

*Department of History, University of Delhi*

# **MASTER OF ARTS (HISTORY)**

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

**Semester I**



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

**W.E.F FROM JULY 2025 AS PER PGCF  
BASED ON NEP-2020**

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## *Department of History, University of Delhi*

### **About the Department**

The Act that created the University of Delhi on 1 May 1922, gave a major share in administration and teaching to representatives from colleges. For the next twenty years Delhi University was virtually the sum total of its small number of Colleges, St. Stephen's, Hindu and Ramjas where History was taught at the Intermediate and B.A. level. It was during the long stewardship of Sir Maurice Gwyer, Vice Chancellor from 1939-1950 that the University started assuming something of its present shape. The Delhi University Act was amended to provide a three-year Honours degree, Professorial Chairs were instituted in Economics, History, Physics and Chemistry, most M.A. teaching was shifted to the Departments.

The Department of History and Economics were the two basic social science departments that date back to the late 1930s. The first holder of the Chair in History was Ishtiaq Husain Qureshi, the distinguished historian of Medieval History, who moved from St. Stephen's College to preside over the University Department, while also holding the position of Dean of the Faculty of Arts. The late 1940s saw scholars like Bisheshar Prasad (Modern History) and Parmatma Saran, the well-known historian of the 13-15th centuries who joined the department after obtaining a Ph.D from the University of London. The early 1950s saw the beginning of the practice of the Department inviting distinguished teachers from the University's constituent Colleges to lecture for post-graduate classes. Notable among these was K.M. Ashraf (Kirori Mal College) major scholar of social history of Medieval India and Mohammad Amin (St. Stephen's College) who regularly taught the history of 16-18 century India from c. 1949-1990.

The major event in the Department of the early 1960s was the induction of Romila Thapar, who moved from Rohtak University to Delhi University (c. 1964-1972), and who emerged as one of the major historians of Ancient India, before shifting to JNU. The next big expansion of the Department took place in the 1960s and early 1970s, when scholars of the stature of B.B. Misra (Modern History), K.S. Lal (Medieval History 1963-1973), R.S. Sharma (Ancient India) Parthasarathi Gupta (History of England and Europe) and Sumit Sarkar (Modern India) moved from Patna, Allahabad and Kolkata to strengthen the teaching and research in History. Since that time many renowned scholars of National and International repute have served as faculty in the Department and have enriched it with their scholarship.

Major revisions in the syllabi took place in the early 1970s and again in the 1980s when the teaching of areas other than India (Europe, China, Japan in terms of areas) and newer courses on Political Thought, Social History, peasant studies were framed and scholarship strengthened. It needs stressing that the quality of post-graduate teaching in History for which our Department was known, depended crucially on a very strong base that newer, redesigned courses and first rate teaching that was imparted in our numerous undergraduate Colleges. It was this symbiosis between a strong basic training in History and the inculcation of a research oriented graduate studies that won our students international recognition, as evident from the admission of our alumni for advanced research and teaching in the leading Universities in UK and the USA.

One of the outstanding features of the Department of History has always been its scholastic plurality – its faculty members have received their academic training around the globe; they have all written differing kinds of histories and follow their own political commitments. Although the faculty does not conform to a particular research methodology, this plurality in academic interests is sustained and reproduced through debate and discussions which we pursue through well-ingrained democratic impulses. We are the richer in the range of our courses, and sharper in debate and political commitments from the need to locate our intellectual positions cogently and respectful of plurality. All this, even when we argue passionately and vehemently.

The Department of History is now a UGC sponsored 'Centre of Advanced Studies'. Never has a bureaucratic appellation resided more comfortably as a signature of our past and our aspirations. This is a centre of learning, of reproduction of knowledge and debate and in foregrounding History we have always been aware of the multiplicity amongst our students to whom we owe the responsibility of

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providing the finest possible programme in the teaching and learning of our discipline. This document, the Post Graduate curricula of courses, has been crafted keeping many of our past commitments to the discipline and its practitioners in mind.

### **M.A. History Programme scope, objectives and outcomes**

The Department of History has gained a global reputation for its intellectual contributions to the discipline. At different junctures in the past its members heralded scholarship in the field of socio-economic history of a Marxist persuasion and this impacted the field of ancient, medieval and modern history. Over the years this scholarship was considerably nuanced, again by the Department's faculty members, and it is their work, once again, that has impacted the global academy in fields such as archaeology, numismatics, the study of religion, gender, sexuality, processes of acculturation and social formations, social and cultural history, the study of subalterns, tribes, peasantry, labour, economic history, agrarian studies, trans-regional and global studies, war, archives, language, literature, translations, printing, caste, law, intellectual history, state formations, border studies, education, medicine, art, cinema, merchants and litterateurs. It is a long list but the substance in the claim for global reputation and impact comes from the international reach of our faculty – they are on the governing body of many renowned institutions in India, editors of peer-reviewed journals in the field, key note speakers, panel discussants, paper presenters at conferences and workshops. Our faculty members have held visiting teaching positions in universities across the world. Our old students hold positions in the History Department of nearly every major university in the world.

The Department of History is one of the leading institutions in the field in India with a huge global footprint. Our international conferences and seminars host some of the world's distinguished scholars. Our seminar series brings students in close proximity to scholars that they study and our 'baithak' workshop series gives them an opportunity to question and learn how some of these scholars' question, research and write. Our post graduate and research students are intrinsic participants in the organisation and successful conclusion of all Departmental academic activities. We hold an Annual Conference for Research Students where our MA students learn how to prepare for the Research Programme and frame their research agendas.

In its turn, the MA Programme is organised so that fresh undergraduates can expand their interests in History and learn how to become historians in their own right. The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students.

The expansion in our courses reflects the new discipline of history where its association with the state and hegemonic power structures are no longer the major subjects of instruction. While we are still interested in state formations the enlarged understanding of politics to fields of power relations has meant that social, cultural, literary, religion, art and architectural fields are present with varying degrees of emphasis in these and all courses. Our courses are organised chronologically and thematically. This has the advantage of looking at aspects of human experience through new chronologies, opening up the historiographical space to questions that are epistemological and challenging to the ways in which the discipline of history has been conceptualised over time.

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

- 1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.

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- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis
- 6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.
- 7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.
- 8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.
- 9) Display sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.
- 12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.
- 13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.
- 14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
- 15) Know the dangers of plagiarism.

*Department of History, University of Delhi***MA History First Semester**

<b>Semester-I</b>
DSC-1: World history
DSC-2: World history
DSC-3: World history
DSE: 02 Courses can be opted from the pool of DSE
Skill-based course

**LIST OF COURSES-M.A. History Semester I:****Discipline Specific Core (DSC) Courses:****3 in one Semester**

Serial No.	Title of the Course	Semester
1.	Ancient World	I
2.	Medieval Societies: Structures, Cultures, and Exchange (c.500-1500CE)	I
3.	Historiography and Modernity	I

**Discipline Specific Elective (DSE) Courses:****Any 02 from the pool in one Semester**

Serial No.	Title of the Course
1.	Ancient Mesopotamia
2.	Society and Culture in Early Cities
3.	Science, Religion and Techno-communities in Precolonial Asia, 1400-1700
4.	Philosophy and Methods of History
5.	History of North Africa and Spain (8th -15th Century)
6.	Revolutions and Revolutionary Thought in the West
7.	Colonialism and its Archives
8.	Forms of Resistance in Northern India, c. 1560-1740
9.	Green Legacies: Indigenous and Empires' Ecologies in India
10.	Select Issues in the History of Nationalism in India, c. 1860-1917
11.	Ancient Indian Religions and Philosophies (up to ca. 500 CE)
12.	Imaging Ancient India: Visual Arts and Archives
13.	History of Modern France (1760-1815)
14.	Conquest of America
15.	Approaches to Global History: 1492-1991

**Generic Elective (GE) Courses, - Any 01 from pool of DSE above in one Semester**

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**Skill Based Courses (SBC), - Any 01 from pool in one Semester**

<b>Serial No.</b>	<b>Title of the Course</b>
1.	Epigraphy and Paleography
2.	Epigraphic and Architectural Remains for the Study of Medieval Indian History
3.	Historical and Archival Records: Skills and Methods

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**Course Wise Content Details for MA (History) Programme:**

**DISCIPLINE SPECIFIC CORE COURSES**



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### DSC-1: ANCIENT WORLD

Credit Distribution, Eligibility, and Pre-requisites of the Course						
Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Ancient World	04	3	1	0	Nil	Nil

**Course Objective:** This course intends to outline the transitions in the Socio-political and cultural development of the four representative ancient societies of the world, viz Mesopotamia, Egypt, Greece, and Rome. The Course is chronologically an ambitious one, covering an immense historical period from the earliest evidence of hunter-gatherers and early food-producing communities to the emergence of complex societies. In spite of the vast spatial and temporal span of the course, a pedagogical coherence will be achieved by studying **only two** ancient societies in a given year.

### Learning Outcomes

After completing this course, students would be able to:

- How a variety of Sources from archaeological to literary and Art are deployed by historians to understand the dynamics of the ancient world.
- Through the study of specific case studies understand the various facets of a particular ancient society in its spatial and temporal frame.

### Course Contents

**Unit1:** Political Structure: Tribal assemblies to state and empire; Pillars of state viz. Taxation, bureaucracy, army; Political personalities and their role in the running of the state. **(4 weeks)**

**Unit 2:** Economy: Beginning of Agriculture; Primitive economy of Barter; Technological breakthrough; markets, money and Urbanisation. **(4 weeks)**

**Unit 3:** Society: Different social groups; Free and Slave population; Role of Religion **(4 weeks)**

**Unit 4:** Culture: Pre-literate to literate classical culture; Literature, Art and architecture. **(4 weeks)**

### Essential Readings:

**Unit-1:** Political Structure: Tribal assemblies to state and empire; Pillars of state viz. Taxation, bureaucracy, army; Political personalities and their role in the running of the state.

- Crawford, Harriet E. W. *Sumer and the Sumerians*. 2nd edition. Cambridge: Cambridge University Press, 2004
- Perry Anderson(1985), *Passages from Antiquity to Feudalism*, Verso
- Yoffee Norman(2005), *Myths of the Archaic States: Evolution of the Earliest cities, States and Civilization*, CUP
- Mieroop, Mark, van de(2010), *A History of Ancient Egypt*, Willy Blackwell publishers
- Pollock, Susan. *Ancient Mesopotamia: The Eden That Never Was*. Cambridge: Cambridge University Press, 1999.
- Midant-Reynes, Béatrix. *The Prehistory of Egypt: From the First Egyptians to the First Pharaohs*. Translated by Ian Shaw. Malden, MA: Blackwell Publishing, 2000.
- Hopkins Keith (1980), 'Taxes in the Roman Empire:200BC-400AD', *JRS*, 70,pp.101-125
- Finley, M.I, (1991), *The Ancient Greeks*, Penguin
- Grandazzi, A(1997), *The Foundation of Rome: Myth and History*, Cornell University Press

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**Unit-2:** Economy: Beginning of Agriculture; Primitive economy of Barter; Technological breakthrough; markets, money and Urbanisation.

- Liverani, Mario. *The Ancient Near East: History, Society and Economy*. Translated by Soraia Tabatabai. London: Routledge, 2014.
- Adams, Robert McC. *Heartland of Cities: Surveys of Ancient Settlement and Land Use on the Central Floodplain of the Euphrates*. Chicago: University of Chicago Press, 1981.
- Mc Adams Robert, (1966), *The Evolution of Urban Society*, Chicago
- Finley ,M.I (1973), *The Ancient Economy*, University of California Press
- Martin Thomas(2013), *Ancient Greece from Prehistoric to Hellenistic Times*, Yale University Press
- Hopkins ,Keith(1978), Economic Growth and Towns in Classical Antiquity, in Abrams & Wrigley eds, *Towns in Societies: Essays in Economic History and Historical Sociology*, CUP
- Parkins, Helen eds (1997), *Roman Urbanism: Beyond the Consumer City*, Routledge
- Warburton, David A. *State and Economy in Ancient Egypt: Fiscal Vocabulary of the New Kingdom*. Fribourg: University Press Fribourg, 1997

**Unit-3:** Society: Different social groups; Free and Slave population; Role of Religion

- Bottéro, Jean. (2001) *Religion in Ancient Mesopotamia*. Translated by Teresa Lavender Fagan. Chicago: University of Chicago Press.
- Dalley, Stephanie, (2008) ed. *Myths from Mesopotamia: Creation, the Flood, Gilgamesh, and Others*. Revised edition. Oxford: Oxford University Press.
- David Rosalie(2002), *Religion and Magic in Ancient Egypt*, Penguin
- Ste. Croix(1981), *The Class Struggle in the Ancient Greek world*, Cornell University press
- Pomeroy Sarah (1995), *Goddesses, Whores, Wives and Slaves*, Schocken Books
- Mary Beard *etal* (1998), *Religions of Rome*, Vols.1&2, CUP
- Woods, E.M,(2015), *Peasant citizen and the Slave: The Foundations of Athenian Democracy*, Verso
- Teeter, Emily. *Religion and Ritual in Ancient Egypt*. Cambridge: Cambridge University Press, 2011.

**Unit-4:** Culture: Pre-literate to literate classical culture; Literature, Art and architecture.

- Zainab Bahrani, (2017) *Mesopotamia: Ancient Art and Architecture*, Thames and Hudson Ltd
- Gamsey, Peter *etal*(2015), *The Roman Empire, Economy Society, and Culture*, University of California Press
- Gibbs Mathew *etal*(2013), *Themes in Roman Society and Culture*, OUP
- Foster, John L. (2001) *Ancient Egyptian Literature: An Anthology*. Austin: University of Texas Press.
- Smith, W. Stevenson. (1998) *The Art and Architecture of Ancient Egypt*. Revised with additions by William Kelly Simpson. Baltimore: Penguin Books.

### **Suggested Readings:**

- Foster, Benjamin R., and Karen Polinger Foster. *Civilizations of Ancient Iraq*. Princeton: Princeton University Press, 2009.
- Roux, Georges. *Ancient Iraq*. 3rd edition. London: Penguin Books, 1992
- Redford, Donald ed (2001), *The Oxford Encyclopaedia of Ancient Egypt*, OUP
- Redfield, James M. *The Primitive World and Its Transformations*. Ithaca: Cornell University Press, 1985.
- Hallo, William W., and William Kelly Simpson. *The Ancient Near East: A History*. 2nd edition. Fort Worth: Harcourt Brace College Publishers, 1998.

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- Fagan, Brian M. *People of the Earth: An Introduction to World Prehistory*. 14th edition. New York: Routledge, 2016.

Additional readings may be suggested by the Department from time to time.

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

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<b>DSC-2: MEDIEVAL SOCIETIES: STRUCTURES, CULTURES AND EXCHANGES (C. 500-1500)</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Medieval Societies: Structures, Cultures and Exchanges (c. 500-1500)</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:** The course introduces students to a critical examination of the structural, political, religious, and economic foundations of medieval societies across Europe, the Islamic world, and other interconnected regions. It allows them to analyse the impact of cross-cultural interactions, conquests, and migrations on evolving social hierarchies, institutions, and cultural expressions. It introduces advanced historiographical debates and interdisciplinary approaches central to the postgraduate study of medieval history. The course encourages comparative and connected historical perspectives that illuminate both convergences and divergences among medieval societies.

**Learning Outcomes:**

- Critically evaluate recent historiographical trends and theoretical frameworks concerning medieval Europe, the Islamic world, and other premodern contexts.
- Demonstrate an advanced understanding of processes of social formation, mobility, and economic and cultural exchange in medieval settings.
- Integrate comparative and transregional perspectives into the study of medieval societies.
- Develop and present original, well-substantiated arguments on the social, economic, and religious dynamics of the medieval world through written and oral formats.

**Course Content:**

**Unit 1:** Structures of Power and Social Hierarchies; Women's Condition and Slavery (4 weeks)

**Unit 2:** Urban Life, Economy, and Trade Networks (4 weeks)

**Unit 3:** Religious Communities and Cultural Production (4 weeks)

**Unit 4:** Mobility, Encounters, and Empire (4 weeks)

**Essential Readings:**

**Unit 1:** Feudalism and its critiques; aristocracy, peasantry, and serfdom in Europe; military slavery and mamlukism in Islamic lands; social stratification in other medieval societies (Byzantine, African, South Asian).

- Bentley, Jerry H. "Cross-Cultural Interaction and Periodization in World History." *The American Historical Review* 101, no. 3 (June 1996): 749–70.
- Chris Wickham, *Framing the Early Middle Ages: Europe and the Mediterranean 400–800* (Oxford, 2005) – Chs. on aristocracy and peasant societies.
- Wickham, Chris. "The Other Transition: From the Ancient World to Feudalism." *Past & Present*, no. 103 (May 1984): 3–36.
- Duby, Georges. *The Three Orders: Feudal Society Imagined*. Chicago: University of Chicago Press, 1980.
- Brown, Elizabeth A. R. "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review* 79, no. 4 (October 1974): 1063–88.
- Hodgson, Marshall. G.S., *The Venture of Islam, Vol I, The Classical Age of Islam*, Chicago: University of Chicago Press, 1974.

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- Holt, P.M., Lambton, A.K.S. and Lewis, Bernard, *The Cambridge History of Islam: Volume 2B: Islamic Society and Civilisation*. Cambridge University Press, 1977.
- Perry, Craig, "Historicizing Slavery in the Medieval Islamic World", *International Journal of Middle East Studies*, Vol. 49. Issue 1 (February 2017): 1216-1245.
- Reuven Amitai, "The Mamluk Institution: 1000 Years of Military Slavery in the Islamic World," *History Compass*, 5/5 (2007): 1216–1245.
- Duggan, J., ed. *Nobles and Nobility in Medieval Europe: Concepts, Origins, Transformations*. Woodbridge: The Boydell Press, 2002, pp. 246–262.
- Mollat, Michel. *The Poor in the Middle Ages: An Essay in Social History*. New Haven: Yale University Press, 1986.
- Zuber, Christiane Klapisch, "Women and the Family" in Jacques Le Goff ed., *The Medieval World: The History of European Society*, trans. Lydia G. Cochrane, London, 1977, pp. 285-312.

**Unit 2:** Urbanization and guilds; Commodity production; Hanseatic League and Oceanic trade; caravan trade routes in Central Asia and Africa. Maritime Cosmopolitanism

- Abu Lughod, Janet. *Before European Hegemony: The World System A.D. 1250–1350* (Oxford, 1989).
- Le Goff, Jacques. *Your Money or Your Life: Economy and Religion in the Middle Ages*, 1988.
- Avner Greif, *Institutions and the Path to the Modern Economy* (Cambridge, 2006) – Chs. on Maghribi traders.
- Lucassen, Jan, Tine De Moor, And Jan Luiten Van Zanden. 'The Return of the Guilds: Towards a Global History of the Guilds in Pre-industrial Times', *IRSH*, vol. 53, Supplement, 2008, Introduction, pp. 5–18.
- Jessica Goldberg, *Trade and Institutions in the Medieval Mediterranean: The Geniza Merchants and their Business World* (Cambridge, 2012).
- Ho, Engseng, *The Graves of Tarim: Genealogy and Mobility across the Indian Ocean*. California University Press. 2006
- Gurevich, Aron Ja. "The Merchant." In *The Medieval World: The History of European Society*, edited by Jacques Le Goff, translated by Lydia G. Cochrane, 243–283. London: Park Gate Books, 1977.
- Bentley, Jerry H. Bentley, Sanjay Subrahmanyam and Merry E. Wiesner-Hanks, *The Cambridge World History, Volume Vi, The Construction Of A Global World, 1400–1800 Ce Part 2: Patterns Of Change*. CUP, 2015. (Select chapters)

**Unit 3:** Christian monasticism; Islamic scholasticism; Jewish networks; pilgrimage and sacred geographies; Popular Beliefs and religiosity; Textual Networks and Translations

- Brown, Peter. *The Rise of Western Christendom Triumph and Diversity, A.D. 200-1000*, 10th Anniversary Revised Edition. (Wiley Blackwell, 2013) – Selected chapters.
- Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600–1800* (Cambridge, 2003).
- Miri Rubin, *Cities of Strangers: Making Lives in Medieval Europe* (Cambridge, 2020).
- Ginzburg, Carlo. *The Night Battles: Witchcraft and Agrarian Cults in the Sixteenth and Seventeenth Centuries*. Translated by John and Anne C. Tedeschi. [Introduction.]
- Biller, Peter. "Popular Religion in the Central and Later Middle Ages." In *Companion to Historiography*, edited by Michael Bentley, 209–234. London: Routledge, 1997.
- Burke, Peter. "The World of Carnival." In *Popular Culture in Early Modern Europe*, 178–204. London: Harper Torchbooks.
- Gurevich, Aron Ja. "Monks." In *The Medieval World: The History of European Society*, edited by Jacques Le Goff, translated by Lydia G. Cochrane, 37–74. London: Park Gate Books, 1977.

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- Hodgson, Marshall. G.S., *The Venture of Islam, Vol I, The Classical Age of Islam*, Chicago: University of Chicago Press, 1974.
- Babayan, Kathryn. *Mystics, Monarchs, and Messiahs: Cultural Landscapes of Early Modern Iran*, Cambridge: Harvard Middle Eastern Monographs. 2002.

**Unit 4:** Nomadic societies and sedentary empires (Mongols, Turks); Religious Intimacy and Wars; imperial formations and clash of empires; travellers across the empires.

- Allse, Thomas. *Culture and Conquest in Mongol Eurasia*. Cambridge, 2001.
- Hodgson, Marshall. G.S., *The Venture of Islam, Vol 2 The Expansion of Islam in the Middle Periods*. Chicago: University of Chicago Press, 1977.
- **Peter Jackson**. *The Mongols and the Islamic World: From Conquest to Conversion*. Yale University Press. 2017
- Hillenbrand, Carole. *The Crusades: Islamic Perspectives* (Edinburgh, 2000).
- Phillips, Kim M. *Before Orientalism: Asian Peoples and Cultures in European Travel Writing, 1245–1510*. Philadelphia. 2013.
- Frankopan, Peter. *The Silk Roads: A New History of the World* (Bloomsbury, 2015) – Relevant chapters.
- Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages* (Princeton, 1996).
- *The Travels of Marco Polo*. Peacock Books. 2024.
- Gibb, H.A.R. trns., *Ibn Battuta Travels In Asia And Africa 1325-1354*. Manohar Classics, 2006.
- Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds*. New York: Farrar, Straus and Giroux/Hill and Wang. 2006.

### **Further Readings:**

- Balzarette, Ross. "The Creation of Europe." History Workshop, no. 33 (Spring 1992): 181–96.
- Pipes, Daniel. *Slave Soldiers and Islam: Genesis of the Military System*, New Haven: Yale University Press, 1981.
- Paul H. Freedman (ed.), *The Origins of Peasant Servitude in Medieval Catalonia* (Cambridge, 1991).
- Amitai, Reuven and Michal Biran (eds.), *Nomads as Agents of Cultural Change: The Mongols and Their Eurasian Predecessors*. Honolulu: University of Hawai Press. 2015.
- Olivia Remie Constable, *Trade and Traders in Muslim Spain: The Commercial Realignment of the Iberian Peninsula, 900–1500* (Cambridge, 1994).
- Bloch, Marc. *Sāmāntī Samāj* (Feudal Society), trans. into Hindi, 2 vols. New Delhi: Granthshilpi, 2012.
- Bloch, Marc. *Feudal Society*. 2 vols., 2nd ed. London: Routledge, 1962.
- Margariti, Roxani. *Aden and the Indian Ocean Trade: 150 Years in the Life of a Medieval Arabian Port* (Chapel Hill, 2007).
- Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP. 2007.
- Bang, Peter Fibiger and Dariusz Kołodziejczyk (ed.). *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press. 2012.
- Pomeranz, Kenneth and Steven Topik. *The World that Trade Created: Society, Culture, and The World Economy, 1400 to the Present*, Armonk: New York. 2006.

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- P. M. Holt, P.M., Lambton, A.K.S. and Lewis, Bernard, *The Cambridge History of Islam: Volume 2A: The Indian Sub-Continent, South-East Asia, Africa And The Muslim West*. Cambridge University Press, 2008.
- Susan Reynolds, *Fiefs and Vassals: The Medieval Evidence Reinterpreted* (Oxford, 1994) – Reassessment of "feudalism."
- Bentley, Jerry H. Bentley, Sanjay Subrahmanyam and Merry E. Wiesner-Hanks, *The Cambridge World History, Volume Vi, The Construction Of A Global World, 1400–1800 Ce Part 2: Patterns Of Change*. CUP, 2015. (Select chapters)

Additional readings may be suggested by the Department from time to time.

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

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DSC-3: HISTORIOGRAPHY AND MODERNITY						
Credit Distribution, Eligibility, and Pre-requisites of the Course						
Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Historiography and Modernity	04	3	1	0	Nil	Nil

**Course Objective:** Modernity has been characterized by a specific understanding of the past. This understanding depends the specialized knowledge of the discipline of History which involves systematic study, analysis and reconstruction. This course introduces students to the problems of the historical method through a study of some of the canonical works of the discipline.

### **Learning Outcome:**

At the end of the course, students would:

- Understand the relationship between concepts and historical change
- Understand the methodological aspects of history-writing.
- Understand the relationship between history and modernity
- Be able to read and analyse canonical historical works closely

### **Course Content:**

**Unit 1:** Critical Appraisal of Annales Historiography

**Unit 2:** Critical Appraisal of Marxist Historiography

**Unit 3:** The Historiography on Gender

**Unit 4:** Orality, Written Cultures and Oral History

### **Essential Readings**

#### **Unit 1: Critical Appraisal of Annales Historiography (Week 1-4)**

This unit engages with the diverse methodological orientations of the historians of the Annales School as critiques of the School. In doing so it also reflects on the nature of modernity.

- Peter Burke, *The French Historical Revolution: The Annales School 1929-89*, 1990.
- Lucien Febvre *The Problem of Unbelief in the Sixteenth Century* Harvard University Press 1985
- Marc Bloch, *The Royal Touch: Monarchy and Miracles in France and England* Routledge 1985
- Emmanuel Le Roy Ladurie *Montaillou: Cathars and Catholics in a French Village 1294-1324* Penguin 1980
- Maurice Aymard and Harbans Mukhia, *French Studies in History*, Vols 1 and 2.
- Renato Rosaldo, 'From the Door of His Tent: The Fieldworker and the Inquisitor' in *Writing Culture, The Poetics and Politics of Ethnography*, University of California Press, 1986.
- Ginzburg, Carlo and John Tedeschi, Anne C. Tedeschi. (1993). 'Microhistory: two or three things that I know about it', *Critical Inquiry*, 20, 1, pp. 10–35.

#### **Unit 2: Critical Appraisal of Marxist Historiography (Week 5-8)**

This unit engages with the writings of Karl Marx, the debates within Marxism as well as the critiques of Marxism. In doing so it also reflects on the nature of modernity.

- Marx, K 1990 Capital I London, Penguin [pp. 163 - 178; 270-283; Part III (Chapter 7); Part 8. ]
- Livergood, N.D. 1967 Activity in Marx's Philosophy, The Hague Martinus Nijhoff 1967.
- [Chapters 1-4]
- Kevin Anderson Marx at the Margins University of Chicago Press 2010



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- Claude Lefort “Marx, from one vision of History to Another” in *The Political Forms of Modern Society* MIT Press 1986
- Thompson, E P. 1991. *Customs in Common* London, Penguin
- Katz, C.J. 1992 “Marx on the Peasantry: Class in Itself or Class in Struggle?” *The Review of Politics*, Vol. 54, No. 1 (Winter, 1992), pp. 50-71
- Perry Anderson, *Arguments within English Marxism* Verso London 1980 [Selections]
- Engles, F. 2010 *Origin of the Family, Private Property and the State* London Penguin

### **Unit 3: The Historiography on Gender (Week 9-12)**

This unit engages with the diverse methodological orientations present in the historiography on Gender. In doing so it also reflects on the nature of modernity.

- This unit engages with the diverse methodological orientations present in the historiography on Gender. In doing so it also reflects on the nature of modernity.
- Morgan, Sue (Ed.), (2006). *The Feminist History Reader*, London Routledge,.
- Carole Pateman *The Sexual Contract* Stanford University Press 1988
- Scott, Joan. (1999). “Gender: A Useful Category of Historical Analysis,” in *Gender and the Politics of History*, New York: Columbia University Press
- Butler, Judith. (2007). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge,
- Burton, Antoinette, (2003). *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*, New York: Oxford University Press
- Wiesner-Hanks, Merry. (2007). ‘World History and the History of Women, Gender and Sexuality’, *Journal of World History*, 18 (1), March 2007: 53-67.

### **Unit 4: Orality, Written Cultures and Oral History (Week 12-16)**

This unit engages with the methodological problems involved in studying the nature of orality, written cultures and the practices of oral history. In doing so it also reflects on the nature of modernity.

- Walter J Ong *Orality and Literacy* Routledge 2012
- Jack Goody, *The Interface Between the Written and the Oral* Cambridge University Press 1987
- Portelli, Alessandro. (1990). *The Death of Luigo Trastulli and Other Stories: Form and Meaning in Oral History* New York: CUNY Press.
- Confino, Alon. (1997). “Collective Memory and Cultural History: Problems of Method.” *The American Historical Review* 102: 5, pp. 1386-1403.
- Thompson, Paul, with Joanna Birnat. (2017 revised edition). *The Voices of the Past: Oral History*. New York: Oxford University Press.
- Anirudh Deshpande, *The Practice of History*, 2020.

Additional readings may be suggested by the Department from time to time.

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

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**DISCIPLINE SPECIFIC ELECTIVE COURSES**

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<b>DSE-1: ANCIENT MESOPOTAMIA</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Ancient Mesopotamia</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:** This course offers an analytical survey of the ancient history of Mesopotamia, tracing the variety of cultural developments in the region from c. 9000 to c. 2000 BCE. The material culture of ancient Mesopotamian societies will be the main focus. This would include an exploration of archaeological remains from prehistoric to early historic times in context of rural and urban sites, based on archaeological, anthropological and art-historical sources. The course seeks to develop an understanding of ancient societies and their material culture, with the help of particular interpretative theories using an interdisciplinary approach. Along with the detailed reading of various bodies of archaeological evidence the course will entail a study of theoretical approaches and concepts used to study ancient Mesopotamia. Using this approach themes related to social ideas, institutions, religious and cultural practices of ancient Mesopotamia will be examined.

**Learning Outcomes:**

At the end of the course, the students would:

- Identify the geographical location, significance and environment changes of ancient Mesopotamia.
- Describe the key features of ancient Mesopotamian society, including religion, administration, economy, and social structure.
- Should be able to understand the origin of agriculture in the 'Fertile Crescent'.
- Analyse the role of advanced Neolithic cultures in the processes that led to rise of civilizations.
- Trace the various factors that led to urbanization especially in southern Mesopotamia.
- Comprehend the ideologies and institutions that were instrumental in the creation of complex societies and states.

**Course Content:**

**Unit-1.** Climatic and geographical contexts of ancient Mesopotamia; Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: A case study of Jarmo and other settlements on Zagros Mountains in the 'Fertile Crescent'.

**Unit-2.** Advanced Neolithic settlements and the cultures that represent them Hassuna, Samarra and Halaf Cultures.

**Unit-3.** Process and development of trade and urbanization in Mesopotamia and Social complexity: A case study of the Uruk and Jemdet Nasr Period (c.4000 to c. 2900 BCE).

**Unit-4.** Emergence of new institutions of power: Temples and Palaces; Legal system in Mesopotamia, Aspects of social stratification in Mesopotamia: Class and gender.

**Essential Readings:**

**Unit-1 (Week 1-4):**

- Bahrani, Zainab. "Conjuring Mesopotamia: Imaginative Geography and a World Past." In *Archaeology Under Fire: Nationalism, Politics and Heritage in the Eastern Mediterranean and Middle East*, edited by L. Meskell, 159–174. London and New York: Routledge, 1998.
- Cordova, Carlos E. "The Degradation of the Ancient Near Eastern Environment." In *A Companion to the Ancient Near East*, edited by Daniel C. Snell, 109–125. Malden, MA: Blackwell, 2005.

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- Matthews, Roger. "Tracking a Transition: Hunters Becoming Farmers." In *The Archaeology of Mesopotamia: Theories and Approaches*, 67–92. London: Routledge, 2003.
- Pollock, Susan. "Geographic Setting and Environment." In *Ancient Mesopotamia: The Eden That Never Was*, 28–44. Cambridge: Cambridge University Press, 1999.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 16–49.
- Scheffler, Thomas. "'Fertile Crescent', 'Orient', 'Middle East': The Changing Mental Maps of Southwest Asia." *European Review of History* 10, no. 2 (2003): 253–272.
- Wilkinson, Tony J. "The Environmental Context." In *Archaeological Landscapes of the Near East*, 15–32. Tucson: University of Arizona Press, 2003.

### **Unit-2 (Week 5-8):**

- Braidwood, Linda S., Robert J. Braidwood, Bruce Howe, Charles A. Reed, and Patty Jo Watson. *Prehistoric Archaeology Along the Zagros Flanks*. Oriental Institute Publications, Vol. 105. Chicago: University of Chicago Press, 1983, 1–541.
- Gruber, Jacob W. "Irrigation and Land Use in Ancient Mesopotamia." *Agricultural History* 22, no. 2 (1948): 69–77. Published by Agricultural History Society.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 88–140.
- Roux, Georges. *Ancient Iraq*. New edition. London: Penguin, 1992, 42–58.
- Wengrow, David. "The Changing Face of Clay: Continuity and Change in the Transition from Village to Urban Life in the Near East." *Antiquity* 72 (1998): 783–795.

### **Unit-3 (Week 9-12):**

- Childe, V. Gordon. "Civilization, Cities and Towns." *Antiquity* 31 (1957): 36–37.
- Gates, Charles. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. London and New York: Routledge, 2003, 30–65.
- Karlovsky, C. C. L., and J. A. Sabloff. *Ancient Civilizations: The Near East and Mesoamerica*. Menlo Park, CA: The Benjamin, 1979, 90–112.
- Matthews, R. J. "Excavations at Jemdet Nasr." *Iraq* 51 (1988): 225–248. Published by the British Institute for the Study of Iraq.
- Matthews, Roger. "States of Mind: Approaches to Complexity." In *The Archaeology of Mesopotamia: Theories and Approaches*, 93–126. London: Routledge, 2003.
- Pollock, Susan. "Settlement Patterns." In *Ancient Mesopotamia: The Eden That Never Was*, 45–77. Cambridge: Cambridge University Press, 1999.
- Postgate, J. N. "Cities and Dynasties." In *Early Mesopotamia: Society and Economy at the Dawn of History*, 22–50. London and New York: Routledge, 1992.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 141–176.
- Van de Mieroop, Marc. "Origins: The Uruk Phenomenon." In *A History of the Ancient Near East*, 17–38. Oxford: Blackwell, 2004.
- Van de Mieroop, Marc. "The Origins and the Character of the Mesopotamian City." In *The Ancient Mesopotamian City*, 23–41. Oxford: Oxford University Press, 1997.
- Ratnagar, Shireen (1981), *Encounters: The Westerly Trades of the Harappan Civilisation*.
- Chakrabarti, D.K. (1990), *The External Trade of the Indus Civilisation*.

### **Unit-4 (Week 13-16):**

- Bottéro, Jean. "The Religious System." In *Mesopotamia*, translated by Zainab Bahrani and Marc Van de Mieroop, 201–231. Chicago: University of Chicago Press, 1992.

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- Hruša, Ivan. *Ancient Mesopotamian Religion: A Descriptive Introduction*. Münster: Ugarit-Verlag, 2015.
- Lerner, Gerda. *The Creation of Patriarchy*. New York: Oxford University Press, 1986, 36–161.
- Postgate, J. N. *Early Mesopotamia: Society and Economy at the Dawn of History*. London: Routledge, 1992, 262–292.
- Redman, Charles L. *The Rise of Civilisation*. San Francisco: W. H. Freeman and Company, 1978, 214–278.
- Roaf, Michael, et al. "Palaces and Temples in Ancient Mesopotamia." In *Civilizations of the Ancient Near East*, Vol. 1, 423–441. Edited by Jack M. Sasson. New York: Scribner, 1995.
- Roth Martha T, Ed. (1997), *Law Collections from Mesopotamia and Asia Minor*, 2nd Edition.

### **Suggested Readings:**

- Adams, Robert McC. *Heartland of Cities: Surveys of Ancient Settlement and Land Use on the Central Floodplain of the Euphrates*. Chicago: University of Chicago Press, 1981.
- Adams, Robert McC. *The Evolution of Urban Society*. Chicago: Aldine, 1966.
- Boserup, Ester. *The Conditions of Agricultural Growth: The Economics of Agrarian Change under Population Pressure*. Chicago: Aldine, 1965.
- Braidwood, Robert J. *Prehistoric Men*. 8th ed. Glenview, IL: Scott, Foresman, 1975.
- Fagan, Brian M. *People of the Earth: An Introduction to World Prehistory*. Boston: Little, Brown and Company, 1977.
- Frankfort, Henri. *The Birth of Civilization in the Near East*. New York: Doubleday, 1951.
- Hammond, Mason. *The City in the Ancient World*. Cambridge, MA: Harvard University Press, 1972.
- Kuhrt, Amélie. *The Ancient Near East, c. 3000–330 BC*. London: Routledge, 1995, 56–73.
- Matthews, Roger. *The Archaeology of Mesopotamia: Theories and Approaches*. London and New York: Routledge, 2003, 1–92.
- McIntosh, Jane R. *Ancient Mesopotamia: New Perspectives*. Santa Barbara, CA: ABC-CLIO, 2005.
- Oates, David. *The Rise of Civilization*. Oxford: Oxford University Press, 1976.
- Pollock, Susan. *Ancient Mesopotamia: An Eden That Never Was*. Cambridge: Cambridge University Press, 1999.
- Postgate, J. Nicholas. *Early Mesopotamia: Society and Economy at the Dawn of History*. London and New York: Routledge, 1992.
- Reed, Charles A., ed. *Origin of Agriculture*. The Hague: Mouton, 1977.
- Riley, Carroll L. *The Origin of Civilization*. Carbondale: Southern Illinois University Press, 1969.
- Trigger, Bruce G. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press, 2003.
- Van de Mieroop, Marc. *A History of the Ancient Near East, ca. 3000–323 BC*. Oxford: Blackwell Publishing, 2004.
- Wright, G. Ernest, ed. *The Bible and the Ancient Near East*. New York: Doubleday, 1965.
- Yoffee, Norman. *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge: Cambridge University Press, 2005.

Additional readings may be suggested by the Department from time to time.

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

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<b>DSE-2: SOCIETY AND CULTURE IN EARLY CITIES</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Society and Culture in Early Cities</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:** This course provides a theoretical introduction to urbanism in history, exploring various approaches to the phenomenon and the ‘endemic problem of definition’. It examines the diverse roles of cities across different times and places. Additionally, it presents a selective survey of the character and forms of urbanism in the ancient civilizations of Mesopotamia, Greece, Rome, China, and South-East Asia. The focus will be on culturally profiling historical cities as physical, behavioral, ideological, and symbolic spaces, and understanding how ‘ancient’ cities have been studied and researched.

**Learning Outcomes:**

- Students will learn how urban centers are deeply embedded in the cultural, social, and political history of regions and that these have historical contexts.
- Students would have learnt to differentiate between the varied and very specific character of different urban spaces in ancient societies.
- Students will understand the importance of historiographical perspectives and having a comparative and interdisciplinary approach towards the study of urbanization and how social cultural practices can reflect social complexities.
- Have ability to co-relate and work out the points of commonalities and divergences between different urban centres and their political, social and cultural practices and how they may have contributed towards social diversities.
- Understand the linkages between regions, social-cultural histories and the formation of regional and cultural identities.
- Through the study of specific case studies, understand how urbanisms brings new dimensions to our understanding of history. Reading, writing, presentations and class room discussions will build up comprehension and analytical skills of the students.

**Course Content:**

**Unit 1:** Definition(s) of Urbanism and Diverse Approaches to Early Urban History, the economy of ancient cities.

**Unit 2:** The origins of Mesopotamian cities

**Unit 3:** Ancient Indian Cities from Harappa to 5<sup>th</sup> C.BCE.

**Unit 4:** Urban Centres and Cultures of Greece and Rome.

**Essential Readings:**

**Unit I (Week 1-3):** The unit will explore diverse definition(s) of Urbanism and problems related to Early Urban History: the archaeologist’s, geographer’s, sociologist’s, and historian’s approach will be studied along with factors in economy of ancient cities, how they were different from ‘modern’ cities, Weber’s and MI Finley’s notions of ‘consumer’ cities.

- Carneiro, Robert L. "Ascertaining, Testing, and Interpreting Sequences of Cultural Development." *Southwestern Journal of Anthropology* 24 (1968): 354–374.
- Finley, M. I. *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, 1973.

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- Finley, M. I. "The Ancient City: From Fustel de Coulanges to Max Weber and Beyond." In *Economy and Society in Ancient Greece*, edited by Brent D. Shaw and Richard Saller. New York: Viking Press, 1982.
- Flannery, Kent V. "The Cultural Evolution of Civilizations." *Annual Review of Ecology and Systematics* 3 (1972): 399–426.
- May, Natalie, and Ulrike Steinert, eds. *The Fabric of Cities: Aspects of Urbanism, Urban Topography and Society in Mesopotamia, Greece and Rome*. Leiden and Boston: Brill, 2014.
- Sjöberg, Gideon. *The Preindustrial City: Past and Present*. New York: Free Press, 1960.
- Wirth, Louis. "Urbanism as a Way of Life." *American Journal of Sociology* 44 (1938): 1–24.

**Unit Two (Week 4-6):** The students will trace the origins of Mesopotamian cities- The ecological and cultural backdrop, emergence of city-states, the social, cultural features of early city states upto the Sargonid period.

- Pollock, Susan. (1999). *Ancient Mesopotamia: An Eden that Never Was*. Cambridge: Cambridge University Press.
- Mc Adams, Robert. (1981) *Heartland of Cities*. Chicago: University of Chicago Press.
- Mierop, Marc Van de,. (1997) *The Ancient Mesopotamian City*, New York: Clarendon Press
- Oppenheim, A.L. (1977 edition). *Ancient Mesopotamia, Potrait of a dead civilization*. Chicago: University of Chicago Press.
- Postgate, J.Nicholas (1994) *Early Mesopotamia, Society and Economy at the dawn of history*. Oxfordshire: Routledge

**Unit Three (Week 7-11):** This unit will focus on the emergence of ancient Indian cities from proto-historic to early-historical period.

Essential Readings:

- Ghish, A, (1973), *The City in Early Historical India*.
- Possehl, G.L. (1979), *Ancient Cities of the Indus*.
- Erdody (1988), *Urbanisation in Early Historic India*.
- Allchins, F. (1995), *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*.
- Shrimali, K.M. (2021), "Pali Sahitya me Pratibimbit Nagar." *Itihaas Puratatva aur Vichaardhara, Granth Shilpi*.

**Unit Four (Week 12-16):** This unit will focus on the uraban centres and cultures of classical Greek city-states and the megapolis of Rome.

- Crouch, Dora P. *Water Management in Greek Cities*. New York: Oxford University Press, 1993.
- Hansen, Mogens H. "The Concept of the Consumption City Applied to the Greek Polis." In *Once Again: Studies in the Ancient Greek Polis*, edited by Thomas H. Nielsen, 9–48. Papers from the Copenhagen Polis Center 7. Munich: Franz Steiner Verlag, 2004.
- Ste. Croix, G. E. M. *The Class Struggle in the Ancient Greek World*. Ithaca, NY: Cornell University Press, 1981.
- Wood, Ellen Meiksins. *Peasant-Citizen and the Slave: The Foundations of Athenian Democracy*. London and New York: Verso, 2015 (reprint).
- Garnsey, Peter, Richard Saller, and Martin Goodman. *The Roman Empire: Economy, Society and Culture*. Oakland: University of California Press, 2015.
- Gibbs, Matthew, Milo Nilolic, and Pauline Ripat. *Themes in Roman Society and Culture*. Oxford: Oxford University Press, 2013.
- Hopkins, Keith. "Taxes in the Roman Empire (200 B.C.–400 A.D.)." *Journal of Roman Studies* 70 (1980): 101–125.

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- Hopkins, Keith. "Economic Growth and Towns in Classical Antiquity." In *Towns in Societies: Essays in Economic History and Historical Sociology*, edited by P. Abrams and E. A. Wrigley, 35–77. Cambridge: Cambridge University Press, 1978.
- Huskinson, Janet, ed. *Experiencing Rome: Culture, Identity & Power in the Roman Empire*. London: Routledge, 2000.
- Lawrence, Ray. "Writing the Roman Metropolis." In *Roman Urbanism: Beyond the Consumer City*, edited by Helen Parkins, 62–76. London: Routledge, 1997.
- Lomas, Kathryn. "The Idea of a City." In *Roman Urbanism: Beyond the Consumer City*, edited by Helen Parkins, 21–40. London: Routledge, 1997.

### **Suggested Readings:**

- Abrams, Philip, and E. A. Wrigley, eds. *Towns in Societies: Essays in Economic History and Historical Sociology*. Cambridge: Cambridge University Press, 1978.
- Anderson, Perry. *Passages from Antiquity to Feudalism*. London and New York: Verso, 1985 edition.
- Finley, M. I. *Ancient Slavery and Modern Ideology*. London: Penguin, 1983 reprint.
- Galinsky, Karl, and Kenneth Lapatin, eds. *Cultural Memories of the Roman Empire*. Los Angeles: J. Paul Getty Trust, 2015.
- Kousser, Rachel. "Monument and Memory in Ancient Greece and Rome: A Comparative Perspective." In *Cultural Memories of the Roman Empire*, edited by Karl Galinsky and Kenneth Lapatin. Los Angeles: J. Paul Getty Trust, 2015.
- Hammond, Mason. *The City in the Ancient World*. Cambridge, MA: Harvard University Press, 1972.
- McAdams, Robert. *The Evolution of Urban Society*. Chicago: Aldine Publishing Company, 1966.
- Oates, David, and Joan Oates. *The Rise of Civilization*. Oxford: Elsevier-Phaidon, 1976.
- Parkins, Helen M., ed. *Roman Urbanism: Beyond the Consumer City*. London: Routledge, 1997.
- Roux, Georges. *Ancient Iraq*. London: Penguin, 1992 edition.
- Shennan, Stephen. "After Social Evolution: A New Archaeological Agenda?" In *Archaeological Theory: Who Sets the Agenda?*, edited by Norman Yoffee and Andrew Sherratt, 53–59. New Directions in Archaeology. Cambridge: Cambridge University Press, 1993.
- Trigger, Bruce G. *Understanding Early Civilizations: A Comparative Study*. Cambridge: Cambridge University Press, 2003.
- de Vries, Jan. *European Urbanization, 1500–1800*. Harvard Studies in Urban History. Cambridge, MA: Harvard University Press, 1984.
- Yoffee, Norman. *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge: Cambridge University Press, 2005.

Additional readings may be suggested by the Department from time to time.

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



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**DSE-3: SCIENCE, RELIGION AND TECHNO-COMMUNITIES IN PRECOLONIAL ASIA, 1400-1700**

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

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Science, Religion and Techno-communities in Precolonial Asia, 1400-1700	04	3	1	0	Nil	Nil

**Course Objective:** The objective of the course is to examine various dimensions of science and technology in Precolonial Asia. It looks at how various societies in the region engaged with the concepts of science, technology, and medicine. Moving away from conventional Eurocentric narratives, it brings into discussion the contributions of non-European societies that cultivated their own languages of rational thought and systems of knowledge production.

This course intends to give students a comprehensive understanding of the developments in the field of science and technology during the medieval and early colonial periods. They will also be familiar with the economic and ideological contexts in which science and technology were defined and practiced across several regions in Asia before the colonial era.

**Learning Outcome:**

At the end of the course, students would be:

- Familiar with several geo-political regions that include medieval Turkey and early modern China. The scientific and technological developments in these regions will be very useful to make a comparative historical analysis of human thinking and knowledge production.
- Able to understand how medieval societies perceived science and technology.
- In a position to locate the social and cultural histories of the pre-colonial period through the prism of 'science' and 'rationality.'
- Finishing a range of diverse readings that deal with a variety of scientific, technological, and social turns in the medieval period that led to the birth of 'modern' science, technology, and medicine.

**Course Content:**

**Unit 1:** History of Science and Technology: A Theoretical Understanding (4 weeks)

**Unit 2:** Translation and Transition: Exchange of Ideas in the Medieval World (4 weeks)

**Unit 3:** Medicine, Hygiene, and Body in Medieval Asia (4 weeks)

**Unit 4:** Privilege, Patronage, Religion, Science and Empire Building (4 weeks)

**Essential Readings:**

**Unit 1:** This unit will introduce students to the historiography of science and technology in the medieval period.

- Bala, Arun. *The Dialogue of Civilizations in the Birth of Modern Sciences*. New York: Palgrave Macmillan, 2006, pp. 1-62.
- Habib, Irfan S. and Raina, Druv (eds.). *A Social History of Science: Themes in Indian History*. Delhi: Oxford University Press, 2006, pp. 1-70.
- Latour, Bruno. *We Have Never Been Modern*. Cambridge: Harvard University Press, 1993, pp. 1-88.

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- Russell, Bertrand. *Religion and Science*. New York: Oxford University Press, 1997, pp. 1-81.
- Sarton, George. *Introduction to the History of Science; A History of Science; Appreciation of Ancient and Medieval Science During Renaissance (1450-1600)*. New York: Barnes, 1955, pp. 1-84.
- Rahman, Abdur (ed.). *Science and Technology in Indian Culture: A Historical Perspective*. New Delhi: National Institute of Science, Technology and Development Studies, 1984, pp. 1-122.
- White, Lynn, JR. *Medieval Religion and Technology: Collected Essays*. Berkeley: University of California Press, 1978, pp. 1-92.
- Bray, Francesca. *Technology, Gender and History in Imperial China: Great Transformations Reconsidered*. Oxon: Routledge, Taylor & Francis, 2013.
- Kheirandish, Elaheh. *Baghdad and Isfahan: A Dialogue of Two Cities in an Age of Science, CA. 750-1750*. Bloomsbury Publishing, 2021.

**Unit 2:** This unit discusses how scientific ideas circulated in the medieval and early colonial worlds.

- Raj, Kapil. *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*. London: Palgrave Macmillan, 2007, pp. 1-67.
- Livingstone, David N. *Putting Science in Its Place: Geographies of Scientific Knowledge*. Chicago: The University of Chicago Press, 2003, pp. 1-178.
- Guner Gun, Feza and Raina, Dhruv (eds.). *Science between Europe and Asia: Historical Studies on the Transmission, Adoption, and Adaptation of Knowledge*. New York: Springer, 2011, pp. 1-76.
- Bala, Arun (ed.). *Asia, Europe, and the Emergence of Modern Science: Knowledge Crossing Boundaries*. 2012, pp. 1-80.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. Cambridge: The MIT Press, 2007.
- Morrison, Robert G. *Merchants of Knowledge: Intellectual Exchange in the Ottoman Empire and Renaissance Europe*. United States: Stanford University Press, 2025, Chapters 1 and 6.

**Unit 3:** This unit discusses various traditions of medicine, hygiene, and body in medieval and Early Modern Asia.

- Ashok K Bagchi, *Medicine in Medieval India: 11th to 18th Centuries*
- Pormann, Peter E. and Savage-Smith, Emilie. *Medieval Islamic Medicine*. Edinburgh: Edinburgh University Press, 2007, pp. 1-143.
- Leslie, Charles M. (ed.). *Asian Medical Systems: A Comparative Study*. Berkeley: University of California Press, 1976, pp. 1-81.
- Zimmer, H. R. *Hindu Medicine*. Baltimore: Johns Hopkins Press, 1948, pp. 1-165.
- Winterbottom, Anna and Tesfaye, Facil (eds.). *Histories of Medicine and Healing in the Indian Ocean World: The Medieval and Early Modern Period*, Vol. 1. New York: Palgrave, 2016, pp. 1-187.
- Guner Gun, Feza and Raina, Dhruv (eds.). *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*. New York: Springer, 2011, pp. 209-270.
- Arnold, David (ed.). *Imperial Medicine and Indigenous Societies*. Manchester: Manchester University Press, 1988, pp. 1-26.
- Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. Berkeley: University of California Press, 1993, pp. 1-60.
- Shefer-Mossensohn, Miri. *Ottoman Medicine: Healing and Medical Institutions, 1500-1700*. State University of New York Press, 2010.

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- Seema Alavi ( 2008 ) , *Islam and Healing : Loss and Recovery of an Indo - Muslim Medical Tradition , 1600–1900*, Basingstoke : Palgrave Macmillan.pp.1-53

**Unit 4:** It discusses the relations between the state, royal patronage, religion, and scientific knowledge in medieval Asia.

- *Ancient Indian Medicine and Its Spread to China | Economic and Political Weekly* <https://share.google/ocBFke1nMKQneGD6V> (On the Transmission of Indian Medical Texts to the Arabs in the Early Middle Ages by Oliver Kahl)
- Mossensohn, Miri Shefer. *Science among the Ottomans: The Cultural Creation and Exchange of Knowledge*. Austin: University of Texas Press, 2015, pp. 1-157.
- Khaldūn, Ibn. *The Muqaddimah: An Introduction to History*, translated by Franz Rosenthal. Princeton: Princeton University Press, 1969, pp. 333-458.
- Pfeiffer, Judith. *Politics, Patronage and the Transmission of Knowledge in 13th - 15th Century Tabriz*. Leiden: Brill, 2014, pp. 1-170.
- Cohen, Floris H. *How Modern Science Came Into the World: Four Civilizations, One 17th-century Breakthrough*. Amsterdam: Amsterdam University Press, 2010, pp. 1-76.
- Akasoy, Anna and Raven, Wim, eds. *Islamic Thought in the Middle Ages: Studies in Text, Transmission and Translation in Honour of Hans Daiber*. Leiden: Brill, 2008, pp. 3-76.
- Garcia-Ballester, Luis. *Medicine in a Multicultural Society: Christian, Jewish and Muslim Practitioners in the Spanish Kingdoms, 1222-1610*. Burlington, VT: Ashgate Publishing, 2001, pp. 1-74.
- Saliba, George. *Islamic Science and the Making of the European Renaissance*. Cambridge, Massachusetts: Institute of Technology Press, 2007, pp. 1-170.
- Ragab, Ahmed. *Piety and Patienthood in Medieval Islam*. Oxon: Routledge, 2018, pp. 1-86.
- Gruber, Christiane. "In Defence and Devotion: Affective Practices in Early Modern Turco-Persian Manuscript Painting." In Kishwar Rizvi, ed. *Affect, Emotion, and Subjectivity in Early Modern Muslim Empires: New Studies in Ottoman, Safavid and Mughal Art and Culture*. Leiden: Brill, 2018, pp. 95-124.
- Joseph, George Gheverghese. *Indian Mathematics: Engaging With The World From Ancient To Modern Times*. London: World Scientific Publishing Company, 2016.pp. 427-465
- Gutas, Dimitri. *Greek Thought, Arab Culture: The Graeco-Arabic Translation Movement in Baghdad and Early 'Abbasid Society (2nd-4th/8th-10th centuries)*, London, Routledge, 1998.pp.1-45

### **Suggested Readings:**

- Needham, Joseph. *Within the Four Seas: The Dialogue of East and West*. Oxfordshire: Routledge, 2005, pp. 11-88.
- Winterbottom, Anna, and Tesfaye, Facil, eds. *Histories of Medicine and Healing in the Indian Ocean World: The Medieval and Early Modern Period, Vol. 1*. New York: Palgrave, 2016, pp. 99-124.
- Joseph, George Gheverghese. *A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact*. New Delhi: Sage, 2009, pp. 1-40.
- Gottschalk, Peter. *Religion, Science, and Empire: Classifying Hinduism and Islam in British India*. New York: Oxford University Press, 2013.
- Findlen, Paula, ed. *Empires of Knowledge: Scientific Networks in the Early Modern World*. London: Routledge, 2018.
- Said, Edward W. *Orientalism: Western Conceptions of the Orient*. New York: Vintage Books, 1979.
- Ragab, Ahmed. *The Medieval Islamic Hospital: Medicine, Religion, and Charity*. New York: Cambridge University Press, 2015.

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- Beckwith, Christopher I. *Warriors of the Cloisters: The Central Asian Origins of Science in the Medieval World*. Princeton: Princeton University Press, 2012.
- Foucault, Michel. *The Archaeology of Knowledge*. London: Routledge, 2002.
- Khafipour, Hani. *The Empires of the Near East and India: Source Studies of the Safavid, Ottoman, and Mughal Literate Communities*. New York: Columbia University Press, 2019.
- Malekandathil, Pius, ed. *The Indian Ocean in the Making of Early Modern India*. Oxon: Routledge, 2017.
- White, Lynn, Jr. *Medieval Technology and Social Change*. London: Oxford University Press, 1974.
- Parkin, David and Barnes, Ruth, eds. *Ships and the Development of Maritime Technology in the Indian Ocean*. Oxon: Routledge, 2016, pp. 1-93.
- Chaudhuri, K.N. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 1985, pp. 119-159.
- Andrade, Tonio. *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History*. Princeton: Princeton University Press, 2016, pp. 15-74.
- Gommans, Jos. *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*. London: Routledge, 2002, pp. 39-98.
- Kolff, Dirk. *Naukar, Rajput, and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, 1990, pp. 32-116.
- A. L. Basham, *The Practice of Medicine in Ancient and Medieval India*

Additional readings may be suggested by the Department from time to time.

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

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<b>DSE-4: PHILOSOPHY AND METHODS OF HISTORY</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Philosophy and Methods of History</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:** The course studies the interface between critical historical thought and evolving methods of the actual writing of history. The philosophy part of the course therefore is aimed at gaining theoretical insights, which inform the debates among historians and challenges from outside the discipline on the parameters of historical research and doing history. It, thus, seeks to apprise students of various methods of doing research in the quest for historical knowledge.

**Learning Outcomes:**

Having successfully completed the course, students should be

- Thoroughly familiar with how historians work
- How different historians pursue research in contrasting ways
- What comprises the historians' craft
- How contending ideas about the nature and possibilities of historical knowledge can be understood
- Learn the more advanced methods of historical practice and knowledge

**Course Content:**

**Unit 1:** Philosophy of History; what is history and historian's craft; historical sources, evidence, facts and their interpretation; the question of objectivity, generalization and historical imagination (**4 weeks**)

**Unit 2:** Challenges to the writing of modern professional/academic history; religion, competitive ideologies, and the writing of history; debates over contested identities and historical truth (**4 weeks**)

**Unit 3:** Intersection between literature, gender and history; the women's question and sexual minorities and the writing of history (**4 weeks**)

**Unit 4:** Historical Processes and the Problems of Periodization; premodern/modern/postmodern distinctions and global connected history (**4 weeks**)

**Essential Readings:**

**Unit 1:** This unit will introduce students to the theoretical debates on philosophical and practical protocols of the writing of History; this unit will look at the critical apparatus of verifying and interpreting historical sources and evidence and presenting the findings in a narrative form that is devoid of any biases and prejudices.

- Bloch, Marc. *The Historian's Craft*. Reprint. New York: Vintage, 1964. (Chapters 4–5).
- Carr, E. H. *What is History?* Reprint. London: Penguin Books, 1961. (Chapters 1 and 4).
- de Certeau, Michel. *The Writing of History*. Translated by Tom Conley. New York: Columbia University Press, 1988. (Chapter: "The Historiographical Operation").
- Ginzburg, Carlo. "Checking the Evidence: The Judge and the Historian." *Critical Inquiry* 18, no. 1 (1991): 79–92.
- White, Hayden. *The Content of the Form*. Baltimore: The Johns Hopkins University Press, 1987. (Chapters 1–2).
- Radhakrishnan, S. (2006) *Indian Philosophy 2 volumes* (OUP)

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**Unit 2:** This unit will examine the challenges to the writing of modern professional or academic history from the protagonists of religion and competitive ideologies leading to continuous debates and occasional wrangling among historians and other stakeholders; this will also analyse debates over contested identities and historical truth and history as a weapon in popular politics of public domain.

- Collingwood, R.G. *The Idea of History*, reprint. Oxford: Oxford University Press, 1994.
- Drayton, Richard. "Where Does the World Historian Write From? Objectivity, Moral Conscience and the Past and Present of Imperialism." *Journal of Contemporary History* 46 (2011): 671–85.
- Evans, Richard J. *In Defence of History*, reprint. London: W.W. Norton and Company, 2000.
- Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations*, no. 26 (1989): 7–24.
- Sarkar, Sumit. "Post-Modernism and the Writing of History." *Studies in History* 15, no. 2 (1999).

**Unit 3:** This unit will interrogate into the intersection between literature, gender and history; the women's question, sexual minorities and the writing of history.

- Chatterjee, Partha. *Empire and Nation*. New York: Columbia University Press, 2010. (Chapter on "The Nationalist Resolution of the Women's Question").
- Kugle, Scott. *When Sun Meets Moon: Gender, Eros and Ecstasy in Urdu Poetry*. New Delhi: Orient Blackswan, 2016. (Chapter 1: "Celestial Bodies Seen from Deccan Soil").
- Najmabadi, Afsaneh. *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, 2005. (Epilogue: Feminism and Its Burden of Birth).
- Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (1986): 1053–75.
- Smith, Bonnie. "Women's History: A Retrospective from the United States," *Signs* 35, no. 3 (2010): 723–47.

**Unit 4:** This concluding unit will appreciate current concerns regarding conventional periodization, overlapping chronologies and difficulties with regard to time, place and sources for better understanding of independent and connected historical processes.

- Anagol, Padma. "Agency, Periodization and Change in the Gender and Women's History of Colonial India." *Gender and History* 20, no. 3 (2008): 603–27.
- Chakrabarty, Dipesh. "The Muddle of Modernity." *American Historical Review* 116, no. 3 (2011): 663–75.
- Fletcher, Joseph F. "Integrative History: Parallels and Interconnections in the Early Modern Period, 1500–1800." In *Studies on Chinese and Islamic Central Asia: Collected Articles of Joseph Fletcher*, edited by Beatrice F. Manz, 1–35. Aldershot: Variorum, 1995.
- Richards, J. F. "Early Modern India and World History." *Journal of World History* 8, no. 2 (1997): 197–209.
- Subrahmanyam, Sanjay. "Intertwined Histories: Cronica and Tarikh in the Sixteenth Century Indian Ocean World." *History and Theory* 49 (2010): 118–45.

### **Suggested Readings:**

- Bilgrami, Akeel. *Secularism, Identity, and Enchantment*. Ranikhet: Permanent Black, 2014. (Chapters on secularism, liberalism and the academy).
- Chatterjee, Partha. "Introduction." In *History and the Present*, edited by Partha Chatterjee and Anjan Ghosh. Delhi: Permanent Black, 2002.
- Foucault, Michel. *The Foucault Effect*. Chicago: University of Chicago Press, 1991 (Chapter 4 on "Governmentality").
- Hambly, Gavin, ed. *Women, Patronage and Self-Representation in Islamic Societies*.
- Albany: State University of New York Press, 2000.

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- Kesavan, Mukul. *Ugliness of the Indian Male and Other Propositions*. Ranikhet: Permanent Black, 2008. (Chapters 2 and 3).
- Philips, C. H. *Historians of India, Pakistan and Ceylon*. Oxford: Oxford University Press, 1967. (Selections).
- Steedman, Carolyn. *Dust: The Archive and Cultural History*. New Brunswick, NJ: Rutgers University Press, 2002 (selections).
- Sarkar, Sumit. *Essays of a Lifetime: Reformers, Nationalists, Subalterns*. Ranikhet: Permanent Black, 2017. (Chapter on One History or Many Histories).
- Upadhyay, Shashi Bhushan. *Historiography in the Modern World: Western and Indian Perspectives*. New Delhi: Oxford University Press, 2016 (Chapter on Postmodernism and History).

Additional readings may be suggested by the Department from time to time.

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

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DSE-5: HISTORY OF NORTH AFRICA AND SPAIN (8TH -15TH CENTURY) Credit Distribution, Eligibility, and Pre-requisites of the Course						
Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
History of North Africa and Spain (8 <sup>th</sup> – 15 <sup>th</sup> Century)	04	3	1	0	Nil	Nil

**Course Objectives:** This course delves into the expansion and evolution of Islamic civilization across North Africa and Spain from the 8th to the 15th century. It would examine the historical landscape before the Islamic conquest, providing a critical analysis of the socio-economic and political transformations that unfolded under the Umayyads and Abbasids. A particular emphasis will be placed on the society and culture of Islamic Spain—its intellectual vibrancy, artistic achievements, and enduring legacy. How did the cultural and scientific advancements of this period shape the course of European history? To what extent did the cross-pollination of ideas between civilizations influenced modern thought? These questions, among others, will guide our exploration. Students will engage with the works of philosophers, scientists, and mystics who defined this era, contextualizing their contributions within broader historiographical debates. The course will also encourage reflection on how history is constructed, interpreted, and reinterpreted—how the past, in many ways, continues to shape the present.

**Learning Outcomes:**

By the end of the course, students will:

- Acquire a broad understanding of the political and historical evolution of North Africa and Spain under various Islamic dynasties.
- Recognize the medieval Islamic world as a dynamic and interconnected civilization, emphasizing the transmission and transformation of knowledge across cultures.
- Analyze intercultural relations among Jewish, Christian, and Muslim communities in medieval Spain, with attention to religious tolerance and coexistence.
- Appreciate the advancements in science, philosophy, mysticism, art, architecture, and music, considering how Arabic scientific contributions shaped European intellectual traditions and how knowledge was preserved and transmitted over time.

**Course Content:**

**Unit 1: The Maghreb and Early Islamic Expansion (4 weeks)**

- Historical background of the Maghreb. Arab conquest and the establishment of Muslim rule.
- Islamization, Arabization, and Berber resistance.
- The Idrissids, Fatimids, and the emergence of local polities.

**Unit 2: Berber Dynasties and the Muslim Conquest of Spain (4 weeks)**

- The Almoravids, Almohads, and others.
- Umayyad conquest of Spain and the independent Umayyad Emirate.
- The Cordoba Caliphate and political fragmentation.

**Unit 3: Society, Culture, and Religious Pluralism in al-Andalus (4 weeks)**

- Muslim, Christian, and Jewish coexistence (*Convivencia*).
- Social structures, economic developments, and urbanization.
- Literary, scientific, and architectural achievements.

**Unit 4: Decline, Reconquest, and the Legacy of al-Andalus (4 weeks)**

- Christian expansion and fall of Granada (1492).
- Consequences for Muslim and Jewish populations.
- Ibn Rushd, Ibn Tufayl, and Ibn Arabi: Philosophy and mysticism.



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- Influence of Andalusian science, technology, and arts on European culture.

### **Essential Readings:**

**Unit 1:** This unit will cover the historiographical backdrop of the Arab conquest and the Maghreb's transformation after the conquest, focusing on its integration into the Islamic world.

- Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*. Cambridge: Cambridge University Press, pp. 1–25, 26–59.
- Brett, Michael, and Elizabeth Fentress. (1997). *The Berbers: The Peoples of Africa*. Oxford: Blackwell, Chapters 3 & 4.
- Brown, Kenneth, and Michel Le Gal, eds. (1997). *The Maghrib in Question: Essays in History and Historiography*. Austin: University of Texas Press, Introduction and Chapter 1.
- Harmassi, Elbaki. (1973). "The Political Traditions of Maghrib." *Daedalus* 102, no. 1 (Post-Traditional Societies): 207–224. <https://www.jstor.org/stable/20024116>
- Lambton, A. K. S. (1981). *State and Government in Medieval Islam*. London: Routledge Curzon, pp. 152–177.
- Laroui, Abdallah. (1977). *The History of the Maghrib: An Interpretive Essay*. Princeton: Princeton University Press, Introduction and Chapter 6.
- Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*. Austin: University of Texas Press, pp. 1–14, 57–88.
- Ṭāhā, 'Abd al-Wāḥid Dhannūn. (1989). *The Muslim Conquest and Settlement of North Africa and Spain*. London: Routledge, pp. 19–31, 55–83.

**Unit 2:** This unit traces Berber rule, the Umayyad conquest, and the rise and fall of the Cordoba Caliphate, revealing shifting power, faith, and identity in medieval North Africa and Al-Andalus.

- Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*. Cambridge: Cambridge University Press, pp. 76–143.
- Brett, Michael, and Elizabeth Fentress. (1997). *The Berbers: The Peoples of Africa*. Oxford: Blackwell, Chapter 3.
- Imamuddin, S. M. (1981). *Muslim Spain 711–1492: A Sociological Study*. Leiden: E. J. Brill, pp. 1–22.
- Lapidus, Ira M. (2002). *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 309–19.
- Laroui, Abdallah. (1977). *The History of the Maghrib: An Interpretive Essay*. Princeton: Princeton University Press, Chapters 7 & 8.
- Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*. New York: Oxford University Press, pp. 15–42.
- Makki, Mahmoud. (1992). "The Political History of al-Andalus (711–1492)." In *The Legacy of Muslim Spain*, Part 1, edited by Salma Khadra Jayyusi, 3–87. Leiden: E. J. Brill.
- Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*. Austin: University of Texas Press, pp. 89–108.
- Safran, Janina. (2000). *The Second Umayyad Caliphate: The Articulation of Caliphal Legitimacy in Al-Andalus*. Cambridge: Harvard University Press.
- Ṭāhā, 'Abd al-Wāḥid Dhannūn. (1989). *The Muslim Conquest and Settlement of North Africa and Spain*. London: Routledge, pp. 31–54, 84–109, 234–253.
- Watt, W. Montgomery, and Pierre Cachia. (2007). *A History of Islamic Spain*. London: Aldine Transaction Publishers, Chapters 1 & 3; pp. 70–81.

**Unit 3:** This unit examines interfaith relations (Convivencia) in al-Andalus, focusing on social structures, economic growth, and cultural achievements in literature, science, and architecture.

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- Gampel, Benjamin R. (2007). "Jews, Christians, and Muslims in Medieval Iberia: Convivencia through the Eyes of Sephardic Jews." In *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, edited by Thomas F. Glick, Vivian B. Mann, and Jerrilynn Denise Dodds, 11–36. New York: George Braziller.
- Glick, Thomas F. (2007). "Science in Medieval Spain." In *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, edited by Thomas F. Glick, Vivian B. Mann, and Jerrilynn Denise Dodds. New York: George Braziller.
- Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*. New York: Oxford University Press, pp. 71–78; 93–102; 199–208.
- Menocal, Maria Rosa. (2002). *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*. New York: Black Bay Books.
- Miller, H. D., and Hana E. Kassis. (2000). "The Mozarabs." In *The Literature of Al-Andalus*, edited by Maria Rosa Menocal et al., 417–34. Cambridge: Cambridge University Press.
- Roth, Norman. (1994). *Jews, Visigoths, and Muslims in Medieval Spain: Cooperation and Conflict*. Leiden: E. J. Brill, pp. 73–136; 163–204.

**Unit 4:** This unit explores the internal decline of Muslim rule, the Christian reconquest and fall of Granada (1492), and its impact on Muslim and Jewish communities, and the enduring intellectual and cultural legacy of al-Andalus in Europe.

- Lapidus, Ira M. (2002). *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 309–59.
- Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*. New York: Oxford University Press, pp. 15–65.
- Watt, Montgomery, and Pierre Cachia. (2007). *A History of Islamic Spain*. London: Aldine Transaction Publishers, pp. 70–81.
- Burke, J. (1995). *The Day the Universe Changed*. Boston: Little, Brown and Company, pp. 19–54.
- Gulick, Thomas F. (2007). 'Science in Medieval Spain: The Jewish Contribution in the Context of Convivencia' in *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, edited by Thomas F. Gulick, Vivian B. Mann, and Jerrilynn Denise Dodds, pp. 83–111. George Braziller.
- Imamuddin, S. M. (1981). *Muslim Spain 711-1492: A Sociological Study*. Leiden: E.J. Brill, pp. 187–205.
- Jayyusi, Salma Khadra, ed. (n.d.). *The Legacy of Muslim Spain*. Leiden: E.J. Brill, relevant sections.
- Menocal, Maria Rosa, et al., eds. (n.d.). *The Literature of Al-Andalus*. Cambridge: Cambridge University Press, pp. 318–44.
- Montada, Joseph Puig. (2004). 'Philosophy in Andalusia: Ibn Bajja and Ibn Tufayl' in *The Cambridge Companion to Arabic Philosophy*, edited by Peter Adamson and Richard C. Taylor, pp. 155–79. Cambridge: Cambridge University Press.
- Rizvi, Sajjad H. (2004). 'Mysticism and Philosophy: Ibn Arabi and Mulla Sadra' in *The Cambridge Companion to Arabic Philosophy*, edited by Peter Adamson and Richard C. Taylor, pp. 224–46. Cambridge: Cambridge University Press.
- Taylor, Richard C. (2004). 'Averroes: Religious Dialectic and Aristotelian Philosophical Thought' in *The Cambridge Companion to Arabic Philosophy*, edited by Peter Adamson and Richard C. Taylor, pp. 180–200. Cambridge: Cambridge University Press.
- Watt, Montgomery, and Pierre Cachia. (2007). *A History of Islamic Spain*. London: Aldine Transaction Publishers, pp. 52–69, 97–126, 143–152.

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### **Suggested Readings:**

- Blankinship, Khalid Yaya. (1994). *The End of the Jihād State: The Reign of Hishām Ibn ‘Abd al-Malik and the Collapse of the Umayyads* (SUNY series in Medieval Middle East History). Albany: State University of New York Press.
- Brett, Michael. (1999). *Ibn Khaldun and the Medieval Maghreb*. Aldershot: Ashgate.
- Burke, Edmund III. (1975). ‘Towards a History of the Maghrib,’ *Middle Eastern Studies* 11, no. 3 (Oct.): 306–23.
- Burgat, Francois. (1993). *The Islamic Movements in North Africa*. Austin: University of Texas Press.
- Butterworth, Charles E., and Andrée Kessel, Blake. (1994). *The Introduction of Arabic Philosophy into Europe*. Leiden: E.J. Brill.
- Clancy, Julia Ann. (2001). *North Africa, Islam, and the Mediterranean World: From the Almoravids to the Algerian War*. London: Frank Cass & Co. Ltd.
- Elfasi, M. (1988). *General History of Africa III: Africa from the Seventh to the Eleventh Century*. Paris: UNESCO.
- Gaiser, Adam. (2010). *Muslims, Scholars, and Soldiers: The Origin and Elaboration of the Ibadi Imamate Traditions*. Oxford: Oxford University Press.
- Gulick, Thomas F. (1995). *From Muslim Fortress to Christian Castle: Social and Cultural Change in Medieval Spain*. Manchester: Manchester University Press.
- Harvey, Leonard Patrick. (1990). *Islamic Spain, 1250–1500*. Chicago: University of Chicago Press.
- Holt, Peter Malcolm, Ann K. S. Lambton, and Bernard Lewis. *The Cambridge History of Islam*, Volume 2.
- Kenney, Jeffrey T. (2006). *Muslim Rebels: Kharijites and the Politics of Extremism in Egypt*. New York: Oxford University Press, pp. 19–54.
- Lapidus, Ira M. (2002). *A History of Islamic Societies*. Cambridge: Cambridge University Press, pp. 299–336.
- Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Christians, and Jews Created a Culture of Tolerance in Medieval Spain*.
- Nelson, Lynn H. (1979, December). ‘Christian-Muslim Relations in Eleventh Century Spain,’ *Military Affairs* 43, no. 4: 195–98.
- O’Callaghan, Joseph F. (1983). *A History of Medieval Spain*. Ithaca: Cornell University Press.
- Savage, Elizabeth. (1997). *A Gateway to Hell, a Gateway to Paradise: The North African Response to the Arab Conquest*, Studies in Late Antiquity and Early Islam. Princeton, N.J.: Darwin Press.

Additional readings may be suggested by the Department from time to time.

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

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<b>DSE-6: REVOLUTIONS AND REVOLUTIONARY THOUGHT IN THE WEST</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Revolutions and Revolutionary Thought in the West</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objective:** This course will study the English, French and Russian revolutions to raise questions on the nature of the revolutions and its relationship with historical change. It will explore ideas and the relationship between ideas, historical consciousness and political movements, focussing on primary sources.

**Learning Outcome:**

At the end of the course, students would:

- Understand the relationship between concepts and history
- Understand foundational moments in the history of modernity.
- Understand key foundational concepts of modernity such as Sovereignty, Popular Sovereignty, the State, Progress and History
- Be able to read and analyse primary sources closely
- Be able to read and analyse conceptually significant interventions in the history of political thought

**Course Content:**

**Unit 1:** Revolution: Concepts and Categories

**Unit 2:** The English Revolution(s): From the Civil Wars to the “Glorious Revolution”: Natural Law, Feudal Law, and Common Law. The Social Contract. The Political and the Eschatological.

**Unit 3:** The French Revolution(s): Representation and the Body-Politic. Supreme Reason and General Will. Terror and Virtue. The State and the International Order

**Unit 4:** The Russian Revolution(s): Political Economy and History, Politics and the Vanguard. Capitalism and Imperialism. Class, State and Revolution.

**Essential Readings:**

**Unit 1: (Week 1-2):** This unit will study the conceptualization of citizenship as well as notions of time and space in relationship to the political.

- Pocock, J.G.A. (2014). “The Ideal of Citizenship since Classical Times” in Bellamy and Kennedy-Macfoy Ed. *Citizenship*, Routledge, New York
- Arendt, Hannah. (1977). *On Revolution*, London, Penguin, pp. 11- 49
- Koselleck, Reinhart. (2004). *Futures Past: On the Semantics of Historical Time*, New York, Columbia University Press, pp. 3-21
- Foucault, Michel. (2007). *Politics of Truth*, Semiotext(e) New York, pp. 9-29; 83-121

**Unit 2: (Week 3-7):** This unit will study notions of Kingship, popular sovereignty, natural rights, property, franchise and the contract in the context of the English Civil wars in particular.

- Kantorowicz, Ernst. (1957). *The Kings Two Bodies*, Princeton, Princeton University Press, [Selections]
- Brenner, Robert. (2003). *Merchants and Revolution*, Verso, London, pp. 639-716

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- Hill, Christopher. (2019). *The World Turned Upside Down*, London, Penguin
- Franklin, Julian. (1981). *John Locke and the Theory of Sovereignty*, Cambridge, Cambridge University Press, pp. 1-81
- Tuck, Richard. (1979). *Natural Rights: Their Origins and Their Development*, Cambridge, Cambridge University Press
- Macpherson, C.B. (1964). *The Political Theory of Possessive Individualism*, London, Oxford University Press, pp. 107-157
- Pocock, J.G.A. (1987). *Ancient Constitution and Feudal Law*, Cambridge, Cambridge University Press
- Pateman, Carole. (2013) *The Sexual Contract*, Cambridge, Polity Press.
- Robertson, Geoffrey Ed. (2010). *The Putney Debates*, New York, Verso.
- Hopton, Andrew Ed. (2001). *Gerrard Winstanley*, New York Verso
- Hobbes, Thomas. (1990). *Behemoth Or the Long Parliament* Chicago, Chicago University Press
- Documents from the English Civil Wars available at <http://www.hillsdalesites.org/personal/hstewart/ECW/index.htm>

**Unit 3: (Week 8-11):** This unit will study the conceptualization of the relations between Kingship and revolution, popular sovereignty and the contract, History and progress, gender and the notion of the public, and slavery and popular sovereignty in the context of the French Revolution.

- Soboul, Albert. (1988). *Understanding the French Revolution*, New York, International Publishers
- Furet, Françoise. (1981). *Interpreting the French Revolution*, Cambridge, Cambridge University Press, pp. 1-131
- Hont, Istvan “The Permanent Crisis of a Divided Mankind: ‘Contemporary Crisis of the Nation-state’ in Historical Perspective” *Political Studies* (1994) XLII 166-231
- Kolla, E.J. (2017). *Sovereignty, International Law and the French Revolution*, Cambridge, Cambridge University Press [Chapters 1-2]
- Habermas, Jürgen. (1989). *The Structural Transformation of the Public Sphere*, Cambridge, Polity Press, pp. 1-102
- Richard Blaufarb. (2019). *The Great Demarcation*, New York, Oxford University Press, pp. 1-119
- Birchall, Ian. (2016). *The Specter of Babeuf*, Chicago, Illinois, [Part I]
- James, C.L.R. (2001). *The Black Jacobins*, London, Vintage
- Rousseau, Jean-Jacques. (2012). *The Basic Political Writings*, New York, Hackett Classics
- Burke, Edmund. (2009). *Reflections on the Revolutions in France*, New York, Oxford University Press
- Howe, John Ed. (2007). *Virtue and Terror: Maximille Robespierre*, New York, Verso
- Documents from the French Revolution available at <http://www.fordham.edu/halsall/mod/modsbook13.asp#The French Revolution>

**Unit 4: (Week 12-16):** This unit will study notions of revolution, the party, the state and political-economy in the context of the historical development of Russia as much as the Bolshevik Revolution.

- Shanin, Theodore. (1972). *The Awkward Class*, Oxford, Oxford University Press, [Selections]
- Shanin, Theodore. (1983). *Late Marx and the Russian Road*, London, Routledge
- Dobb, Maurice. (1967). *Soviet Economic Development since 1917*, London. Routledge, [chapters 1-6]
- Figgs, Orlando. (1998). *A People’s Tragedy*, London, Penguin, [Parts I-III]
- Losurdo, Domenico (2015). *War and Revolution*, London, Verso, pp. 1-31; 76-117
- Hurd, P. and K. Anderson. (2004). *The Rosa Luxemburg Reader*, New York, Monthly Review

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Press, pp. 128-312

- Lenin, V.I. (1987). *Essential Works of Lenin*, New York, Dover
- Lenin, V.I. (2004). *The Development of Capitalism in Russia*, Hawaii, University Press of the Pacific
- Trotsky, Leon. (2007). *Terrorism and Communism: A Reply to Karl Kautsky*, London, Verso

### **Suggested Readings:**

- Arendt, Hannah. (1994). *Origins of Totalitarianism*, San Diego, Harcourt
- Lefort, Claude. (1988). *Democracy and Political Theory*, Cambridge, Polity Press
- Furet, Fracoise. (1988). *Marx and the French Revolution*, Chicago, University of Chicago Press
- Smith, S.A. (1983). *Red Petrograd: Revolution in the Factories 1917-18*, Cambridge, Cambridge University Press
- Fyk, Carolyn. (1990). *The Making of Haiti: Saint Domingue Revolution From Below*, University Tennessee Press
- Sorel, Georges. (1999). *Reflections on Violence*, Cambridge, Cambridge University Press
- Foucault, Michel. (1995). *Discipline and Punish*, New York, Vintage Books
- Pocock, J.G.A. (2016). *The Machiavellian Moment* Princeton, Princeton University Press
- Trotsky, Leon. (2017). *History of the Russian Revolution* London, Penguin
- Koselleck, Reinhardt. (2000). *Critique and Crisis: Enlightenment and the Pathogenesis of Modern Society* Massachusetts, MIT Press

Additional readings may be suggested by the Department from time to time.

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

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<b>DSE-7: COLONIALISM AND ITS ARCHIVES</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Colonialism and Its Archives</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objective:** This course examines the ways in which the past is narrated, recorded and remembered with a particular focus on the colonial archive. Using examples from around the world we will consider how power operates in the making and recording of history. We will focus on the retrieval of marginalized voices from the archive, especially of women. The course will also study particular archival genres, namely visual material in the form of photographs, and maps.

**Learning Outcome:**

By the end of the course, students will:

- Read seminal historiographical interventions on critically reading the colonial archive and retrieval of marginalized voices.
- Look at the importance of visual material in the colonial archive particularly photographs
- Understand how cartography is closely linked to imperial power
- Equip students with the ability to analyze primary sources from the colonial period.

**Course Content:**

- 1) **Unit 1:** Reading the colonial archive: power, voice and agency (4 weeks)
- 2) **Unit 2** Women and the archive (4 weeks)
- 3) **Unit 3:** The colonial visual archive (4 weeks)
- 4) **Unit 4:** The colonial cartographic archive (4 weeks)

**Essential Readings:**

**Unit 1: Methodological and historical studies of the archive; retrieving marginal voices**

- Amin, Shahid, *The Marginal Jotter: Chaube Scribe and the Making of the Great Linguistic Survey of India (1890–1920)*, India International Centre, Occasional Publication 27 (2011).
- Amin, Shahid, “Approver’s Testimony, Judicial Discourse: The Case of Chauri Chaura,” in *Subaltern Studies V: Writings on South Asian History and Society*, ed. Ranajit Guha (Delhi: Oxford University Press, 1987), 166–202.
- Burton, Antoinette, ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Durham, NC: Duke University Press, 2005).
- B. Dirks, Nicholas, *Castes of Mind: Colonialism and the Making of Modern India* (Princeton, NJ: Princeton University Press, 2001), 81–125.
- Guha, Ranajit, “The Prose of Counter-Insurgency,” in *Subaltern Studies II: Writings on South Asian History and Society*, ed. Ranajit Guha (Delhi: Oxford University Press, 1983), 1–42.
- Richards, Thomas, *The Imperial Archive: Knowledge and the Fantasy of Empire* (London: Verso, 1993).
- Schwaller, Robert C., “The Importance of Mestizos and Mulatos as Bilingual Intermediaries in Sixteenth-Century New Spain,” *Ethnohistory* 59, no. 4 (2012): 713–38.
- Stoler, Ann Laura, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton, NJ: Princeton University Press, 2009).
- Wagoner, Philip B., “Precolonial Intellectuals and the Production of Colonial Knowledge,” *Comparative Studies in Society and History* 45, no. 4 (2003): 783–814.

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- Yannakakis, Yanna, *The Art of Being In-Between: Native Intermediaries, Indian Identity, and Local Rule in Colonial Oaxaca* (Durham, NC: Duke University Press, 2008).

### **Unit 2: Women in the Colonial Archive**

- Ballantyne, Tony, and Antoinette Burton, eds. *Moving Subjects: Gender, Mobility, and Intimacy in an Age of Global Empire*. Urbana: University of Illinois Press, 2008.
- Burton, Antoinette. *Gender, Sexuality and Colonial Modernities*. New York: Routledge, 2005.
- Guha, Ranajit. "Chandra's Death." In *Subaltern Studies II: Writings on South Asian History and Society*, edited by Ranajit Guha, 135–165. Delhi: Oxford University Press, 1983.
- McClintock, Anne. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. New York: Routledge, 1995.
- Perry, Adele. *On the Edge of Empire: Gender, Race, and the Making of British Columbia, 1849–1871*. Toronto: University of Toronto Press, 2001.
- Sangari, Kumkum, and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989.
- Stoler, Ann Laura. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press, 2002.

### **Unit 3: Colonial visual archive with a focus on photography**

- Edwards, Elizabeth, Chris Gosden, and Ruth Phillips, eds. *Sensible Objects: Colonialism, Museums and Material Culture*. London: Routledge, 2020.
- Harris, Clare. *Photography and Tibet: History, Politics, Aesthetics and Agency*. London: Reaktion Books, 2016.
- Maxwell, Anne. *Colonial Photography and Exhibitions: Representations of the "Native" and the Making of European Identities*. Manchester: Manchester University Press, 1999.
- Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago Press, 1997.
- ———. "The Aesthetics and Politics of Colonial Ethnography." In *Colonial Lives Across the British Empire: Imperial Careering in the Long Nineteenth Century*, edited by David Lambert and Alan Lester, 252–273. Cambridge: Cambridge University Press, 2006.
- Poole, Deborah. *Picturing Empire: Photography and the Visualization of the British Empire*. Chicago: University of Chicago Press, 1997.
- ———. *Vision, Race, and Modernity: A Visual Economy of the Andean Image World*. Princeton, NJ: Princeton University Press, 1997.
- Ryan, James R. *Picturing Empire: Photography and the Visualization of the British Empire*. Chicago: University of Chicago Press, 1997.
- Tagg, John. *The Burden of Representation: Essays on Photographies and Histories*. Minneapolis: University of Minnesota Press, 1988.

### **Unit 4: Cartography and Empire**

- Akerman, James R., ed. *The Imperial Map: Cartography and the Mastery of Empire*. Vol. 15. Chicago: University of Chicago Press, 2009.
- Akerman, James R., ed. *Decolonizing the Map: Cartography from Colony to Nation*. University of Chicago Press, 2017.
- Anderson, Benedict. "Census, Map, Museum." In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 163–185. Rev. ed. London: Verso, 2006.
- Bassett, Thomas J. "Cartography and Empire Building in Nineteenth-Century West Africa." *Geographical Review* 84, no. 3 (1994): 316–335.
- Edney, Matthew H. *Mapping an Empire: The Geographical Construction of British India, 1765–1843*. Chicago: University of Chicago Press, 1997.



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- Harley, J. B. "Maps, Knowledge, and Power." In *The Iconography of Landscape: Essays on the Symbolic Representation, Design, and Use of Past Environments*, edited by Denis Cosgrove and Stephen Daniels, 277–312. Cambridge: Cambridge University Press, 1988.
- Stone, Jeffrey C. "Imperialism, Colonialism and Cartography." *Transactions of the Institute of British Geographers* 13, no. 1 (1988): 57–64.

### **Suggested Readings**

- Cook, Terry. "Archival Science and Postmodernism: New Formulations for Old Concepts." *Archival Science* 1, no. 1 (1997): 3–24.
- Davis, Natalie Zemon. *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France*. Stanford, CA: Stanford University Press, 1987.
- Foucault, Michel. *The Archaeology of Knowledge*. Translated by A. M. Sheridan Smith. New York: Pantheon Books, 1972.
- Mathur, Saloni. "History and Anthropology in South Asia: Rethinking the Archive." *Annual Review of Anthropology* 29 (2000): 89–106.
- Schwartz, Joan M., and Terry Cook. "Archives, Records, and Power: The Making of Modern Memory." *Archival Science* 2, no. 1–2 (2002): 1–19. <https://doi.org/10.1007/BF02435636>.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, 271–313. Urbana: University of Illinois Press, 1988.
- Steedman, Caroline. *Dust: The Archive and Cultural History*. New Brunswick, NJ: Rutgers University Press, 2001.
- Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995.
- Arondekar, Anjali. *For the Record: On Sexuality and the Colonial Archive in India*. Durham, NC: Duke University Press, 2009.

Additional readings may be suggested by the Department from time to time.

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

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**DSE-8: Forms of Resistance in Northern India, c. 1560-1740**  
**Credit Distribution, Eligibility, and Pre-requisites of the Course**

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Forms of Resistance in Northern India, c. 1560-1740</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:** The course introduces students to the varied forms of protest movements and rebellions that surfaced in the political landscape of North India from the mid-sixteenth to the mid-eighteenth century. The course aims to teach students the theories and methodology of popular resistance as an *oppositional act*. Like all acts, resistance is situated in a certain time, space, and relations, and engages with different types of actors, techniques, and discourses. While asking questions about what ‘counts’ as popular resistance, this course will consider how popular resistance is developed and deployed as a tactic for subverting, seizing, and transforming power relations. It underlines the divergent patterns of protest in Mughal India, ranging from ‘everyday forms of resistance’, to the ‘recalcitrance’ of elite service classes, revolts under the stewardship of sectarian leaders, and armed peasant revolts. It also explores the historical and imagined memory of these revolts in oral traditions and folklore.

**Learning Outcomes:** At the end of the course, the students would:

- Identify with the ‘history from below’ approach with reference to medieval India.
- Appreciate how social history and the voice of the marginalized can be researched by the differential reading of source material.
- Understand the concept of everyday forms of resistance and the ways in which it has transformed our understanding of ‘politics’, making the ordinary life of subalterns part of historical studies.
- Analyze how such mobilizations pose epistemological challenges to disciplines that traditionally focus on already identified structures of power, collective actions, or political processes.
- Be able to appreciate the historiographical shifts in the understanding of the popular forms of resistance.
- Able to examine and understand the early modern South Asian histories of resistance in terms of cultural domination and subversion.
- How popular literature helps in the reconstruction of the marginalized resistance.
- Develop communication skills to present arguments through essays, presentations
- Critically evaluate primary and secondary historical sources.
- Understand the role of everyday life and cultural production in shaping social transformations.

**Course Content:**

- **Unit 1:** Meanings, Historiography, and sources of popular resistance, every day and routine forms of resistance. **(4 weeks)**
- **Unit 2:** Nature of Peasant Revolts in Mughal India: Modes of Protest; Response of the State. **(4 weeks)**
- **Unit 3:** Resistance on the Margins: Frontiers and Merchants **(4 weeks)**
- **Unit 4:** The Elite Dissent: The Princes and the Nobles **(4 weeks)**
- **Essential Readings:**

**Unit 1:** This unit would explain to the students the historiography, sources, and the concept of everyday forms of resistance, especially non-violent forms of resistance, understanding of infra politics, and how it challenges the existing scholarship on popular dissent and protest.

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- Ginzburg, Carlo. *The Cheese and the Worms: The World of a Sixteenth Century Miller*. Baltimore: Johns Hopkins University Press, 1992.
- Mayaram, Shail. *Against History, Against State: Counter Perspectives from the Margins*. New York: Columbia University Press, 2004.
- Mitchell, Timothy. "Everyday Metaphors of Power." *Theory and Society* 19, no. 5 (October 1990): 545–577.
- Scott, James C. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 1985.
- Sivaramakrishnan, K. "Some Intellectual Genealogies for the Concept of Everyday Resistance." *American Anthropologist* 107, no. 3 (September 2005): 346–355.
- Thompson, E. P. "The Moral Economy of the English Crowd in the Eighteenth Century." *Past & Present* 50, no. 1 (February 1971): 76–136.

**Unit 2:** Beyond the conventional understanding of peasant resistance, this unit would emphasise the recent understanding of peasant challenges to the cultural forms of dominance.

- Alam, Muzaffar. "Aspects of Agrarian Uprisings in North India in Early Eighteenth Century." In *The Mughal State, 1526–1750*, edited by Muzaffar Alam and Sanjay Subrahmanyam, 449–473. New Delhi: Oxford University Press, 1988.
- Habib, Irfan. "Peasant and Artisan Resistance in Mughal India." *Studies in International Development*, no. 34 (1984).
- Habib, Irfan. *Essays in Indian History: Towards a Marxist Perception*. Delhi: Tulika, 1995.
- Habib, Irfan. *The Agrarian System of Mughal India, 1556–1707*. 2nd ed. Delhi: Oxford University Press, 1999.
- Khan, Iqtidar Alam. "Muskets in the Mawas: Instruments of Peasant Resistance." In *The Making of History: Essays Presented to Irfan Habib*, edited by K. N. Pannikar et al., 200–220. Delhi: Tulika, 2000.
- Mayaram, Shail. *Against History, Against State: Counter Perspectives from the Margins*. New York: Columbia University Press, 2004.
- Rana, R. P. *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665–1735*. New Delhi: Manohar, 2006.

**Unit 3:** This unit examines the concept of the frontier in the Mughal context, not merely as a territorial periphery but as a dynamic cultural zone and the vernacular imagination of resistance. It also examines the modes and motivations behind merchant resistance and their consequences for the political system. The Unit also looks at Sikh assertion under the Mughals.

- Gommans, Jos. *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500–1700*. London: Routledge, 2002.
- Bhadra, Gautam. "Two Frontier Uprisings in Mughal India." In *The Mughal State, 1526–1750*, edited by Muzaffar Alam and Sanjay Subrahmanyam. New Delhi: Oxford University Press, 1998.
- Chatterjee, Kumkum. "Goddess Encounters: Mughals, Monsters and the Goddess in Bengal." *Modern Asian Studies* 47, no. 5 (2013): 1435–1487.
- Eaton, Richard. *The Rise of Islam and the Bengal Frontier, 1204–1760*. Delhi: Oxford University Press, 1997.
- Singh, Surinder. "Mughal Centralization and Local Resistance in North Western India: An Exploration in the Ballad of Dulla Bhatti." In *Popular Literature and Pre-modern Societies in South Asia*, edited by Surinder Singh and Ishwar Dayal Gaur, 89–112. Delhi: Pearson, 2008.
- Banarsidas. *Ardhakathanak: Half a Tale*. Translated and annotated by Mukund Lath. Jaipur: Rajasthan Prakrit Bharati Sansthan, 1981.
- Choudhary, Sushil. "The Gujarati Mahajans: An Analysis of Their Functional Role in the Surat Crisis of 1669." *Proceedings of Indian History Congress*, 41st Session (1980).
- Habib, Irfan. "Peasant and Artisan Resistance in Mughal India." *Studies in International Development*, no. 34 (1984).
- Hasan, Farhat. *State and Locality in Mughal India: Power Relations in Western India, c. 1572–1730*. Cambridge: Cambridge University Press, 2004.
- Mehta, Shirin. "The Mahajans and the Business Communities of Ahmedabad." In *Business Communities of India*, edited by Dwijendra Tripathi, 173–184. Delhi: Manohar, 2004.

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- Grewal & Banga eds (2001), *History and Ideology: The Khalsa over 300 years*, pp. 40-47
- Syan, Hardip Singh (2013), *Sikh Militancy in the 17<sup>th</sup> Century : Religion Violence in the Mughal & Early Modern India*.

**Unit 4:** This unit analyses the political formations and revolts of the princes and as well as their role in shaping the nature of Mughal-centred *political culture* and institutions.

- Chandra, Satish. *Parties and Politics at the Mughal Court, 1707–1740*. New Delhi: Oxford University Press, 2003.
- Chandra, Satish. "Mughal-Rajput Relations during the Seventeenth Century—Problems of a Class Alliance." In *Essays on Medieval Indian History*. Delhi: Oxford University Press, 2003.
- Faruqi, Munis D. *The Princes of the Mughal Empire, 1504–1719*. Cambridge: Cambridge University Press, 2012.
- Khan, Iqtidar Alam. "The Nobility under Akbar and the Development of his Religious Policy, 1560–80." *The Journal of the Royal Asiatic Society of Great Britain and Ireland*, no. 1/2 (April 1968): 29–36.
- Streusand, Douglas E. *The Formation of the Mughal Empire*. Delhi: Oxford University Press, 1989.

### **Further Readings**

- Burke, Peter. *Popular Culture in Early Modern Europe*. New York: New York University Press, 1978.
- Freedman, Paul. "Peasant Resistance in Medieval Europe: Approaches to the Question of Peasant Resistance." *Filozofski vestnik* 18, no. 2 (1997): 179–211.
- Gommans, Jos. "The Silent Frontier of South Asia, c. A.D. 1100–1800." *Journal of World History* 9, no. 1 (Spring 1998): 1–23.
- Habib, Irfan, ed. *Essays in Indian History: Towards a Marxist Perception*. Delhi: Tulika, 1995. See especially "Forms of Class Struggle in Mughal India," 233–258.
- Habib, Irfan. "Merchant Communities in Pre-colonial India." In *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World, 1350–1750*, edited by J. D. Tracy, 371–400. Cambridge: Cambridge University Press, 1990.
- Hanlon, Rosalind O'. "Recovering the Subject: Subaltern Studies and Histories of Resistance in Colonial South Asia." *Modern Asian Studies* 22, no. 1 (1988): 189–224.
- Smith, W. C. "Lower Class Uprisings in the Mughal Empire." In *The Mughal State, 1526–1750*, edited by Muzaffar Alam and Sanjay Subrahmanyam, 323–346. New Delhi: Oxford University Press, 1998.
- Hobsbawm, Eric. *Primitive Rebels: Studies in Archaic Forms of Social Movement in the 19th and 20th Centuries*. Manchester: Manchester University Press, 1959.
- Hobsbawm, Eric. "Peasants and Politics." *Journal of Peasant Studies* 1 (1973): 3–22.
- Hobsbawm, Eric. *Bandits*. London: Abacus, 2012.
- Marche, Guillaume. "Why Infrapolitics Matters." *Revue française d'études américaines*, no. 131 (2012): 3–18.
- Scott, James C. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press, 1976.
- Scott, James C. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press, 1990.
- Tripathi, Dwijendra, and M. J. Mehta. "Class Character of the Gujarati Business Community." In *Business Communities of India*, edited by Dwijendra Tripathi, 151–173. Delhi: Manohar, 1984.

Additional readings may be suggested by the Department from time to time.

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

*Department of History, University of Delhi***DSE - 9: Green Legacies: Indigenous and Empires' Ecologies in India****Credit Distribution, Eligibility, and Pre-requisites of the Course**

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Green Legacies: Indigenous and Empires' Ecologies in India</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:** This course explores the environmental history of India through thematic lenses such as Indian prudent traditions and environmental knowledge, rivers, floods, canals and dams, agricultural expansion and deforestation under Mughal and British rule, tribal societies, transformation of semi-arid landscapes, and conservation ideas. It examines how human-environment interactions have shaped India's ecological landscape across historical periods, emphasizing indigenous practices, colonial transformations, and modern challenges. Through lectures, discussions, and research, students will analyse primary and secondary sources to understand the historical roots of environmental issues in historical context.

**Learning Outcomes**

After completing this course, students should be able to -

- Analyse indigenous environmental knowledge and its relevance to modern sustainability.
- Examine the historical significance of rivers and water management systems in India.
- Assess the environmental impacts of agricultural expansion and deforestation under Mughal and British rule.
- Explore the ecological relationships of tribal societies with their environments.
- Investigate the transformation of semi-arid landscapes and its socio-economic implications.
- Compare indigenous and Western conservation ideas and their influence on environmental policies.
- Develop critical research and analytical skills through engagement with historical sources.

**Course Outline:****Unit1:** Indian Prudent Traditions and Environmental Knowledge (4 weeks)

- Indigenous environmental practices
- Conservation Philosophies
- Sacred groves, Water harvesting
- Sustainable agriculture

**Unit 2:** Rivers (4 weeks)

- Ganga and Brahmaputra: Cultural, economic, and ecological significance of rivers in Indian history
- Management of Water: Floods, Embankments, Canals and Big Dams

**Unit 3:** Agricultural Expansion and Deforestation under the Mughals and the British (4 weeks)

- Environmental impacts of agricultural intensification
- Forest clearance under Mughal and British rule

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### **Unit 4: Conservation Ideas: Indigenous and Western Notions (4 weeks)**

- a. Evolution of conservation practices
- b. Indigenous and Western approaches
- c. Colonial environmentalism

### **Essential Readings:**

**Unit 1:** This unit explores indigenous environmental practices, focusing on sacred groves, water harvesting, and sustainable agriculture as foundations of ecological wisdom in early India.

- Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. Oxford: Oxford University Press, 1992. (Chapters 1–3)
- Kapur, Nandini Sinha, ed. *Environmental History of Early India*. Delhi: Oxford University Press, 2011. (Selected chapters)
- Singh, Vipul. “Could Religion Act as a Force for Conservation? Case of a Semi-Arid Zone in India.” In *Conservation of Architecture, Urban Areas, Nature, and Landscape: Towards a Sustainable Survival of Cultural Landscape*, edited by Andrew Dolkart, Osama M. Al-Gohari, and Samia Rab, 2:427–38. Amman: CSAAR, 2011.
- White, Lynn, Jr. “The Historical Roots of Our Ecological Crisis.” *Science* 155, no. 3767 (1967): 1203–1207.

**Unit 2:** This unit investigates the cultural, economic, and ecological significance of rivers like the Ganga and Brahmaputra, alongside historical water management practices, including floods, embankments, canals, and big dams.

- D’Souza, Rohan. *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India*. Oxford: Oxford University Press, 2006.
- Gilmartin, David. *Blood and Water: The Indus River Basin in Modern History*. Oakland: University of California Press, 2015.
- Saikia, Arupjyoti. *The Unquiet River*. Delhi: Oxford University Press, 2019.
- Singh, Vipul. *Speaking Rivers*. Delhi: Primus Books, 2018.
- Whitcombe, Elizabeth. *Agrarian Conditions in Northern India*. Vol. 1. Berkeley: University of California Press, 1972.

**Unit 3:** This module examines historical climate change and its effects on human societies. It explores how climate influenced civilizations, the role of the Little Ice Age in the 17th century crises, and the environmental impact of industrialization and carbon economies. By analysing these shifts, the module highlights the long-term relationship between climate and social change.

- Bhattacharya, Neeladri. *The Great Agrarian Conquest*. Ranikhet: Permanent Black, 2018.
- Fisher, Michael H. *An Environmental History of India*. Cambridge: Cambridge University Press, 2018. (Chapters 5 and 6)
- Guha, Sumit. *Ecologies of Empire in South Asia, 1400–1900*. Ranikhet: Permanent Black, 2023.
- Habib, Irfan. *The Agrarian System of Mughal India*. Delhi: Oxford University Press, 2013.
- Kapur, Nandini Sinha, ed. *Environmental History of Early India*. Delhi: Oxford University Press, 2011.

**Unit 4:** This unit critically analyses how colonial environmentalism reshaped local ecologies and knowledge systems, often marginalizing indigenous conservation ideologies in favour of Western scientific paradigms.

- Agarwal, Anil, and Sunita Narain. *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment, 1997.
- Arnold, David, and Ramachandra Guha, eds. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Oxford: Oxford University Press, 1995. (Selected essays)
- Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land*. Delhi: Oxford University Press, 1992.
- Grove, Richard. *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism*. Cambridge: Cambridge University Press, 1995. (Chapters 3 & 4)
- Kumar, Deepak. *Science and the Raj: A Study of British India*. Delhi: Oxford University Press, 1995.

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**Further Readings:**

- Guha, Ramachandra. *Environmentalism: A Global History*. Delhi: Oxford University Press, 2000.
- McNeill, John, José Augusto Pádua, and Mahesh Rangarajan, eds. *Environmental History as if Nature Existed*. Delhi: Oxford University Press, 2010.
- Rangarajan, Mahesh. *India's Wildlife History: An Introduction*. Ranikhet: Permanent Black, 2001.
- Rangarajan, Mahesh, ed. *Environmental Issues in India: A Reader*. Delhi: Pearson Education India, 2007.
- Saberwal, Vasant, and Mahesh Rangarajan, eds. *Battles over Nature*. Ranikhet: Permanent Black, 2003.
- Skaria, Ajay. *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press, 1999.

Additional readings may be suggested by the Department from time to time.

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

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**DSE-10: Select Issues in the History of Nationalism in India, c. 1860–1917**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Select Issues in the History of Nationalism in India, c. 1860–1917	04	3	1	0	Nil	Nil

**Course Objectives:**

The objective of the course is to familiarise students with broad debates and theoretical formulations of the early phases of nationalist politics in India during 1860-1917. The course also engages with historiographical debates and alternative perspectives on early nationalism. It examines key themes such as the intellectual foundations of nationalism, the role of political associations, peasant and tribal participation, the impact of economic and social reforms, and the emergence of mass movements. It also deals with the response of the Indian intelligentsia to social and political reforms, the role of print and standardization of language in the formation of nationalist collectives, while also exploring intersections of caste, gender, and economic self-sufficiency (Swadeshi movement) in shaping Indian nationalism. The course focuses on the multiplicity of nationalist expressions and contestations within this period.

**Course Learning Outcomes:**

At the end of the course, students would:

- Be engaging with primary sources and understand key theories of nationalism and their relevance to Indian historiographical debates to reflect upon sources, methods and approaches to the study of nationalism.
- Be able to examine the role of diverse actors, including intellectuals, peasants, tribals and revolutionaries.
- Chart the ways in which nationalism in South Asian countries has been understood by anthropologists, sociologists and other social scientists from the beginning of the British rule up to the present era of global integration.
- Examine the ideological and strategic shifts in Indian nationalism, particularly the Swadeshi Movement.
- Understand ways in which Indians responded to colonialism and learnt about how multiple shades of nationalism emerged in response to the British rule.

**Course Structure (4 Units):**

**Unit 1:** Approaches to Nationalism and their application to India; Historiography on early Indian Nationalism: conceptual problems, sources and methods. **(4 weeks)**

**Unit 2:** Early Nationalist Political Formations (1860–1890); patterns of change under colonialism and Indian responses, Economic Nationalism and the Indian intelligentsia; intellectual cross-currents; print, press, societies, associations and socio-political reforms. **(4 weeks)**



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**Unit 3:** Popular Traditionalist and Modern Politics around Peasants, Caste, Tribal and Religious Communities and Nationalism; Social tensions, conflicts, and new Identities around Religions and Languages. **(4 weeks)**

**Unit 4:** Visual Culture, Gender, and Evolving Nationalist Strategies, Moderate-Extremist Debate, Swadeshi Movement and its Aftermath, Revolutionary movement, Tagore's *Nationalism*, Gandhi's *Hind Swaraj* and the evolution of Nationalist Strategies. **(4 weeks)**

### **ESSENTIAL READINGS AND UNIT WISE LEARNING OUTCOMES:**

**Unit 1:** This unit will explain the history of nationalism as ideas, sentiments, and cultural identities in relation to recent historiography, nationalism in the Indian context and patterns of socio-political transformation in 19th-century India.

- Anderson, Benedict. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London, ch. 1-3, till page 113.
- Balakrishnan, Gopal. (1999). *Mapping the Nation*, London: Verso.
- Bayly, C.A. (1998). *The Origins of Indian Nationality: Patriotism and Ethical Government in the Making of Modern India*, Delhi, 1998, Chapter 1, pp.1-35, Chapter 4, pp.98-13.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*. New Delhi: Orient Blackswan. (Chapters 1-3)
- Chatterjee, Partha. (1995). *The Nation and its Fragments: Colonial and Postcolonial Histories*, Delhi, Introduction, Chapters 1- 5.
- Gallagher, J. A. et al, (eds.), (1973). *Locality, Province and Nation: Essays on Indian Politics 1870 to 1940*, *Modern Asian Studies*, Chapters 1 and 5.
- Goswami, Manu. (2004). *Producing India: from colonial economy to national space*, Chicago, Introduction and Chapter 1.
- Kaviraj, Sudipta. (2010). *Imaginary Institution of India*. Delhi: Permanent Black.
- Loomba, Ania. (2015). *Colonialism/Postcolonialism*, new ed., London, pp.154-end.
- Ray, Rajat Kanta. (2003). *The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism*, Delhi, Chapters 1 & 2.
- Smith, Anthony D. (1998). *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*, Routledge. Introduction, chapter 1 and Conclusion.
- पार्थ चटर्जी (2021) . राष्ट्रवाद के सत्य और झूठ: चार्वाक द्वारा वर्णित, दिल्ली: परमानेंट ब्लैक .

**Unit 2:** This unit will assess the nature and role of new intelligentsia in modern transformation and development of modern political institutions and ideas like economic nationalism. Early objectives, debates, and leadership of early Associations and the Indian National Congress (INC) and their connection with larger nationalist issues.

- Bayly, C.A. (1975). *The Local Roots of Indian Politics: Allahabad 1880-1920*, Oxford, 1975, Chapters 4-5.
- Chandravarkar, Rajnarayan. (1998). *Imperial Power and Popular Politics: Class, Resistance and the State in India c. 1850-1950*, Cambridge, Chapter 8.
- Chandra, Bipan. (1996). 'Economic Nationalism' *idem*, *The Rise and Growth of Economic Nationalism in India*, Delhi, pp. 736-759.
- Johnson, Gordon. (2005). *Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880 to 1915*, Cambridge.
- McLane, J. R. (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
- Metcalf, Thomas R. (1995). *Ideologies of the Raj*, Cambridge: Cambridge University Press, chapters 1 and 2.
- Mehrotra, S.R. (1971). *Emergence of Indian National Congress*, Delhi.

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- Naik, J.V. (2001). 'Forerunners of Dadabhai Naoroji's Drain Theory', *EPW*, Vol. 36, No. 46/47, pp. 4428-4432.
- Naoroji, Dadabhai (1901), *Poverty and Un-British Rule in India*, London
- Washbrook, D.A. (1976). *The Emergence of Provincial Politics: The Madras Presidency 1870-1920*, Cambridge 1976, Chapter 5, 'The Emergence of Provincial Politics'.

**Unit 3:** This unit will assess the role of popular uprisings and movements in shaping nationalist politics in terms of new identities of peasants, caste, tribal and religious communities in nationalist formation.

- Amin, Shahid. (2015). *Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan*, New Delhi.
- Dhanagare, D.N. (1983). *Peasant Movements in India: 1920-1950*. Delhi: Oxford University Press.
- Freitag, Sandria B. (ed.), (1989), *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, Berkeley, Chapters by Lutgendorf, King & Nita Kumar.
- Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press.
- Hardiman, David. (1981). *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*. Delhi: Oxford University Press.
- Jones, Kenneth W. (1981), 'Religious Identity and the Indian Census' in N.G. Barrier, ed, *The Census in British India: New Perspective*, Delhi: Manohar, 73-101.
- Lelyveld, David (1978), *Aligarh's First Generation: Muslim Solidarity in British India*, Princeton: Princeton University Press.
- Metcalf, Barbara Daly. (1982). *Islamic Revival in British India: Deoband, 1860-1920*, Princeton, Introduction, Chapters 1-3, 5-8.
- O'Hanlon, Rosalind. (1985). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*. Cambridge: Cambridge University Press.
- Pandey, Gyanendra. (1999). *Colonial Construction of Communalism in North India*, Delhi.
- Robinson, Francis (2000), *Islam and Muslim History in South Asia*, Delhi, Chapter 3- 'Islam and the Impact of Print in South Asia', pp. 66-104.
- Singh, Kumar Suresh, (1983). *Birsa Munda and his movement 1874-1901: a study of a millenarian movement in Chotanagpur*, London: Oxford University Press.
- Veer, Peter van der, (1996), *Religious Nationalism: Hindus and Muslims in India*, Berkeley 1996, pp. 154- 176.

**Unit 4:** This unit shall attempt to locate nationalism in its visual, symbolic and practicing forms with ambivalence of social hierarchies; visualization of nationalist discourse around the imagery of Bharat Mata, the nationalist ideas and actions like Swadeshi movement, self-reliance, Moderate-Extremist debate, economic boycott, rise of indigenous industries and revolutionary struggles (1880-1911). Further, the views of Mahatma Gandhi and Rabindranath Tagore shall help us examine the intellectual depth of the ideas of nationalism, patriotism and Swaraj. Nationalist strategies, including the Home Rule and cementing unity during the World War I.

- Bhattacharya, Sabyasachi. (2011). *Talking Back: The Idea of Civilization in the Indian Nationalist Discourse*, New Delhi, Introduction & Chapters 2 & 3.
- Bhattacharya, Sabyasachi (2016), 'Antinomies of Nationalism and Rabindranath Tagore', *Economic and Political Weekly*, Vol. 51, No. 6, pp. 39-45
- Bose, Sugata (1997), 'Nation as Mother: Representations and Contestations of "India" in Bengali Culture and Literature' in Sugata Bose and Ayesha Jalal ed., *Nationalism, Democracy and Development: State and Politics in India*, New Delhi, 1997, pp. 50-75.\*@
- Chakravarty, Suhash (1981), *Anatomy of the Raj*, Delhi: PPH, pp.38-131, 226-250.
- Chatterjee, Partha. (1993). *The Nation and Its Fragments*. Princeton: Princeton University Press, Chapter 6- 'Nation and its Women'.

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- Parel, Anthony J. (ed) (1997), *The Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press.
- Ghosh, Durba. (2017). *Gentlemen Revolutionaries: Violence and Nation in Colonial India*. Delhi: Cambridge University Press. (Chapters 2-4)
- Kumar, Ravinder. (1987). *The Rise of the Home Rule Movement*. Delhi: Orient Longman.
- Nanda, B.R. (1998). *The Making of a Nation: India's Road to Independence*, Delhi: HarperCollins.
- Pinney Christopher, (2004) '*Photos of the Gods*': *The Printed Image and Political Struggle in India*, London: Reaktion Books, Introduction, Chapters 1, 2, 6 and Epilogue.
- Rachel Sturman. (2012). *The Government of Social Life in Colonial India: Liberalism, Religious Law and Women's Rights*, (Cambridge: Cambridge University Press), Introduction and chapter.
- Ramaswamy, Sumathi, (2010), *The Goddess and the Nation: mapping Mother India*, Durham: Duke University Press.
- Sarkar, Sumit. (1973). *The Swadeshi Movement in Bengal, 1903–1908*. Delhi: PPH. (Chapters 1-5)
- Sinha, Mrinalini. (1995). *Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century*, Manchester.
- Tagore, R.N. (1992). *Nationalism, With an Introduction by E.P. Thompson*, Calcutta, Rupa.
- Thakurta, Tapati Guha, (2004), *Monuments, Objects and Histories: Institutions of Art in Colonial and Post Colonial India*, New York: Columbia University Press, Chapters 4 & 5.
- Tripathi, Amal (1967), *The Extremist Challenge: India between 1890 and 1910*, Delhi: Orient Longmans.

### **Suggested Readings:**

- Brown, Judith M. (1972). *Gandhi's Rise to Power: Indian Politics 1915-1922*. Cambridge: Cambridge University Press.
- Chatterjee, Partha. (1993). *Nationalist Thought and the Colonial World: A Derivative Discourse*, Minneapolis: University of Minnesota Press.
- Desai, A.R. (1948), *Social Background of Indian Nationalism*, Bombay: Popular Book Depot.
- Gopal, S. (1965), *British Policy in India 1858-1905*, Cambridge: Cambridge University Press
- Hardiman, David. (1992). *Peasant Resistance in India 1858-1914*. Vol. Oxford in India readings: themes in Indian history. Delhi: Oxford University Press.
- Hardy, Peter. (1972). *The Muslims of British India*, London, Cambridge University Press.
- Mayo, Katherine. (2003). *Mother India*, edited and with an introduction by Mrinalini Sinha (Ann Arbor: University of Michigan).
- Rabindranath Tagore, (2019) *The Home and the World*, London: Penguin Classics.
- Ravindar Kumār. (1983). *Essays in the Social History of Modern India*. Delhi: Oxford University Press.
- Robinson, Francis. (1974). *Separatism among Indian Muslims: The Politics of the United Provinces' Muslims, 1860-1923*. Vol. Cambridge South Asian studies. London: Cambridge University Press.
- हबीब, इरफ़ान (2023) संपा., *भारतीय राष्ट्रवाद : एक अनिवार्य पाठ*, दिल्ली : राजकमल प्रकाशन.
- देसाई, ए.आर. (2023), *भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि*, मुंबई : पॉपुलर प्रकाशन.
- चंद्र, बिपिन (2019), *आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद*, दिल्ली: अनामिका प्रकाशन.

### **Additional Resources:**

Documentary/Films: *The Making of the Mahatma*

Digital Archives: National Archives of India, British Library's India Office Records

Additional readings may be suggested by the Department from time to time.

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

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**DSE-11: Ancient Indian Religions and Philosophies (up to ca. 500 CE)**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Ancient Indian Religions and Philosophies (up to ca. 500 CE)</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:**

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

**Course Learning Outcome:**

At the end of this course, students will:

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

**Course Structure:**

**Unit 1:** Understanding Dynamics of Religions. Beliefs and practices of hunters, gatherers and food producers: Palaeolithic, Neolithic to Chalcolithic Times (**4 weeks**)

**Unit 2:** Study of Vedic cosmology, cosmogony, conceptualizations, rituals and sacrifices (**4 weeks**)

**Unit 3:** Development of various religious ideas and practices in the Gangetic Valley during c.700 to c.200 BCE : Early sramanic practices and Buddhism, Jainism, Ajivikas. (**4 weeks**)

**Unit 4:** Development of Itihasa –Purana traditions, Vaishnavism, Shaivism, Jainism, emergence of

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Mahayana Buddhism and popular cults (*circa* 200 BCE to *Circa* 500 CE) (4 weeks)

### Essential Readings:

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

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

**Unit 2:** Study of Vedic religion.

- Bhattacharya, Haridas. (1969). *The Cultural Heritage of India*. 2nd ed. Vol. 4. Kolkata: The Ramakrishna Mission Institute of Culture.
- Bhattacharyya, N. N. (1996). *Indian Religious Historiography*. Vol. 1. Delhi: Manohar.
- Erdosy, George, ed. (1995) *The Indo-Aryans of Ancient South Asia: Language, Material Culture and Ethnicity*. Indian reprint. New Delhi: Munshiram Manoharlal.
- Keith, A. B. (1925) 1970. *The Religion and Philosophy of the Veda and Upanishads*. Indian reprint. Delhi: Motilal Banarsidass.
- Lincoln, Bruce. (1981). *Priests, Warriors, and Cattle: A Study in the Ecology of Religions*. Berkeley: University of California Press.
- Mallory, J. P. (1989). *In Search of the Indo-Europeans: Language, Archaeology and Myth*. London: Thames and Hudson.
- Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Staal, Frits. (2008). *Discovering the Vedas: Origins, Mantras, Rituals, Insights*. London: Penguin Books.
- Trautmann, Thomas R., ed. (2005). *The Aryan Debate*. Debates in Indian History and Society. New Delhi: Oxford University Press.

**Unit 3:** Development of various religious ideas and practices in the Gangatic Valley during c.700 to

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c.200 BCE: Early Buddhism, Jainism, Materialism.

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

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

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

### **Suggested Further Readings:**

- Bronkhorst, Johannes. (2013). *Greater Magadha: Studies in the Cultures of Early India*. Delhi: Motilal Banarsidass.
- Chakravarti, Uma. (1987). *The Social Dimensions of Early Buddhism*. Delhi: Oxford University Press.
- Jones, Lindsay, ed. 2005. *Encyclopaedia of Religion*. 15 vols. Selected articles: "Ajivikas," "Animism," "Anthropomorphism," "Asceticism," "Belief," "Brahmanism," "Buddhism," "Carvakas," "Charisma," "Comparative Religion," "Cults and Sects," "Deification," "Deity," "Divinity," "Doctrine," "Doubt," "Ecology and Religion," "Esotericism," "Faith," "Feminine Sacrality," "Feminism," "Gender and Religion," "God," "Goddess Worship," "Heresy," "Hinduism," "History of Religions" (pp. 10041-10047), "History of Religions Approach" (pp. 4060-4068), "Holy," "Indian Religions," "Indo-European Religions," "Indus Valley Religion," "Jainism," "Krishnaism" (pp. 5251-5255), "Logos," "Magic," "Masculine Sacrality," "Materialism," "Myth," "Offerings," "Orthodoxy and Heterodoxy," "Pilgrimage," "Popular Religion," "Priesthood," "Rationalism," "Reason," "Relics," "Religion," "Religious Experience," "Ritual(s)," "Sacred," "Sacrifice," "Sanctuaries," "Saura Hinduism," "Secularization," "Shaivism" (pp. 8038-8050), "Shrines," "Study of Religion" (pp. 8760-8796), "Taboo," "Tamil Religions," "Tantrism," "Tapas," "Temples," "Texts," "Theism," "Totemism," "Transcendence and Immanence," "Transculturation," "Vaishnavism" (pp. 9498-9509; 10087-10089), "Vedism," "Zoroastrianism."
- Kane, P. V. *History of Dharmasastra*. Vol. 1, revised and enlarged, part 1, 1968; part 2, 1975. Vol. 2, 2nd ed., 2 parts, 1974. Vol. 3, 2nd ed., 1973. Vol. 4, 2nd ed., 1973. Vol. 5, 2nd ed., part 1, 1974; part 2, 1977. Poona: Bhandarkar Oriental Research Institute.
- Leoshko, Jan. (2003). *Sacred Traces: Buddhist Explorations of Buddhism in South Asia*. Aldershot,

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- England: Ashgate.
- Olivelle, Patrick. (1998). *The Early Upanishads: Annotated Text and Translations*. Oxford: Oxford University Press.
  - Mathpal, Y. (1984). *The Prehistoric Rock Art of Bhimbetka*. Delhi: B.R. Publishing Corporation.
  - Moorti, U. 1994. *Megalithic Culture of South India: Socioeconomic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
  - Rami Reddy, V. (1985). "South Indian Neolithic Culture Seen in Retrospect." *East and West* 35 (1/3): 43-65.
  - Schopen, Gregory. (1991). "Archaeology and the Protestant Presuppositions in the Study of Indian Buddhism." *History of Religions* 31: 1-23.
  - Wagle, Narendra. (1995). *Society at the Time of the Buddha*. 2nd ed. Delhi: Motilal Banarsidass.
  - Whaling, Frank, ed. (1985). *Contemporary Approaches to the Study of Religion*. London: Macmillan.
  - Young, Serinity, ed. (1999). *Encyclopaedia of Women and World Religions*. 2 vols. Detroit: Macmillan Reference USA.
  - Kosambi, D. D. (1962). *Myth and Reality: Studies in the Formation of Indian Culture*. Bombay: Popular Prakashan.
  - Shrimali, K. M. (2002). "The Rigveda and the Avesta: A Study of Their Religious Trajectories." In *A Shared Heritage: The Growth of Civilization in India and Iran*, edited by Irfan Habib, 23–57. New Delhi: Tulika Books.
  - Basham, A.L. (1951). *History and Doctrines of the Ajivikas*. London
  - Chattopadhyaya, Debiprasad. (1969). *Indian Atheism*. Calcutta : K.P. Bagchi & Company.
  - Micheal Danino, 2010, *The Lost river: On the Trail of the Saraswati* , Penguin Books (Chapter8)

Additional readings may be suggested by the Department from time to time.

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

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**DSE-12: Imaging Ancient India: Visual Arts and Archives**

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Imaging Ancient India: Visual Arts and Archives</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:**

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

**Course Learning Outcome:**

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

**Course Structure:**

**Unit 1:** (Weeks 1-4): Visual archives for ancient and early medieval India:

- 'Picturesque' views; early surveys and surveyors of sites and antiquities; institutional and individual efforts.
- Shared beginnings of archaeology and architectural history; Basis of classifications - racial, religious, dynastic, regional;
- European reactions to Indian art and architecture; the Nationalist response;
- Building, extending, and re-interpreting the visual archive in independent India.

**Unit 2:** (Week 5-8): Issues and debates in interpreting art and architecture:

- Temporal and Regional Basis of Style;



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- Debates on Origins and Antiquity, with special ref. to the Buddha image in Indian art.

**Unit 3:** (Week 9-14): Word as 'image' and image as 'text': Text-Image relationships:

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

**Unit 4:** (Week 15-16): Art and Society:

- Artists and Patrons.
- Gendered Histories of Art.

### **Essential Readings:**

#### **Unit 1:**

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

#### **Unit 2:**

- Coomaraswamy, A. K. (1927). "The Origin of the Buddha Image." *The Art Bulletin* 9 (4): 287-329.
- Dehejia, Vidya. (1991). "Aniconism and the Multivalence of Emblems." *Ars Orientalis* 21: 45-66.
- Huntington, John. (1985). "The Origin of the Buddha Image: Early Image Traditions and the Concept of Buddhadarśanapūṇya." In *Studies in Buddhist Art of South Asia*, edited by A. K. Narain, 23-58. Delhi: Kanak Publications.

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

### Unit 3:

- Coomaraswamy, A. K. [1956] 2010. "The Theory of Art in Asia." In *The Transformation of Nature in Art*, 1-58. Delhi: Munshiram Manoharlal.
- Coomaraswamy, Ananda. (1918). *The Dance of Shiva: Fourteen Indian Essays*. New York: The Sunwise Turn Inc.
- ———. 2007 [1946]. "A Figure of Speech or a Figure of Thought?" In *Figures of Speech or Figures of Thought: The Traditional View of Art*, revised edition, 1-30. Bloomington: World Wisdom.
- Dehejia, Vidya. (1997). *Discourse in Early Buddhist Art: Visual Narratives of India*. Delhi: Munshiram Manoharlal.
- Goswamy, B. N. (1985). "Rasa: Delight of the Reason." In *The Essence of Indian Art*, 17-32. Asian Art Museum of San Francisco.
- Goswamy, B. N., and Vrinda Agrawal. (2018). "Aesthetic Theory." In *Oxford Readings in Indian Art*, 117-140. New Delhi: Oxford University Press.
- ———. (2018). "Icons and their Measurements." In *Oxford Readings in Indian Art*, 69-116. New Delhi: Oxford University Press.
- Kaimal, Padma. (1999). "Shiva Nataraja: Shifting Meanings of an Icon." *The Art Bulletin* 81 (3): 390-419.
- Nardi, Isabella. (2006). *The Theory of Citrasutras in Indian Painting: A Critical Re-evaluation of their Uses and Interpretations*. London and New York: Routledge.
- Excerpts from translations of the *Buddhacarita*, *Nidanakatha*, and *Lalitavistara* will be studied to relate these to their parallels in the visual arts of early India.

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### Unit 4:

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

### Suggested Further Readings:

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

Additional readings may be suggested by the Department from time to time.

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

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**DSE-13: HISTORY OF MODERN FRANCE (1760-1815)**  
**Credit Distribution, Eligibility, and Pre-requisites of the Course**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>History of Modern France (1760-1815)</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:**

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

**Learning Outcomes:**

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

**Course Content:**

**Unit 1:** Critical Assessment of various Historiographical Approaches for the study of French Revolution of 1789. **(4 weeks)**

**Unit 2 :** State Formations and Political Tendencies from Ancien Régime to Revolution. **(4 weeks)**

**Unit 3:** Enlightenment Political Culture, its production and reproduction/dissemination and the French Revolution of 1789. **(4 weeks)**

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### **Unit 4: Socio-Economic Aspects of French Revolution. (4 weeks)**

#### **ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

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

Baker, Keith Michael (1990). *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century*. Cambridge: Cambridge University Press.

Burke Edmund (1790) *Reflections on the Revolution in France* OUP edition 1999

Comninel, George C. (1987). *Rethinking the French Revolution: Marxism and the Revisionist Challenge*. London: Verso.

Furet, François (1981). *Interpreting the French Revolution*. Cambridge: Cambridge University Press. (Especially Part 1.)

Kates, Gary, ed. (1998). *The French Revolution: Recent Debates and New Controversies*. New York: Routledge.

Cobban Alfred (1955) *The Myth of the French Revolution*

Soboul, Albert (1988). *Understanding the French Revolution*. New Delhi: People's Publishing House.

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

Andrews, Richard Mowery (1985). "Social Structures, Political Elites, and Ideology in Revolutionary Paris, 1792–94: A Critical Evaluation of Albert Soboul's 'Les sans-culottes parisiens en l'an II'," *Journal of Social History* Vol. 19, pp. 71–112.

Beik, William (1985). *Absolutism and Society in Seventeenth-Century France: State Power and Provincial Aristocracy in Languedoc*, Cambridge, Cambridge University Press.

Cochin, Augustin (2007). *Organizing the Revolution: Selections from Augustin Cochin*, Rockford, IL, Chronicle Press.

de Luna, Frederick A. (1988). "The Girondins Were Girondins," *French Historical Studies* Vol. 15, pp. 506–518.

Feher, Ferenc (1987). *The Frozen Revolution: An Essay on Jacobinism*, Cambridge, Cambridge University Press.

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

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Cambridge University Press.

Palmer R.R (1941) *Twelve who Ruled : The Year of Terror in the French Revolution*

Parker, David (1983). *The Making of French Absolutism*, New York, St. Martin's Press.

Soboul, Albert (1972). *The Sans Culottes: The Popular Movement and Revolution (1793–1794)*, New York, Anchor Books.

Tocqueville Alexis de (2008) *The Ancien Regime and the French Revolution*, Penguin

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

Baker, Keith Michael (1981). "Enlightenment and Revolution in France: Old Problems, Renewed Approaches," *Modern Asian Studies* Vol. 2, pp. 281–303.

Cobban Alfred (1968). *Aspects of the French Revolution*

Chartier, Roger, ed. (1989). *The Culture of Print: Power and the Uses of Print in Early Modern Europe*, trans. Lydia G. Cochrane, Cambridge, Polity Press.

Darnton, Robert (1996). *The Forbidden Best-Sellers of Pre-Revolutionary France*. New York: W. W. Norton & Company,.

Hesse, Carla (1991). *Publishing and Cultural Politics in Revolutionary Paris, 1789–1810*, Berkeley, University of California Press.

Juneja, Monica (2002). "Family Fictions: Painting and the Politics of Gender in the Making of Republican France," *Studies in History* Vol. 18, No. 2, pp. 335–358.

Ozouf, Mona (1991). *Festivals and the French Revolution*, Cambridge, Massachusetts, Harvard University Press.

Palmer, R. R. (2017). *The Improvement of Humanity: Education and the French Revolution*, Princeton, Princeton University Press.

Wain, Kenneth (2011). *On Rousseau: An Introduction to His Radical Thinking on Education and Politics*, Rotterdam, Sense Publishers.

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

Dubois, Laurent (2006). "An Enslaved Enlightenment: Rethinking the Intellectual History of the French Atlantic," *Social History* Vol. 31, No. 1, pp. 1-14.

Geggus, David P. (1989). "Racial Equality, Slavery, and Colonial Secession during the Constituent Assembly," *The American Historical Review* Vol. 94, No. 5, pp. 1290-1308.

Gerson, Stéphane (1996). "The Jews in France during the French Revolution," *French Historical Studies* Vol. 19, No. 2, pp. 519-536.

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

### **Suggested Readings:**

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

Additional readings may be suggested by the Department from time to time.

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

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DSE-14: CONQUEST OF AMERICA							
Credit Distribution, Eligibility, and Pre-requisites of the Course							
Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course	
		Lecture	Tutorial	Practical/ Practice			
Conquest of America	04	3	1	0	Nil	Nil	

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

**Learning Outcomes:**

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

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

**Course Content:**

**Unit 1:** Conquest and Signs (4 weeks)

**Unit 2:** Conquest and Brutalities (4 weeks)

**Unit 3:** Conquest and Philosophical Anthropology (4 weeks)

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

**Essential Readings:**

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

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

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

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



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

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

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

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

### **Suggested Readings:**

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

Additional readings may be suggested by the Department from time to time.

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

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<b>DSE-15: APPROACHES TO GLOBAL HISTORY 1492-1991</b>						
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Approaches to Global History 1492-1991</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

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

**Learning Outcome:**

At the end of the course, students are expected:

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

**Course Content:**

**Unit 1:** Global historiography: European tradition & non-European traditions **(4 weeks)**

**Unit 2:** Emergence of the early modern world in Spain, the Netherlands, the German states, and England **(4 weeks)**

**Unit 3:** Political revolutions of the 18th century: absolutist France and colonial America **(4 weeks)**

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

**Essential Readings**

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

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

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

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

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

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

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

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

### **Suggested Readings**

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

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

Additional readings may be suggested by the Department from time to time.

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

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**SKILL BASED COURSES**

**Department of History, University of Delhi**

<b>SBC-1: EPIGRAPHY AND PALEOGRAPHY</b>							
<b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>							
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>	
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>			
<b>Epigraphy and Paleography</b>	<b>02</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>Nil</b>	<b>Nil</b>	

**Course Objectives:** This course covers technical aspects of handling Epigraphy in Indian subcontinent. It will introduce students to the essential elements of epigraphy and palaeography, and equip them to understand its handling and how to use them for historical reconstruction. Being aware of epigraphy and palaeography encourage students to explore scripts, languages and thereby its evolution and development. Parameters of analysis involved in epigraphy and palaeography gives a firm background to understand and explore these potential field with promising research scopes.

**Learning Outcomes:**

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

- know the essential elements of epigraphy and palaeography
- variations in and different types of inscriptions of different historical periods and region
- learning of languages and scripts used in inscriptions with specific case studies
- practical in hand experience of handling inscriptions

**Course Content:**

**Unit -I. Essential Elements of Epigraphy and Palaeography:** Antiquity of Writing and writing materials in India ; Origin and development of scripts in India (with special reference to any one Harappan Scripts, Brahmi, Kharoshthi, Siddhamatrika, Sarada, Gaudiya, Nagari script; Grantha, Vatteluttu, Tamil Brahmi); Eras and Dates in Indian inscriptions; Early Indian numerals; Issue of Categorizing early Indian inscriptions and its application in historical reconstruction; Developmental stages of the any five Brahmi letters - a, ka, cha, na, pa, bha, ma, ya, sha, sa, ha; Use of diacritical marks.

**Unit – II. Study of some important inscriptions (any three)**

- Asokan Pillar Inscriptions Delhi-Meerut (Ridge) and Delhi Topra (Firozshah Kotla)
- Hathigumpha inscription of Kharvela
- Besnagar inscription of Heliodorus
- Junagadh inscription of Rudradaman I
- Allahabad Prasasti of Samudragupta
- Mehrauli Iron Pillar inscription
- Aihole inscription of Pulkesin II
- Ikshvaku inscription of Virapurushadatta
- Nasik cave inscription of Gautamiputra Satakarni
- Banskhera inscription of Harshavardhana
- Brihadeswara temple inscription of Rajaraja Chola I

**Note:** Visit to any one find spot of the inscription is essential and may be chosen to write project depending on interest of the student.

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### Essential Readings:

**Unit: I:** This unit introduces the students to the essentials of epigraphy and palaeography. It explores antiquity of writing and use of different scripts in India, classification of inscriptions, evolution and development of early historic Indian scripts.

- Sircar, D.C.: ed. (1983) Select Inscriptions bearing on Indian History and Civilization, vol.1&2.
- Singh, K.S. and Manoharan S. (1993). Language and Scripts, vol-9.
- गौरीशंकर हीराचंद ओझा: प्राचीन भारतीय लिपिमाला, 2016.
- Salomon Richard. (1999). Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages (South Asia Research). Oxford: Oxford University Press.
- Hultzsch, E. (1925). Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI.
- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Bühler, G. Indian Palaeography, New Delhi: Munshiram Manoharlal, 1904, 2004.
- Subrahmanian, N.and Venkataraman, R. 1980 Tamil Epigraphy Madurai: Ennes Publications.
- शर्मा अमिता:भारतीय अभिलेखशास्त्र,पुरालिपिशास्त्र एवं कालक्रम पद्धति, 2010.

**Unit: II:** This unit involves students with handling some important inscriptions.

- Hultzsch, E. (1925). Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI.
- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Bühler, G. Indian Palaeography, New Delhi: Munshiram Manoharlal, 1904, 2004.
- Subrahmanian, N.and Venkataraman, R. 1980 Tamil Epigraphy Madurai: Ennes Publications, 1980.
- शर्मा अमिता:भारतीय अभिलेखशास्त्र,पुरालिपिशास्त्र एवं कालक्रम पद्धति, 2010.

### Suggested Readings:

- Hultzsch, E. (1925). Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI.
- Diskalkar D. B.: Selections from Sanskrit Inscriptions, 1977.
- वासुदेव उपाध्याय: भारतीय सिक्के, 1948
- Mahadevan, Iravatham. (2003). Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University.
- Ojha, G. H. The Palaeography of India. New Delhi: Munshiram Manoharlal (1918, 1993)
- Pollock, Sheldon. The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India. New Delhi: Permanent Black (2006, 2007).
- Ramesh, K. V. (1984). Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan.
- Subrahmanian, N. and Venkataraman, R. (1980). Tamil Epigraphy Madurai: Ennes Publications.

### Practical Component:

- a. Visit to any one spot of the inscription is required and maybe chosen to write project depending on the interest of the student.
- b. Students will also be engaged to read select inscriptions.

Additional readings may be suggested by the Department from time to time.

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

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**SBC-2: EPIGRAPHIC AND ARCHITECTURAL REMAINS FOR THE STUDY OF  
MEDIEVAL INDIAN HISTORY**

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

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
<b>Epigraphic and Architectural Remains for the Study of Medieval Indian History</b>	<b>02</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>Nil</b>	<b>Nil</b>

**Course Objective:**

This course aims to provide students with a comprehensive understanding of the latest research in the fields of epigraphy and monumental remains, with a focus on how these materials have contributed to reshaping our knowledge of medieval Indian history. By exploring these primary sources, students will gain valuable insights into the role of the state in relation to professional scribes, artisans, and other specialists who played a crucial part in the creation and preservation of epigraphic records. Special attention will be given to the rich inscriptional data found in Arabic, Persian, and Sanskrit across the subcontinent. These inscriptions, located on temples, mosques, and other monuments, offer vital information about the political, religious, and cultural dynamics of medieval India. The course will also examine how these inscriptions have been systematically collected and cataloged by institutions such as the Archaeological Survey of India and other research bodies, illustrating their importance in reconstructing historical narratives. Students will study various epigraphic remains—ranging from stone inscriptions to copper plates—which serve as primary sources for understanding the socio-political landscape, administrative structures, and cultural developments of the period. Ultimately, the course seeks to deepen students' appreciation of how epigraphic and monumental remains provide invaluable insights into the medieval Indian past and the ongoing scholarly efforts to decipher and preserve these historical records.

**Course Learning Outcomes (CLOs):**

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

1. Interpret epigraphic records as primary sources for understanding medieval Indian history.
2. Analyze architectural and monumental remains to reconstruct political, cultural, and religious developments.
3. Identify different styles of epigraphy such as Nagari, Kufic, and Nastaliq, and assess their historical significance.
4. Assess the contributions of artisans, scribes, and state institutions in the creation and preservation of epigraphic and monumental records.
5. Use inscriptional data from Arabic, Persian, Sanskrit, and Tamil to understand regional variations in medieval historical narratives.

**Course Content:**

**Unit 1: Epigraphy and Architecture as Historical Sources of India's Medieval Past**

**Unit 2: Regional and Linguistic Variations in Epigraphic Records**



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### **Unit 1: Epigraphy and Architecture as Historical Sources of India's Medieval Past**

- Introduction to epigraphy and architecture as tools of historical analysis.
- Arabic, Persian, and Sanskrit inscriptions – forms and significance.
- Evolution of epigraphic styles: Kufic to Nastaliq.
- Case studies: Qutb Complex, Old Delhi, and Ajmer.
- Chronograms and stylistic features in monuments.

#### **Essential Readings:**

- Asher, Catherine, (1991) *Architecture of Mughal India*.  
 Balasubramaniam, R (2005) *The World heritage complex to the Qutab*, Aryan Books International.  
 Sircar, D.C. 1965. *Indian Epigraphy*, Delhi, [portions of selected chapters]  
 W.E. Begley, *Monumental Islamic Calligraphy from India*, Islamic Foundation Villa Park, Illinois, 1985, pp. 1–75.  
 G.H. Khare, *Persian Sources of Indian History*, vol. 4, Pune, 1973.  
 Carr Stephen, *Archaeological and Monumental Remains of Delhi*, Simla, 1870.  
 Tirmizi, S.A.I. 1968. *Ajmer Through Inscriptions*, New Delhi, pp. 11-24.  
 M. Abid Ali Khan [1931], *Memoirs of Gaur and Pandua*, Edited and revised by H.E. Stapleton, Calcutta, 1986 [Calcutta reprint], pp. 80–105.  
 Harbilas Sharda, *Ajmer: Historical and Descriptive*, pp. 9–63.  
 Mehrdad Shokoohy and Natalie H. Shokoohy, *Nagaur: Sultanate and Early Mughal History and Architecture of the District of Nagaur, India*, London, 1993, pp. 7–84.  
 Koch, Ebba (1991) *Mughal Architecture: An outline of its History and Architecture 1526-1858*.

### **Unit II: Regional and Linguistic Variations in Epigraphic Records**

- Sanskrit inscriptions of Delhi during the medieval period
- Sanskrit inscriptions of Uttar Pradesh
- Tamil and Sanskrit inscriptions from the Chola Empire
- A survey of the inscriptions of the Vijayanagar Empire

#### **Essential Readings:**

- Prasad, Pushpa. 1990. *Sanskrit Inscriptions of the Delhi Sultanate, 1191-1526*, OUP, Delhi, pp. xv-xxxii.  
 Prasad, Pushpa. 2011. "Artisans in Medieval India: Through Nagari Inscriptions," *Proceedings of the Indian History Congress*, Vol. 72, Part-I, pp. 246–263.  
 Sastri, K.A. Nilakanta, *Colas*, Archaeological Survey of India, 1955 [Selected Portions].  
 Subbarayalu, S. and Rajavelu, S. (eds.), *Inscriptions of the Vijayanagar Empire*, Primus, 2014.

#### **Practical Component:**

- a. Reading of some medieval inscriptions.
- b. The students will be required to critically evaluate field data from their visit to historic sites such as Qutub complex and Old Delhi of Mughal Period and to write report on them.
- c. Students will also engage with the methodologies used in the collection and analysis of data by institutions like ASI.

Additional readings may be suggested by the Department from time to time.

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

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<b>SBC-3: HISTORICAL AND ARCHIVAL RECORDS: SKILLS AND METHODS</b> <b>Credit Distribution, Eligibility, and Pre-requisites of the Course</b>						
<b>Course Title and Code</b>	<b>Credits</b>	<b>Credit Distribution of the Course</b>			<b>Eligibility Criteria</b>	<b>Prerequisite of the Course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Historical and Archival Records: Skills and Methods</b>	<b>02</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>Nil</b>	<b>Nil</b>

**Course Objectives:**

This Skill Enhancement Course endeavours to provide students with hands-on training in archival research, preservation, and management. This will facilitate students' basic familiarity with the historical evolution of archives in modern India. As per the latest approach students will learn about digital archiving and the use of technology in historical research. The course would impart knowledge of legal and ethical frameworks in archival studies. This course equips students with the knowledge and skills necessary to navigate the dynamic field of record preservation offering valuable insights into potential career opportunities in this field. Students will be introduced to the fundamentals of historical and archival research methods. Develop practical skills for identifying, analysing, and interpreting historical sources. Familiarize students with Indian archival institutions and digitization initiatives. To provide hands-on experience through project-based learning.

**Course Learning Outcomes:**

By the end of the course, students will:

- Be able to apply the foundational theories and methodologies of archival science in diverse contexts.
- Be able to conduct independent research using primary sources and build competencies relevant to careers in institutional academia, archival management, museums, cultural heritage sectors, and digital history initiatives.
- Apply knowledge of technologies to real world record creation and recordkeeping problems and situations, and assess the impact and usability of emerging technologies for archival purposes.
- Conduct fieldwork in archives, preparing research reports and case studies.
- Develop skills in creating digital and physical archives for preservation and accessibility and gain hands-on experience in paleography, transcription, and digital archiving.
- Understand how archival research applies to media, public policy, legal studies, and historical consultancy.
- Within diverse contexts, identify, develop, apply and assess requirements, policies and procedures for the creation, use, management of, and access to trustworthy records

**Course Structure:**

**Unit 1:** Introduction to Historical and Archival Research

**Unit 2:** Project Work (Practical Hands-on Learning, experience & Case Studies through archival research and historical documentation)

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### Essential Readings and Applications:

#### Unit 1: Introduction to Historical and Archival Research

- Understanding Historical Research: Importance, Sources, and Challenges.
- Types of Historical Records: Manuscripts, Inscriptions, Official Records, Private Papers, Oral Histories, and Visual Archives.
- Historiography and Source Criticism: Methods of Analysis, Authenticity, and Reliability.
- Indian Archives and Repositories: National Archives of India, State Archives, Institutional Archives (e.g., Nehru Memorial Museum & Library, Bhandarkar Oriental Research Institute).
- Legal and Ethical Aspects of Archival Research: Copyright, Privacy, and Preservation Laws.

### Essential Readings:

- Balachandran, A. (2022). 'Documents, Digitisation and History'. *South Asia: Journal of South Asian Studies* 45(2): 314-328.
- Balachandran, A., and Rochelle Pinto. (2010). *Archives and Access*. Bangalore: Centre for Internet and Society.
- Bhattacharya, Sabyasachi. (2019). *Archiving the British Raj: History of the Archival Policy of the Government of India, with Selected Documents, 1858-1947*. Oxford: Oxford University Press.
- Braudel, Fernand. (1958) 1980. 'History and the Social Sciences: The Longue Durée'. In *On History*, 25-54. Chicago: University of Chicago Press.
- Brundage, Anthony. (2017). *Going to the Sources: A Guide to Historical Research and Writing*. Hoboken, NJ: Wiley.
- Couture, Carol, and Jean-Yves Rousseau. (1987). *The Life of a Document*. Montreal: Véhicule Press.
- Cox, Richard J. (2005). *Archives and Archivists in the Information Age*. New York: Neal-Schuman.
- Cox, Richard J., and David A. Wallace. (2002). *Archives and the Public Good: Accountability and Records in Modern Society*. Westport, CT: Quorum Books.
- Ginzburg, Carlo. (2002). *The Judge and the Historian: Marginal Notes on a Late-Twentieth-Century Miscarriage of Justice*. New York: Verso, 3-119.
- Heron, Craig. (2014). 'Archives: Public Awareness and Engagement'. *Archivaria* 78(Fall): 1-18.
- Schwartz, Joan M., and Terry Cook. (2002). 'Archives, Records, and Power: The Making of Modern Memory'. *Archival Science* 2(1-2): 1-19.

#### Unit 2: Project Work (Practical Hands-on Learning, experience & Case Studies through archival research and historical documentation):

The projects should be historical and work with primary sources, e.g., a qualitative or quantitative archival project, a source criticism, a comparative-historical analysis, a case study, or an application of historical and archival methods in political philosophy (e.g., working with manuscript collections and personal papers, or a project on the history of ideas). The project should clearly state the topic and question, explain the research design and methods, and propose and demonstrate an argument.

### Project Options:

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- Analysing Colonial Bureaucratic Records: Using gazetteers, census reports, and police records for historical research.
- Archival Report on a Historical Site or Institution – Visit a state archive, university archive, or museum and prepare a report on its cataloging and preservation practices.
- Case Study on a Famous Archive or Library – Examine archival collections such as those in the Asiatic Society, Nehru Memorial Library, or any regional/state repository.
- Digital Archives: Exploring and analyzing digitized collections (National Archives of India, British Library, Internet Archive, etc.); create a small-scale digital repository of local manuscripts, family records, or oral histories using free digital tools.
- Epigraphy and Manuscript Study: Working with inscriptions and old manuscripts for linguistic and historical analysis.
- Local Archival Research: Exploring state/district archives for historical data.
- Newspaper Archives and Public Memory: Studying historical newspapers (e.g., *The Hindu*, *Amrita Bazar Patrika*, *Kesari*).
- Oral History Documentation: Conducting interviews and recording oral histories from local communities or family archives.
- Preservation and Conservation Project: Examining archival material preservation techniques and writing a report on conservation methods.
- Transcription and Analysis of Historical Documents – Select a primary source document from the National Archives or a local repository, transcribe and interpret it.

### **Readings & Resources:**

- Burke, Peter. (2001). *Eyewitnessing: The Uses of Images as Historical Evidence*. Ithaca, NY: Cornell University Press.
- Dobрева, Milena, and Gabriella Ivacs. (2015). *Digital Archives: Management, Use and Access*. London: Facet Publishing.
- Genovese, Taylor R. (2016). "Decolonizing Archival Methodology: Combating Hegemony and Moving towards a Collaborative Archival Environment." *AlterNative: An International Journal of Indigenous Peoples* 12(1): 32-42.
- Lahiri, Nayanjot. (2006). *Finding Forgotten Cities: How the Indus Civilization was Discovered*. Kolkata: Seagull Books.
- Marino, Chris. (2018). "Inquiry-based Archival Instruction: An Exploratory Study of Affective Impact." *The American Archivist* 81(2): 483-512.
- Russell, Lynette. (2005). "Indigenous Knowledge and Archives: Accessing Hidden History and Understandings." *Australian Academic & Research Libraries* 36(2): 161-171.
- Hill, Michael R. (1993). *Archival Strategies and Techniques*. Newbury Park, CA: Sage.
- Khalidi, Omar. (2011). "A Guide to Arabic, Persian, Turkish, and Urdu Manuscript Libraries in India." *MELA Notes* 84: 1-85.
- Kenney, Anne R., and Oya Y. Rieger. (2000). *Moving Theory into Practice: Digital Imaging for Libraries and Archives*. Mountain View, CA: Research Libraries Group.
- Salomon, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan Languages*. Oxford: Oxford University Press.
- Kumar, Ramesh. (2013). 'The Making of the National Film Archive of India: Notes from the Archive of the Archive'. *The Moving Image* 13(1): 98-128.
- Veccia, Susan H. (2004). 'Primary Sources: Magical Moments of Insight'. In *Uncovering Our History: Teaching with Primary Sources*, edited by Susan H. Veccia, 1-12. Chicago: American Library Association.

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### **Suggested Readings:**

- Carr, E. H. (2008). *What is History?* London: Penguin.
- Chakrabarty, Dipesh. (2008). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press.
- Ghose, Salien. (1963). *Archives in India, History and Assets*. Kolkata: Firma KL Mukhopadhyay.
- Guha Thakurta, Tapati. (2004). *Monuments, Objects, Histories: Institutions of Art in Colonial India*. Delhi: Permanent Black.
- Habib, Irfan. (2017). *Medieval India: The Study of a Civilization*. New Delhi: National Book Trust.
- Mantena, Rama. (2007). "The Question of History in Precolonial India." *History and Theory* 46(3): 396-408.
- Marwick, Arthur. (2001). *The New Nature of History: Knowledge, Evidence, Language*. Basingstoke: Macmillan.
- Plenderleith, H. J. (1956). *The Conservation of Antiquities and Works of Art: Treatment, Repair and Restoration*. New York: Oxford University Press.
- Posner, Earnest. (1972). *Archives in the Ancient World*. Cambridge, MA: Harvard University Press.
- Pramar, V. S. (2005). *A Social History of Indian Architecture*. New Delhi: Oxford University Press.
- Ridener, J. (2009). *From Polders to Postmodernism: A Concise History of Archival Theory*. Duluth, MN: Litwin Books.
- Thapar, Romila. (2014). *The Past as Present: Forging Contemporary Identities through History*. New Delhi: Aleph.

Additional readings may be suggested by the Department from time to time.

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