीर. (2012) भारतीर् इततहास. आतिकाल. नई दिल्ली. ओरएण्टल ब्लैकस्वेन. (अध्याय 7)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इततहास. दिल्ली : तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. पुनमुद्रन. (अध्याय 13)
- Mazumdar, R. C. (1952). Ancient India. Delhi: Motilal Banarsidas, (Book III Chapter 5)
- मिश्र, आर. सी. (2019) प्राचीन भारत, मोतीलाल बनारसीस (खंड III अध्याय 5)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 12)
- थापर, रोतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. दिल्ली: तहन्दी माध्यम कार्ान्वर् तनिशालर्, दिल्ली तवश्वतवद्यालर्. (अध्याय 12)

Unit V: This Unit shall introduce students to the nature of evolving Rajput polity, their social structure and accompanying economic developments.

(Teaching time: 3 weeks approx.)

- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. तिल्ली : तहन्दी माध्यम कार्ाान्वर् तनिशालर्, तिल्ली तवश्चतवद्यालर्. पुनमुद्रन. (अध्यार् 13)
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)

Unit VI: This Unit presents another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Karashima, Noboru (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)
- तसंह, उत्पंिर. (2016). प्राचीन एवं पूवा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई तिल्ली. तपर्सन. (अध्यार् 10)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 11)
- थापर, रीतमला. (2008). पूवाकालीन भारत : प्रारि से 1300 ई.तक. तिल्ली: तहन्दी माध्यम कार्ाान्वर् तनिशालर्, तिल्ली तवश्चतवद्यालर्. (अध्यार् 11)

Suggestive readings

- Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar.
- Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BC-AD 1300. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986.

- Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000- 1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265- 306.
- Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition).

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

(For all the Generic Elective courses offered by your Department, please put it in the format provided below)

GENERIC ELECTIVES (GE-1): Delhi through the Ages: From Colonial to Contemporary Times

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Delhi through the Ages: From Colonial to Contemporary Times	4	3	1	0			Should have studied Delhi through the Ages: The Making of its Early Modern History

Learning Objectives

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

Learning outcomes

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

- Analyse the political developments and their legacy for the shaping of the city.
- Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.

SYLLABUS OF GE-1

Unit I: Delhi in the 19th Century - Mughal Court, Company Raj, 1857 and its Aftermath

Unit II: Building New Delhi - Imperial Ideology and Urban Morphology

Unit III: Delhi in 1947- Partition and its Aftermath

Unit IV: Making of Contemporary Delhi – Spaces, Politics and Socialites

Essential Readings

Unit I. This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. The unit examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution.

(Teaching time: 4 weeks)

- Gupta, Narayani. (1999). Delhi between the Empires: 1803-1931. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850, Delhi: Primus Books, pp.106-133, (chap. 6: "The Palace and the City")
- Farooqui, Mahmod. (2006). Ghadar. Sarai Reader, 2006, pp. 254-270
- C. M. Naim. (2004). 'Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,' in Urdu Texts and Contexts: The Selected Essays of C. M. Naim, Delhi: Permanent Black, pp. 250-279.
- Gail Minault. (2003). "Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary," Annual of Urdu Studies, Vol. 18, pp. 95-104

- --- ; (1999). Delhi between the Empires: 1803-1931. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,' World Archaeology, vol. 35, no.1, pp. 35-60 .
- Dalrymple, William, (2006). The Last Mughal: The Fall of a Dynasty, Delhi: Penguin/Viking, pp. 193-229, 346-392. (Chap 6 "The Day of Ruin and Riot" and Chap. 10 "To Shoot Every Soul".
- Verma, Pavan K. (2008). Ghalib: The Man, the Times, Penguin India.

Unit II. This segment enquires into the historical antecedents of some of the capital's contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regard to Delhi.

(Teaching Time: 3 weeks)

- Metcalf, Thomas. (1989). Imperial Visions. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 'New Delhi: The Beginning of the End').
- Johnson, David A. (2015). New Delhi: The Last Imperial City. Basingstoke: Palgrave 2015. (Chap. 8, "Land Acquisition, Landlessness and the Building of New Delhi").
- Johnson, David. A (2008). A British Empire for the Twentieth century: The inauguration of New Delhi, 1931. Urban History 35, 3, Cambridge University Press, U.K.
- Mann, Michael. (2007). "Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century, "Studies in History, Vol. 23:1, pp. 1-30
- Liddle, Swapna (2017). Chandni Chowk: The Mughal City of Old Delhi, Speaking Tree Publications, Pvt. LTD. pp. 25-121.

Unit III. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times. **(Teaching time: 4 weeks)**

- Pandey, Gyan. (2001). Remembering Partition, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)

- Datta, V N. (1986). "Punjabi Refugees and the Urban Development of Greater Delhi," in Robert Frykenberg(ed), Delhi Through the Ages: Essays in Urban History Culture and Society. Delhi: OUP, pp 442-462.
- Kaur, Ravinder (2008). Narrative absence: An 'Untouchable' account of Partition Migration. In Contribution to Indian Sociology (no.) 42, 2: Sage Publications, pp. 281-306.
- Tan, Tai Yong and Gyanesh Kudaisya. (2000). The Aftermath of Partition in South Asia. New York: Routledge, pp 193-200, (Chap. 7, "Capitol Landscapes")

Unit IV. The unit examines and locate 'local' social, ecological and cultural processes that shape and reshape the city. **(Teaching Time: 4 Weeks)**

- Emma. Tarlo. (2000). "Welcome to History: A Resettlement Colony in the Making,' in Veronique Dupont et al ed. Delhi: Urban Spaces and Human Destinies. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). "Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims", in Veronique Dupont et al (Ed.). Delhi: Urban Spaces and Human Destinies, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985)., 'The Ghosts of Mrs Gandhi,' The New Yorker, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)
- Beg, Mirza Farhatullah. (2012). Bahadur Shah and the Festival of Flower-Sellers, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna. (1986). "The Foundations and Early History of Delhi University," in Robert Frykenberg ed, Delhi Through the Ages: Essays in Urban History Culture and Society, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). 'From Kingsway to Rajpath-the Democratization of Lutyens' New Delhi,' in C. Asher and T.R. Metcalf, eds. Perceptions of South Asia's Visual Past. Delhi: Oxford University Press
- Sharma, Ravikant. (2016). "Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi, "City, Culture and Society, vol.7, 275-28

Suggestive readings

- Farooqui, Mahmood. (2013). Besieged: Voices from Delhi, 1857. Delhi: Penguin. (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)

- Mann, Michael and Samiksha Sehrawat. (2009). "A City with a View: The Afforestation of the Delhi Ridge, 1883-1913", *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). 'Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,' *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by GülsünSağlam, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). "Ghalib: A Self Portrait", in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at:
http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

GENERIC ELECTIVES (GE-2): History and Culture: Representations in Texts, Objects and Performance Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History and Culture: Representations in Texts, Objects and Performance Histories	4	3	1	0		

Learning Objectives

This course aims to explore culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of 'other' religious communities and gender; performing ritual devotions through recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. The themes are representations from oral and manuscript cultures from India. Specialized essays have been attached to every theme with the purpose of explaining the meaning, form, and context of these representations from the past. The readings represent ethnic and spatial (across geographical space and time) range and draw on diverse methodologies.

Further, this module seeks to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic raja (king) of the premodern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? In absence of kingly patrons who will patronize the bhand, temple priest, picture showman with his scrolls? What kind of changes have evolved in the narrative traditions? The

pedagogy of interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio- visual material have been knitted into themes to encourage active participation and discussion in the classroom. It will be impossible to claim any 'comprehensive' treatment of India's culture over the duration of one semester. We may, however, be introduced to some significant vignettes of the whole.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.
- Understand the nature of interaction between the two dominant communities in the past. The paradigm of 'clash of civilizations' appears to be an exaggerated view.
- Appreciate the complex nature of religious communities in the past, when neither the Hindu nor Muslims represented monolithic identities.
- Read the intricate nature of interactions between men and women and the fact that identities were differently expressed than in the colonial times.
- Understand how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

SYLLABUS OF GE-2

Unit I: Kings, bhands & politicians

Unit II: Perceiving cultures & Negotiating identities

Unit III: Performing Devotion: Rituals, songs & processions

Unit IV: Storytelling with objects: Masks, puppets & scrolls

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Kingship is identified as a key component of India's civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of kings: royal rituals continued to be celebrated as members of the royal families became politicians; and court jesters linger on as buffoons. **(Teaching time: 4 weeks)**

- David Dean Shulman, *The King and the Clown in South Indian Myth & Poetry*, Princeton University Press, 1985, Excerpt from Chapter 4, "The Kingdom of Clowns: Brahmins, Jestors & Magicians", Princeton: Princeton University Press, 1985, pp. 152-213, available in Meenakshi Khanna, ed., *The Cultural History of Medieval India*, New Delhi: Social Science Press, 2012 (2007), pp. 3-24.
- डेवड िन शलु मन, "मसखरों का राज्य: ब्राह्मण, मसखरेऔर जािगरू ", मध्यकालीन भारत का साांस्कृ ततक इततहास, संपावित, मीनाक्षी
- खन्ना, अनुर् ाि उमाशंकर शमाा' ऋर्व', नयी विल्ली: ओररण्टल ब्लैकसर्् ान, 2007, पष्ठ 3-25.
- John Emigh and Ulrike Emigh, "Hajari Bhand of Rajasthan: A Joker in the Deck", in *The Drama Review: TDR*, Vol. 30, No. 1 (Spring, 1986), pp. 101-130.

Unit II: This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8th to 19th centuries. The scholars have problematised issues relating to cultural perceptions and identities of religion and gender. Contrary to popular view that an encounter between the Hindus and Muslims perpetuated clashes, the authors of these essays present a complex understanding of identities that were not perceived as monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present. **(Teaching time: 4 Weeks)**

- Brajadulal Chattopadhyaya, "Images of Raiders and Rulers" in B. D. Chattopadhyaya, ed., *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteen Century*, New Delhi: Manohar, 1998, pp. 101-125
- बजृ िलुल चट्टोपाध्याय, "आक्रामकों और शासकों की छर्वयां", मध्यकालीन भारत का साांस्कृ ततक इततहास, संपावित, मीनाक्षी खन्ना,
- अनुर् ाि उमाशंकर शमाा' ऋर्व', नयी विल्ली: ओररण्टल ब्लैकस् ान, 2007, पष्ठ 107-133

- R. M. Eaton "Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut", R. M. Eaton ed., Essays on Islam and Indian History, New Delhi: OUP, 2002, pp. 76-93
- Carla Petievich, "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti", in The Indian Economic & Social History Review, vol. 38(3), 223–248
- कालापेवतएर्वच, "वलंग की राजनीवत तथा डि ूगज़ल : रेखता बनाम रखती का खोजपरक अलोकन ", मध्यकालीन भारत का
- सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुरा उमाशंकर शर्मा 'ऋर्व', नयी दिल्ली: ओरएण्टल ब्लैकसर््स, 2007,
- पृष्ठ 154-184
- Jenny Nilsson, "The Sense of a Lady': An Exploration of Transvestite Roles in Kathakali and their Relation to Keralan Gender Constructions", in The Cambridge Journal of Anthropology, Vol. 24, No. 3 (2004), pp. 1-40

Unit III. The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or and the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present. **(Teaching time: 4 Weeks)**

- R. Champakalakshmi, "Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India", Studies in History, 10(2) (1994), pp. 199–215
- राधा चंपकलक्ष्मी, "पाटीकम्पटुआर : आरवर्भक मध्यकालीन विवक्षण र् भारत मेंसंर् ाि-माध्यम के रूप मेंधावमाक गायन", मध्यकालीन
- भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुरा उमाशंकर शर्मा 'ऋर्व', नयी दिल्ली: ओरएण्टल ब्लैकसर््स, 2007, पृष्ठ 50-75
- Khalsa, Niranjan Kaur. "Renegotiating Orthopraxy in the Presence of The Bani Guru." Sikh Formations 10, no. 3 (2014): 313–34
- J.R.I. Cole, Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh, 1722-1859, Berkley: University of California Press, 1988, Chapter 4, "Popular Shi'ism", pp. 92-119.
- जे. आर. आई. कोल "लोकप्रचवलत वशया धमा", मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुरा उमाशंकर शर्मा 'ऋर्व', नयी दिल्ली: ओरएण्टल ब्लैकसर्र्स, 2007, पृष्ठ 50-75

- उमाशंकर शर्मा 'ऋषि', नयी दिल्ली: ओरिएण्टल ब्लैकस्, 2007, पृष्ठ 76-104.
- Selva J. Raj, "Public display, communal devotion: Procession at a South Indian Catholic festival", in Jacobsen, K.A. (Ed.) South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora (1st ed.), Routledge, pp. 77-91

Unit IV. In the three narrative traditions discussed in this rubric the human agency (Purusha) exists in specific kind of relation with inanimate objects used in performance. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of 'self' / 'selves' are constructed & reconstructed. **(Teaching Time: 3 Weeks)**

a) Masks:

- Vishalakshi Nigam Chandra and Veronica Chishi, "Tradition of Story Telling in India through Masks" in Akhyani Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 28-33.
- John Emigh, "Crisis and Contestation in the Prahlada Nataka of Ganjam", in Hermann Kulke, ed., Imaging Orissa, Prafulla Publication, 2013.

b) Puppets:

- Dhurijati Sarma and Ahanthem Homen Singh, "Storytelling and Puppet Traditions of India" in Akhyani Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 34-41.
- Niels Roed Sorensen, "Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh", Journal of South Asian Literature, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 1-19.
- For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

c) Scrolls:

- Jyotindra Jain, "Indian Picture Showmen: Tradition and Transformation" in Akhyani Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 14-27.
- Elizabeth Wickett, "The epic of Pabuji ki par in performance", World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3, Cambridge: University of Cambridge, 2010, pp. 1-27.
- Short documentary https://www.youtube.com/watch?v=f4EiAdeKi_E

Suggestive readings -

- Bradford Clark, "Putul Yatra: A Celebration of Indian Puppetry", in Asian Theatre Journal, Vol. 22, No. 2 (Autumn, 2005), pp. 334-347.
- Erika Fischer-Lichte, "Culture as Performance" Modern Austrian Literature, Vol. 42, No. 3, Special Issue: Performance (2009), pp. 1-10.
- James G. Lochtefeld, "The Construction of the Kumbha Mela", in South Asian Popular Culture, 2004, Vol. 2:2, PP. 103-126.5
- John D. Smith, The Epic of Pābūjī. A study, transcription and translation, second revised edition available electronically at <http://bombay.indology.info/pabuji/statement.html>
- Karan Singh, "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", in Dialogue: A Journal Devoted to Literary Appreciation, Vol. XII, No. 1, June 2016, pp. 35-45.
- Karine Schomer, "The "Ālhā" Epic in Contemporary Performance", The World of Music Vol. 32, No. 2, India (1990), pp. 58-80.
- Kathy Foley & Dadi Pudumjee, "India" in World Encyclopedia of Puppetry Arts called "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette, a project of International Unima
- Available in English <https://wepa.unima.org/en/india/>
- Available in Hindi at <https://wepa.unima.org/en/india/>
- Marc Katz, Banaras Muharram and the Coals of Karbala. Written, produced, and narrated by Marc J. Katz. DVD, color, 70 minutes; 2004.
- Meenakshi Khanna, Cultural History of Medieval India, Introduction, New Delhi: Social Science Press, 2007, pp. ix-xxxiv.
- "रू वमू का", मध्यकालीन भारत का सांस्कृतिक इतिहास, संपादित, मीनाक्षी खन्ना, अनुरागि उमाशंकर शर्मा 'ऋषि', नयी दिल्ली:
- ओरिएण्टल ब्लैकस्पाइन, 2007, पृष्ठ ix-xxxiv.
- Pabitra Sarkar, "Jatra: The Popular Traditional Theatre of Bengal", in Journal of South
- Asian Literature, Vol. 10, No. 2/4, THEATRE IN INDIA (Winter, Spring, Summer 1975), pp. 87-107.
- Regula Burckhardt Qureshi, "Sufism and the Globalization of Sacred Music." In Philip V.
- Bohlman edited, The Cambridge History of World Music, 584-605. The Cambridge

- History of Music. Cambridge: Cambridge University Press, 2013.
- Richard. M. Eaton, "The Articulation of Islamic Space in the Medieval Deccan", reprinted in Cultural History of Medieval India, ed., Meenakshi Khanna, New Delhi: Social Science Press, 2007, pp. 126-141.
- ररचडाईटन, "मध्यकालीन िक्कन मेंइस्लावमक स्थान की अर्वव्यर्व", मध्यकालीन भारत का साांस्कृतक इततहास, संपावित, मीनाक्षी
- खन्ना, अनुरााि उमाशंकर शमाा'र्कर्व', नयी विल्ली: ओररण्टल ब्लैकस्ान, 2007, पृष्ठ 134-151.
- Sreekala Sivasankaran, "Akhyani: Masks, Puppets and Picture Showmen Traditions of India - An Introduction" in Akhyani Celebration of Masks, Puppets and Picture Showmen Traditions of India, New Delhi: IGNCA, 2010, pp. 8-11.

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

GENERIC ELECTIVES (GE-3): Indian Society: A Historical Perspective

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Society: A Historical Perspective	4	3	1	0		

Learning Objectives

Indian society has witnessed the evolution of a composite culture with coming together of multiple traditions after negotiating existing differences in the society, which persist even today. This course uses a socio-historical perspective to trace the processes of continuity and change through which various social categories have emerged and got entrenched, even while the society itself evolved and remained fluid. The first unit uses a variety of primary and secondary texts intends to explore key issues in ancient Indian social history such as varna, jati, class, caste, gender, marriage relations, different types of social and religious thinking and varied cultural experiences. During the medieval period, with the expansion of agrarian societies there was formation and proliferation of castes which had sub-regional specificities and variations. There is a need to take cognizance of the fact that there was considerable economic, social and occupational mobility at both individual and group level. The medieval period also saw conforming and conflicting trends in the religious sphere which manifested itself through the various branches and schools, like the Bhakti cults. After the advent of colonial rule, the national movement witnessed various alternative tendencies which many a times ran counter to the nationalist agenda which gave the national movement its own distinctive identity. The persisting search for uniformity is problematised in the face of existing differences that existed at various levels of the society and also highlight the contestation between forces of exclusion and inclusion. This course makes a conscious attempt to convey historical processes through which various 'categories' have emerged and thereby emphasize the fluid character of categorization. The goal is to focus on moments of convergence and divergences in

society and how a composite, multi- layered, complex society emerged after negotiating differences in the society, some of which even persists today.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop a critical understanding of the historical context of institutions like varna, jati, caste, kinship and marriage relations and early religious thought.
- Examine the complex relations between different social groups beginning from the hunter gatherers to the medieval trading and artisan communities.
- Understand the inherent politics and contradictions in the religious milieu of the medieval period.
- Outline various alternative currents in subaltern voices.
- Have a better understanding of the contemporary issues and challenges in the society

SYLLABUS OF GE-3

Unit I: Varna and jati; kinship and marriage; socio-religious ideologies in Early Traditions:

1. Varna and jati in Vedic and Brahmanical traditions.
2. Forms of Kinship and regional variations; Marriage, family and households in early traditions,
3. Buddhism and Jainism.

Unit II: Social and occupational categories (some case studies from earliest times to 1700 CE):

1. Early Hunter gatherers and Pastoral communities,
2. Tribal and Peasant communities,
3. Traders, Crafts persons and artisan communities.

Unit III: Social and Religious Movements (Case studies from 1000 -1800 CE):

1. Devotional movements and social change

Unit IV: Contemporary society and its challenges: (some case studies)

1. Subaltern voices and Social movements,
2. Environmental and Urban movement,
3. Gender and social imbalance
4. Plurality and Cultural diversities.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit traces the historical context of social institutions like varna, jati, caste, kinship and marriage relations and explores the social context of Vedic, Brahmanical, Buddhist, Jain and Shramanic thought in early India.

(Teaching time: 3 weeks)

- Frits Staal, Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part III and IV, Penguin, 2017.pp47-63
- S. Jaiswal , Introduction. Caste, Origin, Function and Dimensions of change, Delhi: Manohar, 2000, Introduction
- Trautmann, Thomas R. Dravidian Kinship, (Cambridge Studies in Social and Cultural Anthropology, Series Number 36) Cambridge University Press, 1982 (Ch-1,4)
- Peter Harvey, Buddha in his Indian context in an Introduction to Buddhism, Cambridge University Press, 2017, pp.8-31.
- Paul Dunda, The Jains, Psychology Press, 2002, Introduction

Unit II: In this unit an attempt is made at exploration of the variegated societies that existed in the ancient, the lives of hunter- gatherers, pastoralist, peasants and tribal communities from earliest times. It also tracks the formation of authoritarian regimes and with the emergence of pan-regional market economics, there emerged various occupational categories with their unique identities and culture. The idea is to emphasize fluidity and reflect mobility in caste system which would be the key to understanding processes of change and continuity. **(Teaching time: 4 weeks)**

- S. Ratnagar, 2004 The Other Indians, Essays on Pastoralists and Prehistoric Tribal People, New Delhi: Three Essays Collective ,2004. (Ch-1,2)
- Olivelle, P. Showbiz in Ancient India, Data from the Arthashastra, In Osmund Boepeararchi and Ghosh ed, Early Indian History and Beyond, Primus Books ,2019, pp.56-65.

- I.H.Siddiqui, Social Mobility in the Delhi Sultanat in Irfan Habib (ed.) Medieval India 1: Researches in the History of India, 1200-1750, pp. 24-48.
- Carla Sinopoli, The Political Economy of Craft Production Cambridge University Press 2003 (Chapter 6,7).
- Chetan Singh, Forests and Pastoralists and Agrarian Society in Mughal India. In D.Arnold and R.Gujarat (ed.) Nature, Culture, Imperialism, OUP, 1995.pp. 21-48.

Unit III: This unit discusses the role of devotional movement in challenging the Brahmanical superiority which played a catalytic role in social change.

(Teaching time: 4 weeks)

- Ray, Niharranjan, "Socio- Religious Movements of Protest in Medieval India: Synopotal View" PIHC 36(1975), pp.LXIII-LXIX.
- David N. Lorenzen, "Dissent in Kabir and the Kabir Panth" in Vijaya Ramaswamy (ed.) Devotion and Dissent in Indian History, Foundation Books, 2014. pp.169-187.
- Richard M.Eaton, The Sufis of Bijapur,1300-1700- Social Roles of Sufis in Medieval Deccan, Princeton University Press, 2015. Chapter-5
- Philip Constable," Setting on the School Verandah: The Ideology and Practice of Untouchable Educational Protest in Late nineteenth century in Western India, The Indian Economic and Social History Review, Oct-Dec,2000 pp.383-419.

Unit IV: This unit explores how encounters with the colonial state led to many social and political contestations in the Indian subcontinent. These alternative tendencies came to be represented by various subaltern, environmental and gender related movements. Subaltern voices and Social movement, Environmental and Urban movement, Gender and social imbalance, Plurality and Cultural diversities. **(Teaching time: 4 weeks)**

- Susan Bayly, The New Cambridge History of India, Caste, Society and Politics in India from 18th.C to the Modern Age, Cambridge University Press, 1999 ch-5 and 6.
- Somen Chakraborty: A Critique of Social Movements in India: Experiences of Chipko, Uttarakhand, and Fishworkers' Movement, Indian Social Institute, 1999.

- Yogendra Singh, "Social Transformation of the Indian Society in Yogendra Singh (ed.) Social Change in India: Crisis and Resilience; New Delhi, pp.41-61.
- K.S.Singh," The People of India : Diversities and Affinities", pp. 88-100 and "Pluralism, Synthesis, Unity in Diversities,, Diversities in Unity" in K.S.Singh (ed.) Diversity, Identity and Linkages, Explorations in Historical Ethnography.
- Richard Fox, "Varna Schemes and Ideological Integration in Indian Society", Comparative studies in Society and History, Vol. 11,1969, pp.27-44.

Suggestive readings

- Roy, Kumkum 1994, Marriage as communication: An exploration of norms and narratives in Early India, Studies in History, 10 2, n.s pp 183-19
- Aloka Parashar- Sen, 2004 Introduction in Subordinate and Marginal Groups in Early In-dia, Oxford University Press, p.1-82.
- Brian Smith, Classifying the Universe, The Ancient Indian Varna System and the Origins of Caste, OUP,1994, Introduction
- Suraj Bhan Bhadwaj – Migration, Mobility and Memories- Meos in the process of peas-antization and Islamisation in the medieval Period. In Vijaya Ramaswamy (ed) Migrations in Medie-val and Early Colonial India., Routledge, 2016.
- Eleanor Zelliot and Rohini Mokashi – Puneekar – Untouchable Saints -An Indian Phenom-enon, Manohar ,2005 Chapter19- Bhakti voices on Untouchability.
- Lindsey Harlan,"Perfection and Devotion: Sati Tradition in Rajasthan" in John Stralton Hawley (ed) Sati- The blessing and the Curse- The Burning of Wives in India,1994.
- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Orient Blackswan, 2011.
- S.C.Dubey, Indian Society, NBT, 2001.
- Indian Society Historical Probings, In memory of D.D.Kosambi, Indian Council Of His-torical Research,1974, pp.175189, 337-349.
- I.H.Siddiqui- Delhi Sultanate : Urbanization and Social change,Viva Books,2009

- Vijaya Ramaswamy (ed.) Devotion and Dissent in Indian History, Foundation Books , 2014
- Chakravarti,Uma- Understanding Caste in Gendering caste Through a Feminist lens, Calcutta: Stree. Pp.6-23 .
- Raj Mohan Gandhi, The Good Boat Man, Penguin Books, 2018.
- Rajiv Bhargava, "Political Responses to Religious Diversity in Ancient and Modern In-dia", Studies in History, Vol.1,2013, pp. 21-41.
- Thomas Metcalf, "The Ordering of Difference" in Sumit Sarkar (ed.) Caste in Modern In-dia, pp.88-112.
- Das Veena, Dipankar Gupta, Paricia Oberoi(eds.), Tradition, Pluralism and Identity : In Honour of T.N.Madan, Sage Publications, New Delhi, 1999.
- Hulas Singh "Social Questioning" in Hulas Singh, Rise of Reason :Intellectual History of 19th C. Maharashtra, Routledge, Delhi, 2015, pp. 88-168.

Hindi Readings:

- G.S Ghurye, जाति, वर्ग और व्यवस्था: समाज-संरचना के प्रागैतिहासिक ग्रन्थ, राजपाल एंड सन्स,
- सुतमत सरकार, आधुनिक काल: भारत 1880 से 1950, राकिसमल प्रकाशन, 2020
- Gail Omvedt, Jati ke samajha: महात्मा बुद्ध से बाबासाहेब अम्बेडकर, ओरएंड ट ब्लैकस्वान, 2018.
- Gail Omvedt, भारत में बौद्ध धर्म: ब्राह्मणवादी और जातिवाद को चुनौती, से, 2018.
- N.R.Farooqi, सूफीवाद की कुछ महत्वपूर्ण लेख, ओरएंड ट ब्लैकस्वान,
- Shahabuddin Iraqi ,मध्यकालीन भारत में भक्ति आंदोलन। चौखम्बा सुरभारती प्रकाशन, 2012
- Pandey, G. C. (1990). बौद्ध धर्म के विकास का इतिहास (बौद्ध धर्म के विकास का इतिहास)। लखनऊ: उत्तर प्रेश तहसील संस्थान। (तीसरा संस्करण)
- .त मश्र, एस. सी. (2014.) 'मुगल पूर्व भारत में सामाजिक तगतीलता', मध्यकालीन भारत, अंक - (सं.) इरफान हबीब, त िल्ली: राकिसमल प्रकाशन, पृ.सं. 51-58.
- बहुगुणा, आर.पी. (2009). मध्यकालीन भारत में तर्क और सूफी आंदोलन, त िल्ली: ग्रंथशिल्पी.

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

GENERIC ELECTIVES (GE-4): Understanding Indian Heritage

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code GE-4	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Indian Heritage	4	3	1	0		

Learning Objectives

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why it needs to be conserved. More importantly the paper highlights how both tangible and intangible heritage needs to be accessed. Issues of loot and repatriation and heritage preservation and conservation in turn point out how heritage and culture often becomes tropes to status claims of a country, a nation, a society and a region in front of the international world community. Matters of selective preservation and conservation can be addressed. It seeks to familiarize students with the evolution of heritage legislation and how 'measures from above are not always arbitrary. In some cases they have been a reaction to demands from below. The paper hence would be of particular value to students who are interested in heritage by also highlighting the national significance (international and domestic) raising public consciousness and sensitivity to heritage preservation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the complex character of heritage.
- Analyse the historical processes which result in the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Discuss the issues of ownership and legislation to prevent 'loss' of heritage.

- Assess initiative of government bodies and NGO's to conserve and preserve heritage given the prioritization of development as well as in 'conflict' ridden zones/spaces.
- Discuss the importance of heritage for the country, the communities, region and society at large.

SYLLABUS OF GE-3

Unit I: Defining Heritage:

MEANING of antiquity'; 'archaeological site'; 'tangible and intangible heritage'; "art treasure'. Regional case studies of intangible heritage—dances, music, dance drama, oral stories, theatre, folk performances etc—can be given to make the concept more clear. (3 weeks)

Unit II: Issues of Loot and Repatriation: Heritage, Ownership and Legislation:

1. Conventions and Acts—International and National.
 2. Antiquity smuggling and repatriation.
- (4 weeks)

Unit III: Heritage Preservation and Conservation: (4 weeks)

1. Development, conflict (specific case study of UNESCO site Nizamuddin Basti or any such space where both tangible and intangible heritage merge; Muziris heritage project etc).
2. Heritage related Government departments, museums and regulatory bodies.
3. Conservation initiatives.

Unit IV: Heritage Interpretation: (4 weeks)

1. Heritage, Modernity and memory.
2. Participatory Heritage, Exhibitions, Heritage walks etc.
3. Digitizing Heritage
4. Management tools for interpretive projects

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The unit will introduce the meanings of heritage associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure. The challenges posed in conservation of intangible heritage: case studies of food culture (Old Delhi, Lucknow, Hyderabad, Calicut, Calcutta or any UNESCO heritage site in India) or folk theatre or art (madhubani, Gond etc) can be taken up.

(Teaching time: 3 weeks)

- Charters and Conventions available on UNESCO and ASI websites. (www.unesco.org ; www.asi.nic.in)
- Keynote address by Bouchenaki, Mounir . 'The Interdependency of the Tangible and Intangible Cultural Heritage.' ICOMOS 14th General Assembly and Scientific Symposium
- Lahiri, N. (2012), Marshalling the Past—Ancient Indian and its Modern Histories. Ranikhet: Permanent Black (Chapter 4 and 5
- Lowenthal, D. (2010). Possessed by the Past: the Heritage Crusade and the Spoils of History. Cambridge: Cambridge University Press.
- <https://www.lifestyleasia.com/ind/culture/events/durga-puja-unescos-intangible-cultural-heritage-list/>

Unit II: The unit will look into issues of loot, smuggling, illegal sale of artefacts. It also looks at repatriation of such artifacts for which many international and national laws are formulated and put into effect. **(Teaching time: 4 weeks)**

- Acts on Unesco website (<https://legislative.gov.in/sites/default/files/A1972-52.pdf> ; https://en.unesco.org/sites/default/files/inde_act52_1972_enorof.pdf ;
- Mankodi, Kirit L. 'The Case of the Contraband Cargo or, Atru's Amorous Couple.' in Temple Architecture and Imagery of South and Southeast Asia, Prasadaniidhi: Papers presented to Professor M A Dhaky, edited by Parul Pandya Dhar and Gerd JR Mevissen, Delhi: Aryan Books International, pp. 369-379.
- Richard Davis, "Indian Art Objects as Loot." The Journal of Asian Studies, 23 March 2011

- Vijay Kumar, The Idol Thief. Juggernaut

Unit III: The unit will discuss the efforts at heritage preservation by various organizations both Govt funded organizations and NGO's. **(Teaching time: 4 weeks)**

- Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi, INTACH.
- Layton, R.P Stone and J. Thomas (2001). Destruction and Conservation of Cultural Property. London: Routledge.

Unit IV: The unit will highlight the use of new techniques and technology in making heritage a 'lived' experience for a wider audience. It hence explores heritage interpretation, management and how people become participants in giving new meanings to both tangible and intangible heritage.
(Teaching time: 4 weeks)

- Anupama Malik, Santanu Chaudhury, Vijay Chandru, Sharda Srinivasan (eds.), Digital Hampi: Preserving Indian Cultural Heritage.
- Howard, Peter (2003). Heritage: Management, Interpretation, Identity. Bloomsbury Publications, United Kingdom.
- Patrick Daly and Tim Winter (ed.), Routledge Handbook of Heritage in Asia. Chapters 1 and 18 (pp 1-36, 283-294).

Suggestive readings

- Himanshu Prabha Ray and Manoj Kumar (eds.) 2014. Indian World Heritage Sites in Con-text. Aryan Books, New Delhi.
- King, Victor T. (ed.) ,2015. UNESCO in Southeast Asia: World Heritage Sites in Com-parative Perspective. NIAS Press, Copenhagen.
- Kulkarni, Subhash. 2016. Heritage of India, MRM Publication.
- Shikha Jain, Vinay Sheel Oberoi, 2021. Incredible Treasurers: UNESCO World Herit-age sites of India, Mapin Publishing, Ahmedabad
- Singh, Upinder, 2021. Idea of Ancient India: Essays on Religion, Politics and Archaeolo-gy. Sage Publications, India.
- World Heritage Sites, 8th Edition by UNESCO

Hindi Readings:

- प्रतमलागुप्ता (2016). भारतके तवश्वप्रतसद्धारोहरस्थल, प्रभातप्रकाशन, नईतिल्ली ।
- रे खाफोगट (2021). भारतके तवश्विस्मारिक, पाठकपम्भलसरएं डतडस्टीब्युटसानईतिल्ली ।
- अमरतसंह (2012). भारतकीसांस्कृ ततकतवरासत, नेहापम्भलसरएं डतडस्टीब्युटसा, शाहिरा ।
- रमास्याल, तवश्वतवख्यातभारतीर्कलाऔरसांस्कृ ततऔरतवरासत । ग्लोबलतविनपम्भलससा, नईतिल्ली ।
- तपर्ांशिीऔझा (2021). पर्ाटनऔरसांस्कृ ततकतवरासत, तहमांशुपम्भलके शन्स, िरर्ागंि ।
- • मधुअग्रवालवसीपीअग्रवाल (2019)। सांस्कृ ततकपर्ाटनसेधरोहरकासंरक्षणएवंसंवधान, तहमांशुपम्भलके शन्स, िरर्ागंि

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