INDEX

DEPARTMENT OF HISTORY
Semester-III

DEPARTMENT OF HISTORY

Category I

BA (Hons.) History

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – III: 750 – 1200

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – III: 750 – 1200	4	3	1	0		

Learning Objectives

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. 750 – 1200 CE) of Indian history. With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Learning outcomes

Upon completion of this course the student shall be able to:
- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of developments in the cultural sphere, namely Bhakti movement, Puranic Hinduism, Tantricism, architecture and art.

SYLLABUS OF DSC-1

Unit I: Studying early medieval India

1. Sources:texts; inscriptions; coins
2. Perspectives on the early medieval

Unit II: Political structures and processes
1. Evolution of political structures: Rajput polities; Chola state; Odisha
2. Symbols of political power: Brahmanas and temples; courtly cultures
3. Issue of 'Foreign and Indian': Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

Unit III: Social and economic processes
1. Agricultural expansion and social changes
2. Trade and urbanization

Unit IV: Religious and visual cultures
1. Bhakti, Puranic Hinduism; Tantra; Buddhism and Jainism
2. Art and architecture: temples – regional styles

Practical component (if any) - NIL

Essential/recommended readings
Unit I. This unit seeks to familiarise students with the range of sources available for the early medieval period of Indian history. Most importantly, students will engage with the debates and varied scholarly views on the nature of early medieval Indian social formation and the most important aspects and factors of change therein. **(Teaching Time: 4 weeks approx.)**

- Salomon, Richard. 1998. Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and, the Other Indo-Aryan Languages. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological StudStudiesies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture,' pp. 226-51.)
- Schwartzberg. J. 1993. Historical Atlas of South Asia. New York: Oxford University Press. (To be used mostly as a reference book)
- Jha, D.N. 2000. 'Introduction'. In The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 1-60. [Also available in Hindi]
- Sharma, RS 1958. 'Origins of Feudalism in India (c. A.D. 400-650)'. Journal of the Economic and Social History of the Orient, vol. 1: 297-328.
- Mukhia, H. 1981. 'Was there Feudalism in Indian History?' The Journal of Peasant Studies vol. 8(3): 273-310. Also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 86-133.
- Sharma, R.S. 1982. 'The Kali Age: A Period of Social Crisis'. In D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjea, (ed). India: History and Thought. Essays in Honour of Professor A.L. Basham.)

- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective'. Presidential Address, Ancient India Section, Indian History Congress, 44 Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann and Bhairabi Prasad Sahu (eds). 2022. 'Introduction'. The Routledge Handbook of the State in Premodern India. London and New York: Routledge, pp. 1-43.
- सिंह, उपिंदर. 2017. प्राचीन एवं पूर्व-मध्यकालीन भारत का इतिहास: पाषाण-काल से 12वीं शताब्दी तक. नई दिल्ली: पियसिन इंड्या एजुकेशन. प्रासंगिक भाग हैं, अध्याय 10: 'उभरता क्षेत्रीय विन्यास', पृष्ठ संख्या 588-689.)
- झा, विजेंद्रनारायण (सं.). 2007. भारतीय सामंतवाद: राज्य, समाज और विचारधारा. नई दिल्ली: ग्रंथशिल्पी.
- शर्मा, रामशरण. 1993. भारतीय सामंतवाद. नई दिल्ली: राजकमल प्रकाशन.
- मुख्या, हरबंस. 1998. 'क्या भारतीय इतिहास में फ्यूडलिज़्म रहा है ?'. फ्यूडलिज़्म और गैर-यूरोपीय समाज. (सं.) हरबंस मुख्या, नई दिल्ली: ग्रंथशिल्पी, पृष्ठ संख्या 1-49.

Unit II. This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them. **(Teaching Time: 4 weeks Approx.)**

- Sharma, R.S. [1965] 2006. Indian Feudalism: c. AD 300-1200. 3rd edition, Delhi: Macmillan (Especially relevant are, pp. 67-95.).
- Chattopadhyaya, B.D. 1983. 'Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective', Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 195-232.
- Kulke, Hermann. 1995. 'The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India'. In idem. (ed). The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 233-62.
- Chattopadhyaya, B.D. 1976. 'Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan'. Indian Historical Review, vol. 3(1): 59-82. Also reproduced in B.D. Chattopadhyaya, The Making of Early Medieval India, Delhi: Oxford University Press, pp. 57-88. Paperback edition, 1997.
- Stein, Burton. 1977. 'The Segmentary State in South Indian History'. In Richard Fox (ed.). Realm and Region in Traditional India. New Delhi: Vikas, pp. 3-51. Stein's views might also be accessed in another article by him, more easily accessible: Stein, Burton. (1995). 'The Segmentary State: Interim Reflections'. In Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 134-61.
- Heitzman, James. 1987. 'State Formation in South India, 850-1280', Indian Economic and Social History Review, vol. 24 (1), pp. 35-61. Also reproduced in Hermann Kulke. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp. 162-94.

- Ali, Daud. 2006. 'Chapter 2: 'The Culture of the Court'. In idem. Courtly Culture and Political Life in Early Medieval India. New Delhi: Cambridge University Press, (Especially useful is, pp. 69-102.)

- Davis, Richard. 1999. Lives of Indian Images. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.

- Chattopadhyaya, B.D. 2017. 'The Concept of Bharatavarsha and Its Historiographical Implications'. In B. D. ChattopadhyayaThe Concept of Bharatavarsha and Other Essays. New Delhi: Permanent Black, pp. 1-30.

- Maclean, Derryl N. 1989. Religion and Society in Arab Sind. Leiden: E.J. Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82).

- Habib, Mohammad. [1927] 1981. 'Sultan Mahmud of Ghaznin'. In K.A. Nizami (ed.) Politics and Society during the Early Medieval Period, Collected Works of Professor Habib, vol. 2. New Delhi: People's Publishing House, pp. 36-104.

- Thapar, Romila. 2005. Somnath: The Many Voices of a History. Penguin.

- Chattopdhyaya, B.D. [1998] 2017. Representing the Other? Sanskrit Sources and the Muslims (eighth to fourteenth Century). Primus Books: Delhi.

- Kulke, Hermann, K. Kesavapany and Vijay Sakhuja (eds). 2009. Nagapattinam to Su-varnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia. Singapore: Institute of Southeast Asian Studies.

- शर्मा, रामशरण. 1998. 'भारतीयसांमतवार्िकतनासामंती?'.हरबंसमर्ुखया (सं.). फ्यूडतलज़्मऔरगैर-यूरोपीयसमाज. नईदिर्ल्ली:ग्रंथशिल्पी, पष्छसख्ंया 50-86.

- मर्ुखया, हरबंस. 1998 'कृषकउत्पार्िनऔरमध्यकालीनभारतीयसमाज', हरबंसमर्ुखया (सं.). फ्यतलज़्मऔरगैर-यूरोपीयसमाज. नईदिर्ल्ली: ग्रंथशिल्पी, पष्छसख्ंया 310-339.

- चट्टोपाध्याय, बजिलाल. 1978. 'राजपत्ूोंकीउत्पर्ि; पूव-िमध्ययगुीनराजस्थानमेंराजनैर्तक, आर्थिकएवंसामार्जकप्रक्रियाए',ंएच. डी. संकार्लयाआर्ि (सं.). प्राचीनभारत. मैकर्मलन: नईदिर्ल्ली. पष्छसख्ंया,136-153.

- हबीब, मोहम्मि. 1992. 'महमिकेकायोंकाचररत्रऔरमल्ूय', इरफानहबीब (स.)ं मध्यकालीनभारत, अकं -4. नईदिर्ल्ली: राजकमलप्रकाशन, पष्छसख्ंया 9-23.

- थापर, रोर्मला. 2000. 'सोमनाथऔरमहमिू '. सहमतमक्तनादवषि-2, अंक 1-2. पष्छसंख्या 37-44.

- थापर, रोर्मला. 2015. सोमनाथ: इततहासएक, स्वरअनेक. नईदिर्ल्ली: ग्रंथशिल्पी.

- हबीब, इरफान. 1999. 'भारतीयराष्ट्रकेनर्मार्िणकीप्रक्रियाऔरअवधारणा: ऐर्तहार्सकपररप्रेक्ष्य'. सहमतमक्तसंख्या 26-30. नादवषि-1, अंक 3. पष्छ

- चट्टोपाध्याय ,ब्रजिलाल. 2012. 'आक्रामकोंऔरशासकोंकीछर्वियाँ', मीनाक्षीखन्ना (स.)ंमध्यकालीनभारतकासांस्कृततकइततहास. नईदिर्ल्ली: ओररएंट्ब्लैकस्वान, पष्छसंख्या 107-33.

- शास्त्री, नीलकंठ. 1979. चोलवंश. नयीदिर्ल्ली:मैकर्मलन .

Unit III. This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus. **(Teaching Time: 3 weeks Approx.)**

- Sharma, R.S. 1987. Urban Decay in India c. 300 – c. 1000. New Delhi: MunshiramMnoharlal. (Especially important parts are, Chapter 2: 'Urban Growth and Decay in the North', pp. 10-27; Chapter 8: 'Explaining the Urban Eclipse', pp. 132-42; and Chapter 10: 'Agrarian Expansion', pp. 168-77.)

- Champakalakshmi, R. 1995. 'State and Economy: South India, Circa A.D. 400-1300'. In Romila Thapar (ed.). Recent Perspectives of Early Indian History. Bombay: Popular Prakashan, pp. 266- 301.

- Yadava, B.N.S. 1997. 'Immobility and Subjection of Indian Peasantry'. In Bhairabi Prasad Sahu (ed.). Land System and Rural Society in Early India. Delhi: Manohar, pp. 329-42.

- Sharma, R.S. 1969. Social Changes in Early Medieval India. The first Devraj Chanana Memorial Lecture. New Delhi: People's Publishing House. Also reproduced (with slight changes) as Sharma, R.S. 2001. 'Changes in Social Structure'. In idem. Early Medieval Indian Society: A Study in Feudalisation. Hyderabad: Orient Longman, pp. 186-213.

- Chattopadhyaya, B.D. 1994. The Making of Early Medieval India. Oxford: Oxford University Press. (Relevant parts are, Chapter 4: 'Markets and Merchants in Early Medieval Rajasthan', pp. 89-119; Chapter 6: 'Trade and Urban Centres in Early Medieval North India', pp. 130-54; Chapter 7: 'Urban Centres in Early Medieval India: An Overview', pp. 155-182).

- Bhandare, Shailendra. 2015. 'Evaluating the Paucity of Metallic Currency in Medieval India'. In Himanshu Prabha Ray (ed). Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History. Delhi: Routledge, pp. 159-202.

- Chakravarti, Ranabir. 2004. 'Introduction'. In idem. (ed). Trade in Early India. Delhi: Oxford University Press, pp. 1-101.

- Malik, Anjali. 1998. Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000. Delhi: Manohar. Relevant sections are, 'Introduction', pp. 15-33; Chapter 4: 'The Changing Patterns of Trade', pp. 89-109.

- शर्मा, रामशरण. 2000. भारतकेप्राचीननगरोंकापतन. राजकमलप्रकाशन: नयीदिल्ली. प्रासंगिकर्हस्सेइसप्रकारह:ऽ॔अध्याय-2 : 'उिरमेंशहरींर्वकासऔरपतन', पृष्ठसंख्या 25-47; अध्याय-8: 'शहरीपतनकीव्याख्या', पष्ठसख्ंया 173-84; अध्याय 10: ' कृर्षकाप्रसार', पष्ठसख्ंया 213-23.

- शर्मा, रामशरण. 1995. पूवव-मध्यकालीनभारतमेंसामातजकपररवतवन, नईदिल्ली. संशोर्धतसंस्करणशर्मा, रामशरण. 1996. पव-मध्यकालीनभारतकासामतंीसमाजऔरसंस्कृतत. नयीदिल्ली :राजकमलप्रकाशनमेंप्रकार्शतहै.

- यादव, बी.एन. एस. 1981. 'प्रारंभक-मध्यकालीनव्यवस्थामेंभारतीयर्कसानवगिकीअगर्तशीलताऔरिासता', इरफानहबीब (सं.). मध्यकालीनभारत, अंक-1. नयीदिल्ली: राजकमलप्रकाशन, पष्ठसख्ंया 3-12.

Unit IV. The focus of this unit will be on the religious and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life. **(Teaching Time: 4 weeks approx.)**

- Champakalakshmi, R. 1996. 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars'. In R. Champakalakshmi and S. Gopal (ed). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 135-63.

- Narayanan, M.G.S. and K. Veluthat. 2000. 'Bhakti Movement in South India'. In Jha, D.N. (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar, pp. 385-410. The essay was originally published in S.C. Malik. (ed.). 1978. Indian Movements: Some Aspects of Dissent, Protest and Reform. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in D.N. Jha. (ed). 1987. Feudal Social Formation in Early India. Delhi: Chanakya Publications.
- Mahalakshmi, R. 2000. 'Outside the Norm, Within the Tradition: KaraikkalAmmaiyar and the Ideology of Tamil Bhakti', Studies in History, vol. 16(1): pp. 17-40.
- Chakrabarti, Kunal. 1996. 'Texts and Traditions: The Making of the Bengal Puranas'. In R. Champakalakshmi and S. Gopal (eds). Tradition, Dissent and Ideology. New Delhi: Oxford University Press, pp. 55-88.
- Desai, Devangana. 1989. 'Social Dimensions of Art in Early India'. Presidential Address (Ancient India Section). Proceeding of the Indian History Congress, 50th session, Gorakhpur: pp. 21-56.
- नंदी, रमेन्द्रनाथ. 1998. प्राचीनभारतमेंधमवकेसामातजकआधार. नईदिल्ली: ग्रंथशिल्पी.
- सिंह, उपिन्दर. 2017. प्राचीनएवंपूव- मध्यकालीनभारतकाइततहास: पाषाणकालसे 12 वींशताब्दीतक. नईदिल्ली: पियसिनइंडियाएजुकेशन. प्रासंगिकभागहै, अध्याय 10: 'उभरताक्षेत्रीयविन्यास', पृष्ठसंख्या 588-689.

Suggestive readings
- Bosworth, C.E. 1966. 'Mahmud of Ghazna in Contemporary Eyes and in Later Persian literature'. Iran. vol. 4, pp. 85-92. (Alternatively, see Mahmud B. Sebuktigin. in Encyclopaedia of Is-lam, ed. H.A.R. Gibb et al. Leiden: E.J. Brill.)
- Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, New Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 2003. 'The Study of Early India'. In idem. Studying Early India. Delhi: Permanent Black, pp. 3-25.
- Desai. Devangana. 1974. 'Art under Feudalism in India (c. A.D. 500-1300)'. The Indian Historical Review vol. 1(1): pp. 10-17. Reprinted in Jha, D.N. 1987. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 487-496.
- Deyell, J.S. 1990. Living Without Silver: The Monetary History of Early Medieval North India. Delhi: Oxford University Press.
- Eaton, Richard M. 2002. 'Temple Desecration and Indo-Muslim States'. In David Gil-martin and Bruce B. Lawrence (eds). Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia. New Delhi: India Research Press, pp. 246-81. The article can also be ac-cessed in Eaton, Richard M. 2000. Essays on Islam and Indian History, New Delhi: Oxford Univer-sity Press.
- Huntington, Susan. 1985. The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill.
- Jha, D.N. 2000. The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar Publishers.

- Kulke, Hermann. 2001. 'Royal Temple Policy and the Structure of Medieval Hindu Kingdoms'. In idem. Kings and Cults: State Formation and Legitimation in India and Southeast Asia. Delhi: Manohar, pp. 1-16.
- Kulke, Hermann and B. P. Sahu. 2018. History of Precolonial India: Issues and Debates. Delhi: Oxford University Press, pp. 141-278.
- Pollock, Sheldon. 1998. 'India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500'. Daedalus, vol. 127(3). 1998: pp. 41–74.
- Ramaswamy, Vijaya. 1982. 'Peasant, State and Society in Medieval South India: A Re-view Article', Studies in History, vol. 4, pp. 307-19.
- Sahu, B.P. (ed). 1997. 'Introduction'. In idem. Land System and Rural Society in Early India. Delhi: Manohar, pp. 1-58.
- Sharma, R.S. (1985). 'How Feudal was Indian Feudalism?'. The Journal of Peasant Studies, vol. 12 (2-3), pp. 19-43. A revised and updated version of this article is to be found in, Kulke, Hermann (ed). 1995. The State in India 1000-1700. New Delhi: Oxford University Press, pp. 48-85.
- Singh, Upinder. (2008). 'Chapter 10: Emerging Regional Configurations, c. 600-1200 CE'. In idem. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson Education, pp. 546-643.
- Spencer, G.W. (1969). 'Religious Networks and Royal Influence in Eleventh Century South India'. Journal of the Economic and Social History of the Orient. vol. 12 (1): pp. 42- 56.
- Subbarayalu, Y. 2011. South India under the Cholas. New Delhi: Oxford University Press. (Especially important are chapters titled 'Introduction', 'The Chola State' and 'Characterizing the Chola State'.)
- Veluthat, Kesavan. 2000. 'The Role of Nadu in the Socio-Political Structure of South India (c. AD 600-1200)'. In D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India. Delhi: Manohar, pp. 179-96.

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Rise of the Modern West – I

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Rise of the Modern West – I	4	3	1	0		

8

Learning Objectives

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarizes the student with important transitions and transformations in the economy, polity, and socio-cultural life from mid fifteenth century to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contacts with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relation-ship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

Learning outcomes

On completion of this course students will be able to:
- Outline important changes that took place in Europe from the mid fifteenth century.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's State system and trade and empire.

SYLLABUS OF DSC- 2

Unit 1: Transition from Feudalism to Capitalism
1. Issues and debates
2. Question of Eurocentricism

Unit II: Early colonial Expansion
1. Trade and Empire-Mines and Plantations
2. Labour Systems-Indigenous populations and African Slaves

Unit III: Renaissance
1. Origins
2. Humanism in Italy and its spread in Europe, Art

Unit IV: Origins, course and results of the European Reformation

Unit V: Economic development of the sixteenth century
1. Shift of economic balance from the Mediterranean to the Atlantic
2. Price Revolution

Unit VI: European State Systems: with any two case studies-Spain, France, England and Russia

Practical component (if any) - NIL

Essential/recommended readings
Unit 1: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced. **(Teaching Time: 3 weeks approximately)**
- Aston, T.H. and C.H.E. Philpin, (Eds.). (2005). The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe. Cambridge/Delhi: Cambridge University Press, Ist South Asian Edition.
- Blaut, J.M., et.al. (1992). 1492 - The Debate on Colonialism, Eurocentrism, and History. Trenton, N J: Africa World Press, Inc.
- Hilton, Rodney, (Ed.). (1985). The Transition from Feudalism to Capitalism. London: Verso.
- Sinha, Arvind. (2009). Sankrantikaleen Europe. New Delhi: Granth Shilpi. [and English edition].
- Wallerstein, Immanuel. (1974). The Modern World System, Vol. I, Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century. New York: Academic Press.

Unit II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia. **(Teaching Time: 2 weeks approximately)**
- Braudel, Fernand. (1988). Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II,
- III. London: Collins/Fontana Press.
- Burbank, Jane and Frederick Cooper. (2010). Empires in World History - Power and Politics of Difference. Princeton: Princeton University Press.
- Crosby, Alfred W. (2004). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge: Cambridge University Press (2nd edition).
- Davis, Ralph. (1973). The Rise of the Atlantic Economies. London: Weidenfield and Nicolson.
- Waites, Bernard. (1999) Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998. London: Palgrave Macmillan.

Unit III: The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism. **(Teaching Time: 3 weeks approximately)**
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press.

- Mac Kenny, Richard. (2005). Renaissances: The Cultures of Italy, 1300-1600. London/NewYork: Palgrave Macmillan.
- Winks, Robin W. and Lee Palmer Wandel. (2003). Europe in a Wider World, 1350-1650. New York: Oxford University Press.
- Woolfson, Jonathan. (Ed.). (2004). PalgraveAdvances in Renaissance Historiography. London:Palgrave Macmillan.

Unit IV: The Unit outlines the economic, political, social and intellectual dimensions of Reformation, and Reformation's impact on different regions of Europe. **(Teaching Time: 2 weeks approximately)**
- Dixon, C. Scott. (2002). The Reformation in Germany. Oxford: Blackwell Publishers Limited.
- Ferguson, Niall. (2011). Civilization: The West and the Rest. London: Allen Lane.
- Greengrass, Mark. (2015). Christendom Destroyed, Europe 1517-1648. London: Penguin Books.
- MacCulloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.

Unit V: The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe. **(Teaching Time: 3 weeks approximately)**
- Frankopan, Peter. (2015). The Silk Roads: A New History of the World. London: Bloomsbury.
- Heller, Henry. (2011). Birth of Capitalism: a 21st Century Perspective. London: Pluto Press.
- Hill, Christopher. (1969). Reformation to Industrial Revolution. London: Penguin Books.
- Kriedte, Peter. (1983). Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800. Cambridge: Cambridge University Press.

Unit VI: The Unit emphasizes the nature of the European State system and interconnections between economy, society, religion, and polity with case studies. **(Teaching Time: 2 weeks approximately)**
- Anderson, Perry. (1979). Lineages of the Absolutist State. London: Verso Edition.
- Cameron, Euan. (Ed). (2001). Early Modern Europe, An Oxford History. Oxford: Oxford University Press.
- Cuttica, Cesare and Glenn Burgess. (Eds). (2011). Monarchism and Absolutism in Early Modern Europe. London: Routledge.
- Kumin, Beat, (Ed.). (2013). The European World 1500-1800: An Introduction to Early Modern History. New York: Routledge.

Suggestive readings (if any)

● Cipolla, Carlo M., (ed). (1994), Before the Industrial Revolution: European Society and Economy1000-1700. New York: WW Norton & Co.
● Cipolla, Carlo M., (ed). (1976). Fontana Economic History of Europe, Vols. II, III. New York: Barnes and Noble.
● Dickens, A.G. (1974). German Nation and Martin Luther. London: Edward Arnold.
● Dobb, Maurice. (1963). Studies in the Development of Capitalism. London: Routledge and Kegan Paul.
● Findlen, Paula, (ed). (2002). The Italian Renaissance. The Essential Readings. Oxford: Blackwell Publishers Ltd.
● Hilton, Rodney. (2007) Samantvaad se Poonjivaad mein Sankraman. New Delhi. Granth Shilpi.
● Kamen, Henry. (1996). European Society, 1500-1700. London: Routledge.
● Lee, Stephen. (1984). Aspects of European History 1494-1789. London: Methuen & Co. Ltd. (2nd edition)
● Lynch, John. (1984). Spain under the Habsburgs, Vol. I, Empire and Absolutism,1516- 1598. New York: New York University Press.
● Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield& Nicolson.
● Scammell, G.V. (1989). The First Imperial Age: European Overseas Expansion 1400- 1715. London/New York: Routledge.
● Verma, Lal Bahadur. (2008). Europe ka Itihaas. Bhaag 9. (Delhi: PrakashanSansthan)
● Wiesner-Hanks, Merry E. (2006). Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press.
● Wood, E.M. (2002). The Origin of Capitalism: A Longer View. London: Verso, (rev. ed.).

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern China (1840 – 1950s)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern China (1840 – 1950s)	4	3	1	0		

Learning Objectives

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

Learning outcomes

Upon the completion of this course the student shall be able to:
- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the dis-courses on nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

SYLLABUS OF DSC-3

Unit I: Late Imperial China and Western Imperialism
1. Confucian Value System; Society, Economy, Polity
2. Opium Wars and the Unequal Treaty System (9 lectures)

Unit II: Popular Movements and Reforms in the 19th century
1. Taiping and Boxer Movements – Genesis, Ideology, Nature
2. Self-Strengthening Movement; Hundred Days Reforms of 1898 (13 lectures)

Unit III: Emergence of Nationalism

- The Revolution of 1911: Nature and Significance
- The May Fourth Movement of 1919 (10 lectures)

Unit IV: Communist Movement in China
1. 1921-1927: Formation of the CCP and the First United Front
2. 1928-1949: Evolution of Maoist Strategy and Revolutionary Measures in Kiangsi and Yenan ; Communist victory (13 lectures)

Practical component (if any) - NIL

Essential/recommended readings
Unit I: This unit will introduce the students to the salient features of Late Imperial China and its confrontation with Western Imperialism. As a backdrop, it will discuss Confucianism. **(Teaching Time: 3 Weeks)**
- Chesneaux, J. (Ed.). (1972). PopularMovements and Secret Societies in China 1840-1950. Stanford: Stanford University.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 9).
- Hsu, C. Y. Immanuel, (1970) The Rise of Modern China, Oxford University Press.
- Sharma, K. R. (2022). The Third Birth of Confucius: Reconstructing the Ancient Chinese Philosophy in the Post-Mao China. New Delhi: Manohar. (Chapters 1-5).

Unit II: This unit examines the nature and consequences of popular movements and reforms attempted by the ruling elite. **(Teaching time: 4 weeks)**
- Peffer, N. (1994). The Far East- A Modern History. New Delhi: Surjeet Publications, (Chapter 6 &Chapter 7).
- Chung, Tan. (1978). China and the Brave New World: A Study of the Origins of the Opium War. New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).
- Vinacke, H.M. (1982). A History of the Far East in Modern Times. Delhi: Kalyani Publishers, (Chapter 2).
- Chesneaux, J. (1973). Peasant Revolts in China 1840-1949. London: Thames and Hudson, (Chapter 2).
- Cohen, P.A. (1997). History in Three Keys: The Boxer as Event, Experience and Myth. New York: Columbia University Press.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 10& Chapter 11).
- Gray, J. (1990 reprint). Rebellions and Revolutions: China from 1800s to the 1980s. Oxford: Oxford University Press, (Chapter 3& Chapter 6).
- Greenberg, M. (1951). British Trade and the Opening of China. Cambridge: Cambridge University Press.
- Michael, F.H. (1966-1971). The Taiping Rebellion: History and Documents. Seattle: University of Washington Press.

- Purcell, V. (1963). The Boxer Rebellion: A Background Study. Cambridge: Cambridge University Press, (Chapter 6, Chapters 9, Chapter 10 & Conclusion).
- Tan, Chester C. (1967). The Boxer Catastrophe, New York: Octagon Books.
- Teng, S.Y. (1971). The Taiping Rebellion and the Western Powers: A Comprehensive Survey. Oxford: Clarendon Press.
- Tan Chung. (1986). Triton and Dragon: Studies on the 19th Century China and Imperialism. New Delhi: Gian Publishing House.
- Shih, Vincent. (1967). Taiping Ideology: Its Sources, Interpretations and Influences. Seattle: University of Washington Press.

Unit III: This unit examines the history of the emergence of nationalism in China; nature, character and significance of the Revolution of 1911 and the May Fourth Movement. **(Teaching time: 4 Weeks)**
- Wright, M. C. (Ed.). (1968). China in Revolution: the First Phase, 1900-1913. London: Yale University Press, (Introduction).
- Zarrow, P. (2005). China in War and Revolution 1895-1949. London: Routledge.
- Lazzerani, Edward J. (Ed.). (1999). The Chinese Revolution. Westport, Connecticut: Greenwood Press, pp 19-32.
- Bianco, L. (1967). Origins of the Chinese Revolution 1915-1949. Stanford: Stanford University Press, (Chapter 2).
- Chow, Tse-tung. (1960). The May Fourth Movement. Stanford: Stanford University Press, (Chapter 1, Chapter 14).
- Spence, J. (1999). The Search for Modern China. New York: W.W. Norton, (Chapters 11 and 13).
- Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984). The 1911 Revolution in China: Interpretive Essays. Tokyo: University of Tokyo Press, pp. 3-13.

Unit IV: This unit examines the emergence of Communism in China, the relations between the CCP and the KMT (Nationalist Party) and the evolution of the distinctive traits of Maoist Strategies of Revolution. **(Teaching Time: 4 Weeks)**
- Bianco, L. (1967). Origins of the Chinese Revolution 1915-1949. Stanford: Stanford University Press, (Chapter 3 -4).
- Fairbank, J.K. (1987). The Great Chinese Revolution 1800-1985, Part Three. London: Chatto and Windus, (Chapters 12-14).
- Harrison, J.P. (1972). The Long March to Power: A History of the Chinese Communist Party, 1921- 1972, London: Macmillan, (Chapter 2-3 & Chapter 9).
- Isaacs, H. (1961).The Tragedy of the Chinese Revolution. Stanford: Stanford University Press, (Preface, Chapters 1-4 & Chapter 18).
- Johnson, Chalmers A. (1962). Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945. Stanford: Stanford University Press, (Chapter I).
- Selden, M. (1971). The Yenan Way in Revolutionary China. Cambridge: Harvard University Press, (Chapter 1 & Chapter 6).

- Sheridan, J.E. (1975). China in Disintegration: The Republican Era in Chinese History 1912-1949. London: Free Press, Collier Macmillan Publishers, (Chapter 4).
- Snow, E. (1937). Red Star over China, Part Three. London: Victor Gollancz, (Chapter 2).
- Spence, J. (1999). The Search for Modern China. New York: W.W. Norton, (Chapter 16).
- Vohra, Ranbir. (1987). China's Path to Modernization: A Historical Review From 1800 to the Present. Englewood: New Jersey.: Prentice Hall.
- Waller, D. Kiangsi Soviets Republic: Mao and the National Congress of 1931 and 1934. Berkeley: University of California Press.

Suggested Readings:

- Bailey, Paul J. (2007). Gender and Education in China: Gender discourses and women's schooling in the early twentieth century. London: Routledge.
- Cameron, Meribeth H. (1931). The Reform Movement in China, 1898-1912, Stanford: Stanford University Press.
- Chen, J. (1965). Mao and the Chinese Revolution. London: Oxford University Press.
- Chesneaux, Jean et. al. (1976). China from the Opium Wars to the 1911 Revolution. New York: Random House, (Chapters 2-4, 7).
- Cohen, P. A. and John E. Schrecker. (1976). Reform in Nineteenth Century China, Cambridge: Harvard University Press.
- Duara, Prasenjit. (2009). The global and the regional in China's nation-formation. London: Routledge.
- Fairbank, J. K. (1953). Trade and Diplomacy on the China Coast: the opening of the treaty ports, 1842-54. Cambridge: Harvard University Press.
- Fairbank, J.K. (Ed.). (1983). Cambridge History of China: Volume XII: Republican China 1912-1949, Cambridge: Cambridge University Press
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 12).
- Fairbank, J.K., E.O. Reischauer and A.M. Craig. (1998). East Asia: Tradition and Transformation. New Jersey: Houghton Mifflin.
- Fenby, J. (2009). The Penguin History of Modern China: The Fall and Rise of a Great Power 1850- 2009. London: Penguin Books, 2009.
- Franke, Wolfgang. (1980).A Century of Chinese Revolution, 1851-1949, Colombia: University of South Carolina Press.
- Goodman, Bryna and Wendy Larson (Ed.). (2005). Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China. Lanham: Rowman and Littlefield Publishers.
- Hsu, I.C.Y. (1985). The Rise of Modern China. Hong Kong: Oxford University Press, (Chapter 10).
- Hsu, I.C.Y. (Ed.). (1971). Readings in Modern Chinese History, Part Two. Hong Kong: Oxford University Press, (Chapter 2).

- Lovell, J. (2011). The Opium War: Drugs, Dreams, and the Making of China, London: Picador.
- Schram, S.R. (1963). The Politics and Thoughts of Mao Tse Tung. London: Pall Mall.
- Schurmann, F. and O. Schell (Ed.). (1968). China Reader Series: Vol. I– Imperial China, Vol. II– Republican China. Harmondsworth: Penguin Books.
- Schwartz, B. (Ed.). (1972). The Reflections on the May Fourth Movement: A Symposium. Cambridge: Harvard University Press.
- Sheng, Hu. (1981). Imperialism and Chinese Politics, Beijing: Foreign Languages Press.
- Spence, J.D. (1972). The Gate of Heavenly Peace. London: Faber and Faber Limited.
- Twitchett, D. and J.K. Fairbank. (1978). The Cambridge History of China. Cambridge: Cambridge University Press.
- Wasserstorm, Jeffrey N. (2003). Twentieth Century China: New Approaches (Rewriting Histories). London: Routledge.
- Wasserstorm, Jeffrey N. (2016). The Oxford Illustrated History of Modern China, Oxford: Oxford University Press.
- पुणतांबेकर, .ीकृ 1णव3कटेश.(1967) ए>शयाक@ Aवकासोऺमुखएकता. लखनऊ : Kहॅ िN स>मOत, सचउURV ं ंश. नाAवभाग,
- Aवनाके ,हरेाॅड, एम. (1974). पवZए>शयाकाआधOनकइOतहास. लखनऊ: Kहॅ िN स>मOतसचनाAवभाग.
- ए^सटाइन, इजराइल.(1984). अफ@मयुcधसेमर् ुेततक.K ि ाॅलN: अॅतररा1fNयVकाशन. चीनकाभगोल, (1985). AविशीभाषाVकाशनगह, पेइांचग
- पंत, शैला. (2005) आधुOनकचीनकाुिय. K ि ाॅलN :इmडप3ड3टर्पांलकेशनकंपनी
- >म.,कृ 1णकाॅत.(2005).बीसवींसिN काचीन: रा1वाि औरसाpयवाि, qॅथ>शाॉपी.
- Aवcयालंकार, सऽयकेतु. (2015). ए>शयाकाआधOनकइOतहास, मसरू N: .ीसरtवतीसिन. सराओ, के .टN. एस. (2015) आधO Oनशालय. नकचीनकाइOतहास. K ि ाॅलN AववAवcयालय: Kहॅ िN माwयमकायाZॅवय
- मोहतं ी, मनोरंजन.(2017) माओऽसे-तं ुगकाराजनीOतकांचतन. K ि ाॅलN : qॅथ>शाॉपी.
- पांडेय, धनपOत. (2017). आधOनकए>शयाकाइOतहास. K ि ाॅलN: मोतीलालबनारसी ि ास.

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Global Environmental History	4	3	1	0		

Learning Objectives

The objective of this course is to introduce the students to the emerging field of global environmental history. It will explore the transformations in the relationship between society and nature in various places and various time periods around the world. Drawing on environmental, political ecology, and historical geography studies perspectives, the course will introduce the concepts, methods and ideas of global history. Moving beyond regional and national scales of analysing historical processes, the following units elaborate the global interconnectedness of socio-environmental histories. The course adopts a chronological approach to address issues such as human interactions with other living species, modes of resource use, technologies of energy harnessing, migration, modes of transportation, nature protection, pollution, use of fossil fuel and carbon emission, and global warming, among others. Each unit focuses on a general period in history, based on major patterns and large-scale changes in the relationship between societies and the natural world. The role of human agency and unequal power relations in organizing, exploiting, and transforming the natural world will be the central focus of the course. This will enable students to critically assess how historical experiences provide insights in understanding what is happening to human-nature interactions today and to explore ways to achieve socially inclusive ways of addressing climate crisis.

Learning outcomes

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

- Understand the interconnected histories of the relationship between social formations and environmental transformations around the globe from prehistory to the present.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a socio-political framework.
- Identify the historical roots of current climate crisis.
- Apply interdisciplinary methods of Humanities and Social Sciences to understand the past.
- Examine the role of social inequality, i.e., unequal distribution of and unequal access to environmental resources. This is critical in gaining an understanding of the environmental crisis of the world - from the global to the local
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.
- Problematise the notion of a pristine past and of perfect balance between human societies and nature in pre-modern times.

SYLLABUS OF DSC-3

Unit I: Thinking Globally in the Era of Climate Crisis
1. What is Global Environmental History
2. Interdisciplinary Approaches: Archaeology, Anthropology, Historical-Geography, Political Ecology

Unit II: Ecologies of Subsistence in the Early Societies
1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Into the Early Modern Condition
1. Emergence of the European Empires as Ecological Process; The Columbian Exchange
2. Early Colonialism and Environmental Transformations of the small islands-St. Helena and Mauritius
3. Global Cooling and General Crisis in the Seventeenth Century.

Unit IV: Fossil Fuel, Capitalism, and Planetary Environmental Changes
1. Industrial Agriculture
2. Steam Ships and Hydraulic Engineering
3. Cities and Environment

Unit V: The Great Acceleration and the Anthropocene
1. Carbon Politics; the Middle East Crisis
2. Anthropogenic Natural Disasters; Fukushima
3. The Anthropocene Debate

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit will introduce the important themes and perspectives within the emerging field of global environmental history. The readings and discussion will help the students to understand the interdisciplinary methodologies developed by environmental historians to examine source materials. **(Teaching time: 3 weeks approx.)**
- McNeil, J. R. and Mauldin, E. S. (2012), A Companion to Global Environmental History. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), What is Global History. Princeton: Princeton University Press, pp. 1-17, ["Introduction"].
- Corona, Gabriella (2008), "What is Global Environmental History?" Global Environment,
- No. 2, pp. 228-249.
- Bayly, C. A, et al., "AHR Conversation: On Transnational History," The American Historical Review, Vol. 111, No. 5, pp. 1440-64.
- Hughes, Donald J. (2001), An Environmental History of the World: Humankind's Changing Role in the Community of Life. London: Routledge, pp. 242-248 ["Bibliographical Essay: Writing on Global Environmental History"]

Unit II: This unit provides an overview on the nature and dynamics of human interactions with the environment in the pre-modern world. By focusing on the changing technologies and modes of energy harnessing, the themes discussed in this unit expects the students to explore how the relationship of humans with the animals, plants, landforms and water bodies in turn shaped social relationships, ideas and beliefs. **(Teaching time: 3 weeks approx.)**
- Radkau, Joachim (2008), Nature and Power: A Global History of the Environment. Cambridge: Cambridge University Press, pp. 45-54 [Chapter 2.2; "Humans and Animals: Hunting and Domestication"].
- Smil, Vaclav (1994), Energy in World History. Colorado: Westview, 1994 [Chapter 2 "Energy in Prehistory", pp. 15-27; Chapter 3 "Traditional Agriculture," pp. 28-91; Chapter 4 "Pre-Industrial Prime Movers and Fuel, 92-156].
- Bulliet, Richard (2005), Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Columbia University Press, pp. 205 -224.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., the Environment and World History. Berkeley: University of California Press, 2009. pp. 33-53.

Unit III: The first rubric of this unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local

societies and completely transformed landscapes. The second rubric explores how the colonial plantations resulted in rapid socio- environmental changes on oceanic islands, with special focus on the small islands-St. Helena and Mauritius. The third rubric explores the social and cultural impacts of the "Little Ice Age", or the global cooling that continued from the thirteenth through the eighteenth century, with special focus on interlinking climate change and the intensification of famines, and spread of epidemics in the seventeenth century. **(Teaching time: 3 weeks approx.)**

- Crosby, Alfred W. (1986). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. New York. Cambridge University Press, pp.294-308.
- McNeill, J.R. (2012). "Biological Exchange in Global Environmental History", in J. R. McNeill & E. S. Maudlin, eds., Companion to Global Environmental History. Oxford: Blackwell, pp. 433-452.
- Grove, Richard H. (1995), Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Brooke, John L. (2014), Climate Change and the Course of Global History: A Rough Journey. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death].
- Parker, Geoffrey (2013), Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century. New Haven: Yale University Press, pp. xxi-xxix ["Introduction: The 'Little Ice Age' and the 'General Crisis'].

Unit IV: This unit studies the new energy regimes of the modern world, with a special focus on industrialization and a major shift towards fossil fuel. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, urbanization of natural resources, and industrial pollution. **(Teaching time: 3 weeks approx.)**

- McKittrick, Meredith (2012), "Industrial Agriculture", In J. R.McNeill& E. S. Maudlin , eds., Companion to Global Environmental History. Oxford: Blackwell, pp. 411-432.
- Carse, Ashley (2014), Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal. Cambridge, MA: The MIT Press, [Chapter 3: Making the Panama Canal Watershed, pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water, 93-120; Chapter 13: "A Demanding Environment, 129-222].
- Bauer Jordan and Melosi, Martin V. (2012). "Cities and the Environment" in J. R. McNeill and E. S. Maudlin, eds., Companion to Environmental History. Oxford: Blackwell, pp. 360-376.
- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History", in A. C. Isenberg (ed.), The Oxford Handbook of Environmental History. New York: OUP, pp. 553-572.
- McNeill, John R. (2000), Something New Under the Sun: An Environmental History of the Twentieth-Century World, New York, pp. 50-83 [Chapter 3: "The Atmosphere: Urban History"].

Unit V: This unit provides a critical historical perspective on contemporary environmental issues including the global-imperial competition to control oil resources, environmental issues created by nuclear plants, and issues related to carbon emission and global warming. This unit also introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. **(Teaching time: 3 weeks approx.)**

- Jones, Toby C. (2012), "America, Oil, and the War in the Middle East," Journal of American History, Vol. 99, No. 1, pp. 208-218.
- Mitchell, Timothy. (2011). Carbon Democracy: Political Power in the Age of Oil. Lon-don: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Smil, Vaclav (2005), "The Next 50 years: Unfolding Trends," Population and Develop-ment Review, Vol 31, No. 4, pp. 605-643.
- Pritchard, Sara B. (2013), "An Envirotechnical Disaster: Negotiating Nature, Technolo-gy, and Politics at Fukushima," In Ian Jared Miller, et al. eds., Japan at Nature's Edge: The Envi-ronmental Context of a Global Power. Honolulu: University of Hawaii Press, 2013, pp. 255-279.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Hu-mans Now Overwhelming the Great Forces of Nature", Ambio, Vol. 36, No.8, pp. 614-621.

Suggested Readings:

- Beinart William and Hughes Lotte. eds. (2007). Environment and Empire. Oxford: OUP, pp. 200-214 [Imperial Scientists, Ecology and Conservation]
- Beinart William and Middleton, Karen. (2004), "Plant Transfers in Historical Perspective: A Review Article". Environment and History, Vol. 10, No. 1, pp. 3-29.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Colombia University Press. pp. 205 -224.
- Chakrabarty, Dipesh (2021), The Climate of History in a Planetary Age. Chicago: The Univeristy of Chicago Press.
- Crist, Eileen. And Helen Kopina (2014), "Unsettling Anthropocentrism", Dialectical Anthropology, Vol. 38, No 4, pp. 387-396.
- Crosby, Alfred W. (2006). Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy. New York: W. W. Norton. pp. 159-166 & pp. 117-158
- Dickinson, William. (2013). "Changing Times: The Holocene Legacy" in J. R. McNeil and Alan Roe, eds., Global Environmental History: An Introductory Reader. London: Routledge, pp 3-23.
- Fitzgerald, Amy J. (2015). Animals as Food Reconnecting Production, Processing and Impacts. Michigan: Michigan State University Press, pp 9-34.
- Freese, Barbara (2003), Coal: A Human History. Cambridge: Perseus Publishing, Chapter 8: "A Sort of Black Stone", pp. 199-232.

- Guha, Ramachandra. (2000). Environmentalism: A Global History. New York: Longman.
- Kalof, Linda. (2007). Looking at Animals in Human History. London: Reaktion Books. pp. 1-71
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", Nature,
- Vol.519(12March), 171-80.
- Malm, Andreas. (2016). The Rise of Steam Power and the Roots of Global Warming.
- London: Verso. pp.389-394
- McAfee, Kathleen. (2016). "The Politics of Nature in the Anthropocene" in "Whose Anthropocene? Revisiting Dipesh Chakrabarty's 'Four Theses,'" Robert Emmett and Thomas Lekan (eds.), RCC Perspectives: Transformations in Environment and Society No. 2, pp.65–72.
- McKenney Jason. (2002). Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers" In Andrew Kimbrell (ed.), The Fatal Harvest Reader: The Tragedy of Industrial Agriculture. London: Island Press, pp.121-129
- Moore, Jason W. (ed.) (2016) Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism. Oakland: PM Press. pp. 173-195.
- Moore, Jason W. (2015), Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London: Verso, pp. 241-290 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century"]
- Morrison, Kathleen D. (2015). "Provincializing the Anthropocene", Seminar, No. 673, 75- 80.
- Nunn, Nathan and Qian, Nancy (2010) "The Columbian Exchange: A History of Disease, Food, and Ideas", Journal of Economic Perspectives, Vol. 24, No.2, pp. 163–188.
- Radkau, Joachim (2008), Nature and Power: A Global History of the Environment.
- Cambridge: Cambridge University Press.
- Sayre, Nathan F. (2012). "The Politics of the Anthropogenic", Annual Review of Anthropology, Vol. 41, pp. 57-70.
- Urry, John. (2013) Societies Beyond Oil: Oil Dregs and Social Futures. London: Zed Books, pp. 202 -240.

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of South East Asia – I	4	3	1	0		

Learning Objectives

This course offers an overview of pre-colonial Southeast Asian history. It seeks to familiarise students with historiographical debates involving the construction of Southeast Asia as a region. It analyses processes of state formations, the impact of maritime activity on society and polity in the mainland and the archipelago. It focuses on the development and localization of religious traditions across a linguistically and culturally diverse region. The paper will require students to engage with recent developments in the historiography especially with recent research on aspects of social and political history, external influences on the region, architecture, urban history and its local histories. Through this the student will develop a clear and comprehensive understanding of different aspects of pre modern Southeast Asian history.

Learning outcomes

Upon the completion of this course the student shall be able to:
- Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
- Analyse the impact of the European presence on local society
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the historiographical trends to study history of Southeast Asia

Unit I: Introducing maritime and mainland Southeast Asia
1. Environments, Language, Cultures and People; the macro region
2. Sources and the study of Southeast Asian History
3. Perceptions of the Region, historiographical trends

Unit II: Early State formations
1. The religion, architecture, economy and state formation: Pagan, Khmer
2. The maritime trade and political formations in Sea Asia: Champa, Srivijaya-Java

Unit III: Religion in Early Southeast Asia
1. Localisation of Buddhism and Hinduism; The Epics and Buddhist texts

Unit IV: Early modern in South East Asia
1. Majapahit Empire, regional formations

Unit V: Religion in Early Modern Southeast Asia
1. Localisation of Islam: The Hikayats
2. Christianity in Pre Colonial Southeast Asia

Practical component (if any) - NIL

Essential/recommended readings
Unit I: In this unit the student will better appreciate the region and its linguistic, ecological and ethnic diversity. She/he will become familiar with various aspects of the regions micro histories. Recent historiographical debates. In this unit the student will be introduced to the important aspects of the recent historiographical debates. She/he will be familiarised with the questions of social formations linked to the influence of India and China over the region. The student will also engage with recent debates that draw attention to local factors in the regions development. **(Teaching time: 3 weeks Approx.)**
- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, Honolulu: University of Hawaii Press
- Monica L Smith. (1999). "'Indianization' from the Indian Point of View: Trade and Cultural Contacts with Southeast Asia in the Early First Millennium C.E", Journal of the Economic and Social History of the Orient, Vol. 42, No. 1, pp. 1-26

- Suarez, Thomas. (1999). Early Mapping of Southeast Asia: The Epic Story of Sea- farers, Adventurers and Cartographers who first mapped the regions between China and India, Singapore: Periplus.
- Hall, D.G.E. (eds.) (1961) Historians of South East Asia, Oxford University Press, London.
- Mabbet, I. W. The ' Indianization' of Southeast Asia, reflections on the Historical Sources, Journal of Southeast Asian Studies, Vol.8, No.2 9Sept., 1977), pp.143-161
- Coedes, George. (1968), The Indianized States of Southeast Asia, Hawaiian University Press, Honolulu.

Unit II: At the end of this rubric the students would be able to discuss the process of state formation in the region. They will develop a better understanding of the evolving social structures in the region and will be familiar with the important networks of trade and artistic patronage. **(Teaching time: 4 weeks Approx.)**

- Miksic, John N. and GeokYian Goh. (2017). Ancient Southeast Asia, London: Routledge
- Kenneth R. Hall, (2011). A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500, London: Rowman & Littlefield Publishers
- Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, New Delhi: Manohar.
- Tarling, N., ed. (2000). The Cambridge History of Southeast Asia (vol. 1, part 1: from earliest times to 1500 CE), Cambridge: Cambridge University Press. (A basic text book for the course).
- Wolters, O.W. (1999). History, Culture and Region in Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies
- Andaya, Leonard Y. (2008). Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, Honolulu: University of Hawaii Press
- Majumdar, R.C. (1927) Ancient Indian Colonies in the Far East, Vol. 01, Modern Greater India Society: Lahore
- Coedes, George, (1968), The Indianized States of Southeast Asia, Honolulu: University of Hawai Press
- Kulke, Hermann, (2016) Śrīvijaya Revisited: Reflections on State Formation of a Southeast Asian Thalassocracy, Bulletin de l'École française d'Extrême-Orient, Vol. 102, pp. 45-96
- Kumar, Bachchan, (2011) Art and Archaeology of Southeast Asia, Delhi: Aryan Book International

Unit III: The student will be expected to develop an understanding of local beliefs and ritual practices in both maritime and mainland southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time 2 weeks Approx.)**

- Miksic, John N. and GeokYian Goh. (2017). Ancient Southeast Asia, London: Rout- ledge

- Klokke, M., (Ed.) (2000). Narrative Sculpture and Literary Traditions in South and Southeast Asia. Leiden: Brill.
- Kulke, H. (1993; 2001). Kings and Cults: State Formation and Legitimation in In- dia and Southeast Asia, New Delhi: Manohar.
- Girard-Geslan, M., M. Klokke, A. Le Bonheur, D.M. Stadtner, T. Zephir, (1998). Art of SoutheastAsia, London: Harry N. Abrams
- Guy, J., et al. (2014). Lost Kingdoms: Hindu-Buddhist Sculpture of South and Southeast Asia. New York: Metropolitan Museum of Art and Yale University Press.
- Acri, Andrea, Helen Creese and Arlo Griffiths (Eds.). (2011). From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia, Leiden: Brill
- Klokke, M., (Ed.) (2000). Narrative Sculpture and Literary Traditions in South and Southeast Asia. Leiden: Brill.
- Majumdar, R.C. (1938), Ancient Indian Colonies in the Far East, Vol. 02, Calcutta: Modern Publishing.

Unit IV: By the end of this rubric the students will be able to trace the changing character of political formations and the establishment of a European presence in Southeast Asia. The student will learn about various dimensions of the maritime activity involving communities, commodities and port cities. The student will read about the beginnings of the European presence in the region and its impact on the local polities, patterns of trade and social networks. **(Teaching time: 4 weeks Approx.)**

- Andaya, Leonard Y. (2008). Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, Honolulu: University of Hawaii Press
- Pinto, Paulo Jorge de Sousa. (2012). The Portuguese and the Straits of Melaka, 1575-1619: Power Trade and Diplomacy, Singapore: National University of Singapore Press
- Reid, Anthony. (1988). Southeast Asia in the Age of Commerce, 1450-1680: The Lands Below the Winds, New Haven: Yale University Press
- Reid, Anthony (Ed.). (1993). Southeast Asia in the early modern era: Trade, power and belief, Ithaca, New York: Cornell University Press
- Bulbeck, David, Anthony Reid, Lay Cheng Tan and YiqiWu,(1998). Southeast Asian Exports since the 14th century: Cloves, Pepper, Coffee and Sugar, Singapore: Institute of Southeast Asian Studies

Unit V: The student will be expected to learn about the spread of Islam and Christianity in the region. She/he will develop an understanding of how practitioners of these monotheistic religious traditions interfaced with local beliefs and ritual practices in southeast Asia. She/he will be able to demonstrate familiarity with the historical time line and local impact of the spread and localization of important religious traditions in the region. **(Teaching time: 2 weeks Approx.)**

- Hill, A.H., (1963) The Coming of Islam to North Sumatra, Journal of Southeast Asian History, Vol.4, No.1, (Mar), pp.6-21

- Hussein, Ismail, (1966) The Study of Traditional Malay Literature, Journal of the Malaysian Branch of the Royal Asiatic Society, Vol 39, No 2 (210), December, pp.1-22
- Porath, Nathan, (2011) HikayatPatani: The Kingdom of Patani in the Malay and Thai Political World, The Journal of the Malaysian Branch of the Royal Asiatic Society, Vol 84, No 2 (301), December, pp.45-65
- Morgan David O. and Anthony Reid. (2010). The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries, Vol. 3, Cambridge: Cambridge University Press
- Aritonang, Jan Sihar and Karel Steenbrink (Eds.). (2008). A History of Christianity in Indonesia, Leiden: Brill
- Tara Albert. (2014). Conflict and Conversion: Catholicism in Southeast Asia, 1500- 1700, Oxford: Oxford University Press
- Reid, Anthony, (2006) Continuity and Change in. The Austronesian Transition to Islam and Christianity in Peter Bllwood, James J Fox and Darrell Tyron (eds.) The Austronesians, Historical and Comparative Perspectives, Perth: Australia National University Press.

Suggested Readings:

- Ahmad, Abu Talib and Tan LiokEe, (2003). New Terrains in Southeast Asian History,
- Singapore: Singapore University Press
- Andrea, Acri, Helen Creese and Arlo Griffiths (eds.) (2011). From Lanka eastwards: The Ramayana in the Literature and Visual Arts of Indonesia, Leiden; Brill
- Borschnerg, Peter. (2010). The Singapore and Melaka Straits: Violence, Security and Diplomacy in the 17th century, Singapore: National University of Singapore
- Broese, Frank. (1997). Gateways of Asia: Port Cities of Asia in the 13th - 20th cen- turies, London: Routledge.
- Chaudhuri, K.N. (1985). Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750, New Delhi: MunshiramManoharlal.
- Goh, Robbie B.H. (2005). Christianity in Southeast Asia, Singapore: Institute of Southeast Asian Studies
- Hall, K. (1985). Maritime Trade and State Development in Early Southeast Asia. Honolulu: University of Hawaii Press.
- Hall, K.R. and Whitmore, J.K. (1976). Explorations in Early Southeast Asian Histo- ry: the origins of Southeast Asian Statecraft. Ann Arbor: Centre for Southeast Asian Studies, University of Michigan. Michigan Papers on South and Southeast Asia,
- Henley, David and Henk Schulte Nordholt (eds.). (2015). Environment, Trade and Society in Southeast Asia, Leiden: Brill

- Kulke, H, K. Kesavapany, and V. Sakhuja. (2009). Nagapattinam to Suvarnadwipa: Reflections on the Chola Expeditions to Southeast Asia. Singapore: Institute of Southeast Asian Studies.
- Kulke, H. ([1993] 2001). Kings and Cults: State Formation and Legitimation in India and Southeast Asia. New Delhi: Manohar.
- Lieberman, Victor. (2009), Strange Parallels: Southeast Asia in Global Context, c.800- 1830, Volume 2, Mainland Mirrors: Europe, Japan, China, South Asia and the Islands, Cambridge: Cambridge University Press
- Manguin, Pierre-Yves, A. Mani & Geoff Wade (eds.). (2012). Early Interactions be- tween South and Southeast Asia: Reflections on Cross Cultural Exchange, Singapore: Institute of Southeast Asian Studies.
- Morgan, David O. and Anthony Reid. (2010), The New Cambridge history of Islam: The Eastern Islamic World eleventh to eighteenth centuries, Vol. 3, Cambridge: Cambridge University Press
- Ray, H.P. (1994). The Winds of Change: Buddhism and the Maritime links of Early South Asia Delhi: Oxford University Press.
- Singh, Upinder and P. Dhar ed., (2014). Asian Encounters: exploring connected histories, New Delhi: Oxford
- Smith, R.B. and W. Watson. (1979). Early South East Asia: Essays in Archaeology, History and Historical Geography, New York and Kuala Lumpur: Oxford University Press.
- पुरी, बैधनाथ, सुि॰रूपूविमेंभारतीयसंस्कृर्तऔरउसकाइतहास, हिं॰ीसर्मर्त, सनार्वभागिउरप्रिश।
- Majumdar, R.C. Ancient Indian Colonies in the Far East, Vol. 02, Modern Publishing, Calcutta, 1938.
- Majumdar, R.C. Ancient Indian Colonies in the Far East, Vol. 01, Modern Greater India Society, Lahore, 1927
- Kumar, Bachchan, (2005) " TheDevaraja Cult and Khmer Architecture", God and King, the Devaraja Cult in South Asian Art ad Architecture: Proceedings of the Seminar 2001, No.2, Delhi: Daya Books
- Kulke, Hermann, (2010) Nagapattinam to Suvarnadwipa: Reflections on the Chola Naval Expeditions to Southeast Asia, Delhi: Manohar
- Ray, Himanshu Prabha (2021) Coastal Shrines and Transnational Maritime Networks Across India and Southeast Asia, Delhi: Routledge.
- Coedes, George, (1966) The Making of Southeast Asia, translated in English by H. M. Wright, London: Routledge & Paul.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Environment in Indian History	4	3	1	0		

Learning Objectives:

This course aims to introduce the students to the major themes in the environmental history of the Indian subcontinent. A historically informed understanding on how the past societies shaped the natural world shall enable the students to critically situate the environmental issues that we encounter at present. The issues include global warming, contestation over natural resources, changing land use patterns, human interaction with other living species, impacts of agrarian expansion, ecological consequences of imperialism, impacts of mega infrastructure projects, urban pollution, emergence of environmental justice movements and environmental regulations, changing ideas about the natural world, and gendered dimension of environmental degradation. The course has the following broad objectives: a) to introduce the historical studies that explores the long-term trajectories of man-nature interactions and revises the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods; b) to introduce interdisciplinary approaches-cartographic, geological, zoological, ecological knowledges -that helps historians study the crucial role played by ecology in the shaping of the past societies; c) to familiarize the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between humans and the natural world. By the end of this course, the students are expected to develop an in-depth understanding of the interdisciplinary approaches to historical thinking and the significance of the environment in human history.

Learning Outcomes:

After completing this course, students should be able to:

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.

- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have livable cities.
- Locate solutions to environmental problems within a framework of greater democratization of resource use.

Course Content:
Unit I: What is Environmental History
1. Historiography and Sources
2. Interdisciplinarity

Unit II: Living with Nature
1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices and Natural Resources

Unit III: Era of Major Agrarian Expansion
1. Pastoralism, Agrarian Expansion
2. Forests and Tribal Groups
3. Irrigation and Canals

Unit IV: Colonialism and Transformation of Nature
1. Changing Land Use Patterns; Railway and Deforestation, Dams and Hydroelectric Power
2. Inland Waterbodies and Fisheries
3. Urbanization and Environment; Delhi

Unit V: Development, Environment, and Migration in Contemporary India
1. Big Dams and Displacement; Narmada and Tehri
2. Gender and Environmental Justice
3. Green Revolution; Biodiversity Loss; Species Extinction

Essential Readings and Unit Wise Teaching Outcomes:
Unit 1: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, sources, and the major sub-fields of environmental history. The second rubric explores how archeological records, literary sources, bio-mass, artistic depictions of nature, material cultural artifacts and oral history sources are integrated into environmental history narratives. **(Teaching time: 3 weeks approx)**
- Hughes, Donald (2006), *What is Environmental History?* Cambridge: Polity Press. pp. 1-17 [Chapter 1: "Defining Environmental History]
- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," *South Asia Chronicle,* Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), *Nature and Nation: Essay on Environmental History.* Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

Unit II: This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering,

scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 3 weeks approx.)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader.* Delhi: Pearson,pp. 7-16.

- वी. एनमिश्रा (2010)जलवायु, सिंधुघाटीसभ्यताकेउथान - पतनमेंएकघटक: राजस्थानऔरपारकेतथ्य, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुददे, पियर्सन, दिल्ली.

- Allchin, Bridget (1998), "Early Man and Environment in South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia.* Delhi: Oxford University Press, pp. 29-50.

- Lal, Makkhan, "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader.* Delhi: Pearson,pp. 18-32.

- मखनलाल, (2010), गंगाकेमैदानोंमेंलोहेकेउपकरण, वनोंकीसफाईऔरनगरीकरणकासंबंध, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुददे, पियर्सन, दिल्ली.

- Thapar, Romila (2008), "Forests and Settlements", In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader.* Delhi: Pearson,pp. 33-41.

- रोमिलाथापर, वनऔरबस्ती, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुददे, पियर्सन, दिल्ली, 2010

- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia.* London: Routledge.

- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader.* Delhi: Pearson,pp. 42-48.

- महेशरंगाराजन (2010), प्राचीनभारतमेंवनऔरखेत, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुददे, पियर्सन, दिल्ली.

- Chakravarti, Ranabir, "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, *Nature and the Orient: The Environmental History of South and Southeast Asia.* Oxford: Oxford University Press, 1998, pp. 87-105.

Unit III: This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 3 weeks approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishanan, eds (2014), *India's Environmental History: A Reader.* Ranikhet: Permanent Black.

- Singh, Chetan (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays*

on the Environmental History of South Asia. Delhi: Oxford University Press, pp. 21-48.

● Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Mahesh Rangarajan, *Environmental Issues in India: A Reader.* Delhi: Pearson,pp. 97-106.

● सुमितगुहा (2010) अठारहवींशताब्दीकेमहाराष्ट्रमेंघासऔरचारेपरनियंत्रणः एकऐतिहासिकअध्ययन, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुद्दे, पियर्सन, दिल्ली.

● Singh, Abha (2014), "Irrigating Haryana: The Pre-Modern History of the Western Yamuna Canal", in Habib, Irfan, *Medieval India 1: Researches in the History of India 1200-1750,* Delhi: Oxford University Press, pp.49-61.

● Sengupta, Nirmal (1985), "Irrigation: Traditional vs Modern", *Economic and Political Weekly,* Vol. 20, No.45-47, pp.1919-1938.

Unit IV: This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of water bodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources.The third rubric elaborates the environmental problems of urbanization in the context of the colonial city of Delhi. **(Teaching time: 3 weeks approx.)**

● Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4,pp.1283-1309.

● Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society,* Vol. 8, No. 3, pp. 182-195.

● D'Souza, Rohan (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation.* Ranikhet: Permanent Black, pp. 550-583.

● Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].

● Reeves, Peter, (1995), "Inland Waters and Freshwater Fisheries: Some Issues of Control, Access and Conservation in Colonial India," In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia.* Delhi: Oxford University Press, pp. 260-292.

● Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.

● Sharan, Awadhendra B. (2014), *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000.* Delhi: Oxford University Press ["Introduction" and Chapter 4: "Pollution: Industrial Landscapes, 1936-2000].

Unit V: This unit explains how the issues of development such as the construction of big dams and other mega infrastructural projects are often associated with displacement, biodiversity loss, species extinction, and how the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. It offers a historical perspective on increasing the inequality of access to natural resources for women and the poor **(Teaching time: 3 weeks approx.)**

- Sangvai, Sanjay (2008), "The Tragedy of Displacement," In Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader.* Delhi: Pearson, pp. 437-443.

- संजयसंगवई(2010), विस्थापनाकाएकदर्दनाककिस्सा, महेशरंगाराजनसंपादितभारतमेंपर्यावरणकेमुद्दे, पियर्सन, दिल्ली.

- Asthana, Vandana (2012), "Forced Displacement: A Gendered Analysis of the Tehri Dam Project," *Economic and Political Weekly,* Vol. 47, No. 47/48, pp, 96-102.

- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly,* Vol. 25, No. 11, pp. 561-574.

- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", *Feminist Studies,* Vol. 18, No.1. pp. 119-158.

- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in* India. New Delhi: Kali for Women. pp.96-178.

- McNeill, J. R. (2008), "The Green Revolution," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader.* Delhi: Pearson, pp. 184-194.

- Shiva, Vandana (2016), *Stolen Harvest: The Hijacking of the Global Food Supply.* Kentucky: The University Press of Kentucky, [Chapter 1: "The Hijacking of the Global Food Supply"] pp. 5-20.

- Shiva, Vandana (1993), *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics,* London and New Jersey: Zed Books, pp. 19-60; [Chapter 1: "Science and Politics in the Green Revolution"], pp. 61-102 [Chapter 2: "Miracle Seeds' and the destruction of Genetic Diversity"]; pp. 171-193 [Chapter 5: "The Political and Cultural Costs of the Green Revolution"].

Suggested Readings:
- Erdosy, George (1998), "Deforestation in Pre- and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia.* Delhi: Oxford University Press, pp. 51-69.

- Adve, Nagraj (2022), *Global Warming in India: Science, Impacts, and Politics.* Bhopal: Eklavya Foundation.

- Agarwal, Ravi (2010), "Fight for a Forest," In *Seminar,* No. 613, pp. 48-52 (On Delhi Ridge)

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. *The Making of Agrarin Policy in British India, 1770-1900.* Delhi: Oxford University Press.

- Bulliet, Richard. (2005). *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships.* New York: Colombia University Press. pp. 205 -224.

- D'souza, Rohan (2006), *Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India.* New Delhi: Oxford University Press.

- Dangwal, DhirendaraDatt (2009), *Himalayan Degradation: Colonial Forestry and Environmental Change in India.* New Delhi: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature.* Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire.* Delhi: Oxford University Press.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris," in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia.* Delhi: Oxford University Press, pp. 185-209.
- Kapur, Nandini Sinha (2011), *Environmental History of Early India: A Reader.* New Delhi: Oxford University Press.
- Malamoud, Charles (1998), *Village and Forest in Ancient India.* Delhi: Oxford University Press.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban environment during the Nineteenth Century, *Studies in History,* Vol. 23, No. 1, pp. 1-31.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology.* Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia.* Delhi: Oxford University Press, pp. 86-122.
- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History,* Vol 17, No. 1, pp. 135-48.
- Rangarajan, Mahesh ed. (2008), *Environmental Issues in India.* Delhi: Pearson.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly,* Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885.* Delhi: Primus Books

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultures in Indian Subcontinent – I	4	3	1	0		

Learning Objectives

This course aims to provide an overview of Indian cultural traditions and cultural experience. It will help students to understand the meaning, perspectives and approaches to the study of culture. The section dealing with Indian languages and literature focuses upon the development of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature respectively. The content of performing arts will help one appreciate the traditions of music, dance and drama in Indian culture through the ages. This also explores the development of different forms of architecture in India since ancient period.

Learning outcomes

After the successful completion of this Course, the students will be able to:
- understand different perspectives and approaches to the study of culture,
- explain the plurality in Indian cultural traditions,
- learn the growth of Sanskrit, Prakrit, vernacular, Indo-Persian and Urdu language and literature,
- trace the evolution of and the distinction between the Hindustani and Carnatic music culture,
- identify Indian classical dance forms, musical and theatre cultures,
- explain the rich architectural traditions of India.

Unit I: Definitions of Culture and its various aspects
1.	Perspective on Cultures: Indian Cultural tradition: An overview.
2.	Plurality of Cultures: Social Content of Culture

Unit II: Language and Literature
1.	Sanskrit: Kavya – Kalidasa's Ritusamhara; Prakrit: Gatha Saptasati.
2.	Development of Vernacular language and literature.
3.	Indo-Persian literature: Amir Khusro's works; Urdu poetry and prose: Ghalib.

Unit III: Performing Arts
1.	Music: Hindustani, Carnatic Classical Music, Devotional Music: Bhakti and Sufi
2.	Dance: Classical and Folk
3.	Theatre: Classical, Folk, Colonial and Modern

Unit IV: Architecture: Meanings, Forms and Functions
1.	Rock-cut and structural temples: Mamallapuram or Ellora; Khajuraho complex and Tanjavur temple.
2.	Fort – Daulatabad or Chittor forts; Palace–dargah at Fatehpur Sikri.
3.	Colonial architecture– Lutyens' Delhi.

Practical component (if any) - NIL

Essential/recommended readings
Unit-I: This unit will enable students to understand the meaning of culture and its various perspectives. It will further help them to explain the plural characteristics of cultures in the Indian subcontinent and explore their content which conveys diverse ideas. **(Teaching Time: 3 weeks approx.)**
● Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
● Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
● Thakaran, R.C, SheoDutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi, 2013.

Unit II: This unit will help students to understand the literary traditions of India since ancient times. The section deals with some of the important literary works of Sanskrit and Prakrit literature in ancient India. It also explores about the origin and development of vernacular literature in India along with the development

of Indo-Persian literature in medieval times and, Urdu poetry and prose of modern period. **(Teaching Time: 4 weeks approx.)**

- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Khanna, Meenakshi, Madhyakalin Bharat Ka SaanskriticIihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation ShrenyaYug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Thakaran, R.C, SheoDutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit III: This unit highlights various kinds of performing art forms practiced in India since our ancient past. These include music, dance and theatre. This part deals with the musical traditions of north and south India. The focus is also on the devotional music of the Bhakti and Sufi traditions. Classical and folk forms of dance and theatre are also dealt with. **(Teaching Time: 4 weeks approx.)**

- Thakaran, R.C, SheoDutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Unit IV: This unit explains the different architectural forms in India through the ages. It deals with the rock-cut and structural temples of India, fort and palaces of medieval period and the colonial buildings of modern era with special reference to Lutyens' Delhi. **(Teaching Time: 4 weeks approx.)**

- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in

Hindi translation ShrenyaYug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)

- Thakaran, R.C, SheoDutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

Suggestive readings

- Agrawala, Vasudev Sharan, Kala Aur Sanskriti (in Hindi), New Edition, Prabhat Prakashan, Delhi, 2019.
- Agrawala, Vasudev Sharan, Bhartiya Kala (in Hindi), New Edition, Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine. (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 1992.
- Basham, A.L. The Wonder That was India. Volume I, Rupa & Co., New Delhi, 1997. (in Hindi translation Adhbhut Bharat)
- Brown, Percy. Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956 Chandra Pramod, ed. Studies in Indian Temple Architecture, American Institute of Indian Studies, Delhi, 1975. (Chapter 1)
- Cohn. Bernard. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004
- Deva, B.C. An introduction to Indian Music, Delhi, 1973.
- Khanna, Meenakshi, Madhyakalin Bharat Ka SaanskriticIihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi translation ShrenyaYug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford Uuiversity Press, Delhi, 1997.
- Thakaran, R.C, SheoDutt and Sanjay Kumar, ed. Bhartiya Upamahadvipa ki Sanskritiyan, (in Hindi), Directorate of Hindi Medium Implementation Board, University of Delhi.
- Vatsyayan Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (also in Hindi translation)
- Venkatasubramanian, T.K. Music as History in Tamil Nadu, Primus Books, Delhi, 2010.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

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

Category II

(Courses for Undergraduate Programme of study with Discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1200 – 1550	4	3	1	0		

Learning Objectives

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural process-es of the time especially with reference to Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with a diverse corpus of sources available to historians for the period under study.

Learning outcomes

On successful completion of this Course, the students will be able to:
● Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
● Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
● Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Unit I: Survey of sources
1.   Persian ta'rīkh traditions
2.   Malfuzat and premakhyans
3.   Inscriptions and regional identity:Kakatiyas

Unit II: Political structures
1.   Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
2.   Articulating political authority: monuments and rituals
3.   Political cultures: Vijayanagara and Gujarat

Unit III: Society and economy
1.   Agricultural production,
2.   Technology and changes in society
3.   Monetization; market regulations; urban centres; trade and craft

Unit IV: Religion, society and cultures
1.   Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2.   Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari
3.   Gender roles: women bhaktas and rulers

Practical component (if any) - NIL

Essential/recommended readings
Unit-I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. **(Teaching Time: 4 weeks Approx.)**
● Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", Indian Historical Review, vol. 7, pp. 99-115.
● Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
● Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
● Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled Historians of Medieval India.)
● Ernst, Carl W. (1992). Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early ChishtīOrder', pp. 62-84.

- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyans'. In Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198- 221.
- Behl, Aditya. 2012. Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hierarchies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', Indian Economic and Social History Review, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). Precolonial India in Practice: Society, Region and Identity in Medieval Andhra, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.
- हबीब, मोहम्मि. (2014). 'सल्तनतकालकेतचम्भिर्ासूफीिस्तावेज़ ', मध्यकालीनभारत, (संपािक)
- इरफानहबीब, अंक -9, तिल्ली: रािकमलप्रकाशन, पृष्ठसंख्या 11-50.
- हबीब,   मोहम्मि.   (2000).   तिल्लीसल्तनतकारािनततकतसद्धांत :तज़आउद्दीनबरनीकेफतवा- ए
- िह्वाँिारीकेअनुवािसतहत ,तिल्ली :ग्रंथतशल्पी.
- ररज़वी, सैर्ूिअतहरअब्बास. (1957). तुग़लक़्कालीनभारत, भाग -2, ,रािकमलप्रकाशन, प्रासंतगकभाग; 'अनुतितग्रंथोकीसमीक्षा', पृष्ठसंख्या -क -ढ.
- बहल, आतित्य. (2012). 'मार्ावीमृगी: एकतहन्दवीसूफीप्रेमाख्यान (1503 ई.)', मध्यकालीनभारतकासांस्कृततकइततहास   (सं.)   मीनाक्षीखन्ना, ओररएंटब्लैकस्वॉन,पृष्ठसंख्या.185-218.

Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Delhi Sultanate and Vijayanagara. **(Teaching Time: 4 weeks Approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', in Medieval India: Researches in the History of India 1200-1750, vol. I, edited by Irfan Habib, New Delhi: Oxford University Press, pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves were Nobles: The Shamsi Bandagān in the Early Delhi Sultanate', Studies in History, vol. 10, pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, vol. 43, no. 1, pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE', in Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, edited by Albrecht Fuess and Jan Peter Hartung, London: Routledge, pp. 123-48.
- Kumar, Sunil. (2014). 'Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th Centuries',

in After Timur Left, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 60-108.

- Ali, Athar. (1981). 'Nobility under Mohammad Tughluq', Proceedings of the Indian History Congress, vol. 42, pp. 197-202.
- Habib, Irfan. (1982). 'Iqta', in Cambridge Economic History of India, vol. 2, edited by Tapan Raychaudhuri and Irfan Habib, Cambridge: Cambridge University Press, pp. 68-75. Note that the entire section on agrarian economy (pp. 48-75) should be read for a fuller understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay with Appendices, Allahabad: Central Book Depot. See especially Chapter 2 and Appendix B & C.
- Hardy, Peter. (1998). 'Growth of Authority over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study', in Kingship and Authority in South Asia, edited by J. F. Richards, Delhi: Oxford University Press. (first published, 1978).
- Kumar, Sunil. (2001). 'Qutb and Modern Memory' in Partitions of Memory: The Afterlife of the Division of India, edited by Suvir Kaul. Delhi: Permanent Black, pp. 140-82. (Reprinted in Sunil Kumar's The Present in Delhi's Pasts, Delhi: Three Essays Press, 2002, pp. 1-61.)
- Meister, Michael W. (1972). 'The Two-and-a-half-day Mosque', Oriental Art, vol. 18, pp. 57-63. Reproduced in Architecture in Medieval India: Forms, Contexts, Histories, edited by Monica Juneja, New Delhi: Permanent Black, 2001, pp. 303-314.
- Wagoner, Philip.(1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara', Journal of Asian Studies, vol. 55, no. 4, pp. 851-80.
- Sheikh, Samira. (2010). Forging a Region: sultans, traders and pilgrims in Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफान. 2007. '13वीसीमेंसल्तनतकेश. ्ासकवगाक्रातवकास ', मध्यक्रालीनभ. ्ारत, अंक -
- 7, (संपा्िक.) इरफानहबीब, तिल्ली: र. ्ा्िकमलप्रक्राशन.
- ईटन, ररचडा. 2012. 'मध्यकालीनिन्क्ननमेंइस्लातमकस्थानकीअतभव्यम्भक्त '. मध्यकालीनभारतकासांस्कृततकइततहास, (सं.) मीनाक्षीखन्ना ,ओररएंटब्लैकस्वॉन, पृष्ठसंख्या. 134-53.

Unit III: This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 3weeks Approx.)**

- Habib, Muhammad. (1974). 'Introduction' to Elliot and Dowson's History of India vol. II. Reprinted in Politics and Society during the Early Medieval Period: Collected Works of Professor Habib, vol. 1, edited by K.A. Nizami. New Delhi: People's Publishing House, pp. 33-110.
- Moreland, W.H. (1988 reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', in
- Agrarian System of Moslem India. Delhi: Kanti Publications. Reprint, pp. 21-66.

- Habib, Irfan. (1991). 'Agricultural Production', in The Cambridge Economic History of India, vol. I, edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. Proceedings of the Indian History Congress, vol. 31, pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility in the Delhi Sultanate', in Medieval India1: Researches in the History of India 1200-1750, edited by Irfan Habib. New Delhi: Oxford University Press, pp. 22-48.
- Habib, Irfan.(1984). 'Price Regulations of AlauddinKhalji – A Defence of Zia Barani', Indian Economic and Social History Review, vol. 21, no. 4, pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, 1994, pp. 85-111.
- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate – An Essay in Interpretation", Indian Historical Review Vol. 4, pp. 287-303.
- Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, pp. 156-294 (Chapters 6-7).
- Phillip B. Wagoner, 'Money Use in the Deccan, c. 1350–1687: The Role of Vijayanagara hons in the Bahmani Currency System', Indian Economic and Social History Review 51, no. 4 (2014).
- Subrahmanyam, Sanjay. (1994). 'Introduction' to Money and the Market in India 1100-1700,
- edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, pp. 1-56.
- Digby, Simon. (1982). Chapter V: 'The Maritime Trade of India', in Cambridge Economic History of India, edited by Irfan Habib &Tapan Raychaudhuri, Hyderabad: Orient Longman, pp. 121-159.
- हबीब, इरफान. (2016). मध्यकालीनभारतमेंप्रद्योतगकी: नईतिल्ली: राि॰कमल.
- हबीब, इरफान. (2017). मध्यकालीनभारतकाआतथाकइततहास: एकसवेक्षण. नईतिल्ली: राि॰कमल.
- तमश्र, एस. सी. (2014.) 'मुग़लपूवाभारतमेंसामातिकगततशीलता ', मध्यक्कालीनभ. ॰रत, अंक-9, (सं.) इरफानहबीब, तिल्ली: र. ॰ाि॰कमलप्रक्काशन. पृष्ठसंख्या.51-58.
- हबीब, इरफान. (1999). 'उत्तरभारतमेंसामातिकऔरआतथाकपररवतान (1200-1500 ई.)', भारतीईततहासमेंमध्यकाल, (सं.) इरफानहबीब: नईतिल्ली: सफिरहाश्मीमेमोररर्लटरस्टपृष्ठसंख्या. 159- 68.
- हबीब, इरफान. (2016). 'तिल्लीसल्तनतकाआतथाकइततहास: एकव्याख्यालेख', मध्यकालीनभारत,
- खंड-9 पृष्ठसंख्या- 35-67.
- हबीब, मोहम्मि. (2014). ' उत्तरीभारतमेंनगरीक्रांतत ', मध्यक्कालीनभ. ॰रत, अंक-3,(सं.) इरफानहबीब, तिल्ली: र. ॰ाि॰कमलप्रक्काशन. पृष्ठसंख्या.51-58.
- हबीब, इरफान. (1992). 'अलाउद्दीनम्भखलिलिकेमूल्यतनर्ंत्रणकेउपार्ू: तज़र्ू॰ाबरनीकेसमथानमें,

- मध्यकालीनभारत, अंक-4.(सं). इरफानहबीब, तिल्ली, रा िकमलप्रकाशन, पृष्ठसंख्या 24-46.

Unit IV: This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 4 weeks Approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: MunshiramManoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye& Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: MunshiramManoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1- 38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia , South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy,Vijaya.(1997).Walking Naked :Women,Society, Sprituality in South India.
- Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets(1989) ,Nos. 50-51-52, (January-June1989),New Delhi , Manushi Trust, 1989.
- हबीब, इरफान. (1999). 'मध्यकालीनलोकवा ि ीएकेश्वरवा िकामानवीस्वरूपऔरऐततहातसकपररवेश ', भारतीईततहासमेंमध्यकाल, (सं.) इरफानहबीब, तिल्ली: र. ा िकमलप्रक्काशन. पृष्ठसंख्या.145-58.
- चंद्र, सतीश (1999). 'उत्तरभारतमेंभम्भक्तआं ि ोलनकेउिर्कीऐततहातसकपृष्ठभूतम', मध्यकालीनभारतमेंइततहासलेखन, धमाऔरराज्यकास्वरुप, तिल्ली: ग्रंथतशल्पी. पृष्ठसंख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीनभारतमेंभम्भक्तऔरसूफीआं ि ोलन, तिल्ली: ग्रंथतशल्पी.
- लॉरेंिन, डेतवडएन. (2010). तनगुणसंतोंकेस्वप्र. तिल्ली:रा िकमलप्रकाशन.

Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). '"Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M.,ed .(2003). India's Islamic Traditions.711-1750. New Delhi: Oxford University Press.
- http://www.vijayanagara.org/default.html for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India1: Researches in the History of India 1200-1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31.
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192-1286.Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: MunshiramManoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]

- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford University Press.
- Ramaswamy,Vijaya.(1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', The Indian Historical Review, vol. XVII, NOS.1-2,60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), South Asian Texts in History: Critical Engagements with Sheldon Pollock Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum.(1990) 'Mirabai and the Spiuritual Economy of Bhakti', Economic & Political Weekly ,Vol.25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). The Sants: Studies in a Devotional Tradition of India. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). Amir Khusraw: The Poet of Sultans and Sufis. Oxford: One World.
- चंद्र, सतीश. मध्यकालीनभारत: सल्तनतसेमुग़लकालतक(1206-1526) , भाग -1 , ि॒वाहरपम्भब्लशसाएंडतडस्टरीब्यूटसापम्भब्लकेशन .
- ताराचंि. (2006). भारतीर्संस्कृततपरइस्लामकाप्रभाव, नईतिल्ली, ग्रंथतशल्पी.
- वमाꞈा, हररश्चंद्र(सं). मध्यकालीनभारत ,भाग -1 -(750-1540), तहंि॒꞉ीमाध्यमकार्꞉ाꞈान्वर्तनिशालर् ,
- तिल्लीतवश्वतवद्यालर् .
- हबीब, मोहम्मिऔरख़लीक़अहमितनज़ामी.(1998).(सं.). तिल्लीसल्तनत, तिल्लीमैकतमलन.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultural Transformations in Early Modern Europe – I	4	3	1	0		

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European economy, polity and socio-cultural life. The first unit aims to critically examine the dynamics of Europe that emerged from the Middle Age. The second unit dealing with the Renaissance focuses on the developments in art, literature, science and philosophy and also deals with Renaissance beyond Italy. The content in third unit will enable them to understand the spread of Reformation and Counter Reformation and it's economic and cultural impact. The last unit will explore the conquest of the New World with focus on: material, social and cultural aspects. The idea is to give them European perspective of cultural transformations in early modern Europe.

Learning outcomes

After completing this course, students will be able to:
- Understand the different perspectives of cultural developments in Europe.
- Explain the Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the upheaval in Religion in the form of Protestant Reformation and Counter Reformation.
- Identify the material, social and cultural aspects after the conquest of the New World.

SYLLABUS OF DSC-1

Unit I. Key concepts and historical background
1. The idea of the early Modern; perspectives on culture in history
2. An overview of the classical and medieval legacy

Unit II. The Renaissance
1. Society and politics in Italian city-states
2. Humanism in Art and literature
3. Development in science and philosophy
4. Renaissance beyond Italy

Unit III. Upheaval in Religion
1. The papacy and its critics
2. The spread of Protestant sects in Northern Europe
3. Counter Reformation and Religious Strife
4. The economic and cultural impact of the Reformations

Unit IV. The Conquest of the New World: material, social and cultural aspects
1. A Case Study of Portugal or Spain

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit will give critical concepts for the understating of early modern and the perspective on culture in history. The idea of Early modern Europe will be introduced. **(Teaching Time: 3 Weeks Approx.)**
- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman.
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

Unit II. This Unit imparts the understanding of the socio-cultural movements and progress in science and philosophy in medieval and early modern Europe. Renaissance artists and scholars celebrated the beauty of nature and the dignity of humanity, helping shape the intellectual and cultural history of the early modern world. **(Teaching Time: 4 Weeks Approx.)**
- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)

- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Kraye, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

Unit III. The Unit emphasizes different dimensions of Reformation and Counter-Reformation and helps in learning the challenges and changes in the religious sphere and their influences on the economic and socio-cultural lives of the people in various regions of Europe. **(Teaching Time: 4 weeks Approx.)**
- King, Margaret L. Western Civilisation: A Social and Cultural History. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). A Short History of the Reformation. London, New York: I. B. Tauris.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.
- Cameron, E. (2012) The European Reformation. Oxford University Press.
- MacCulloch, D. (2005) The reformation. Penguin.

Unit IV. This Unit engages the students with the beginning of the explorations and conquests of the world beyond Europe and their socio-cultural and economic effects. **(Teaching Time: 4 Weeks Approx.)**
- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. 2nd and. New York: Longman
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). World Civilisation, vol. AWW Norton & Co., New York, NY.
- McAlister, L.N. (1984) Spain and Portugal in the New World, 1492-1700 (Vol. 3). U of Minnesota Pre

Suggested Readings:
- Rosener, Werner. The Peasantry of Europe. England: Basil Blackwell, 1994 (translated from German).
- Anderson, Perry. Lineages of the Absolutist State. London: New Left books, 1974.
- Braudel, Ferdinand. Civilisation and Capitalism- 15th to 18th century Vol. I. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. A History of Private Life, Vol III: Passions of the Renaissance. U.S.A.: Harvard University Press, 1988.

- Davis, Natalie Zemon. The Return of Martin Guerre, Massachusetts, London: Harvard University Press, 1983. • Gay, Peter. The Enlightenment: An Interpretation. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. The Cheese and the Worms. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. The Waning of the Middle Ages. New York: Dover Publications, 1999.
- Jacob, Margaret C. The Cultural Meaning of the Scientific Revolution, U.S.A.: Tem-ple University Press, 1988.
- Kearney, Hugh. Science and Social Change 1500 – 1700. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Thomas, Keith. Religion and the Decline of Magic. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. The Peasants of Languedoc. Urbana and Chicago: Universi-ty of Illinois Press, 1974.
- Merriman,J. (2009) A History of Modern Europe: from the Renaissance to the Present (Vol. 1). WW Norton & Company.
- Merriman, J. (2019) A History of Modern Europe: Volume 2 (Vol. 2). WW Norton & Company.
- संक्रांतिकलीनर्ूरोप :अरतवंितसन्हा , ग्रंथशल्पीप्राइवेटटलतमटेड, 2015.
- आधुतनकर्ूरोपकाइततहास :आर मएवंतिशाएँ : िवेशतविर, मीनाभारद्वािएवंवंिनाचौधरी
- आधुतनकर्ूरोपकाइततहास: आर मएवमतिशाएं] (सह-संपािन), तहन्दीमाध्यमकार ोन्वर्नतनिशालर्तिल्ली-7, 2010 (revised second edition, 2013)
- र्ूरोपीसंस्कृतत (1400-1800): िवेशतविर,संपाितत, तहन्दीमाध्यमकार ोन्वर्नतनिशालर्, तिल्ली- 7, 2006,2010.
- आधुतनकपतश्चमकेउिर्काइततहास ,मीनाक्षीफूकन, लक्ष्मीपम्भब्लकेशन,2012.
- आधुतनकपतश्चमकेउिर् ,पाथासारतथगुप्ता, तहन्दीमाध्यमकार ोन्वर्नतनिशालर् ,तिल्ली- 7,2015(New Edition)

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

Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines
(For e.g. courses for B.A. Programmes with (discipline's name) as non-Major or Minor discipline)

> **DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India; 1200 – 1550**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India; 1200 – 1550	4	3	1	0		

Learning Objectives

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural process-es of the time especially with reference to Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with a diverse corpus of sources available to historians for the period under study.

Learning outcomes

On successful completion of this Course, the students will be able to:
- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.

- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

SYLLABUS OF DSC-1

Unit I: Survey of sources
    1. Persianta'rīkh traditions.
    2. Malfuzat and premakhyans
    3. Inscriptions and regional identity:Kakatiyas
Unit II: Political structures
    1. Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas.
    2. Articulating political authority: monuments and rituals
    3. Political cultures: Vijayanagara and Gujarat

Unit III: Society and economy
    1. Agricultural production,
    2. Technology and changes in society,
    3. Monetization; market regulations; urban centres; trade and craft.

Unit IV: Religion, society and cultures
    1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
    2. Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari
    3. Gender roles: women bhaktas and rulers

Practical component (if any) - NIL

Essential/recommended readings
Unit-I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. **(Teaching Time: 4 weeks Approx.)**
- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", Indian Historical Review, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled Historians of Medieval India.)
- Ernst, Carl W. (1992). Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. The

relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early ChishtīOrder', pp. 62-84.

- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyans'. In Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198- 221.
- Behl, Aditya. 2012. Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hierarchies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', Indian Economic and Social History Review, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). Precolonial India in Practice: Society, Region and Identity in Medieval Andhra, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.
- हबीब, मोहम्मि. (2014). 'सल्तनतकालकेतचम्भिर्ासूफीिस्तावेज़ ', मध्यकालीनभारत, (संपािक)
- इरफानहबीब, अंक -9, तिल्ली: रािकमलप्रकाशन, पृष्ठसंख्या 11-50.
- हबीब,   मोहम्मि.   (2000).   तिल्लीसल्तनतकारािितनततकतसद्धांत :तज़आउद्दीनबरनीकेफतवा- ए
- िहाँििारीकेअनुवािसतहत ,तिल्ली :ग्रंथतशल्पी.
- ररज़वी, सैर्िअतहरअब्बास. (1957). तुग़लक़कालीनभारत, भाग -2, ,रािकमलप्रकाशन, प्रासंतगकभाग; 'अनुतितग्रंथोकीसमीक्षा', पृष्ठसंख्या -क -ढ.
- बहल, आतित्य. (2012). 'मार्ािवीमृगी: एकतहन्दवीसूफीप्रेमाख्यान (1503 ई.)', मध्यकालीनभारतकासांस्कृततकइततहास   (सं.)   मीनाक्षीखन्ना, ओररएंटब्लैकस्वॉन,पृष्ठसंख्या.185-218.

Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Delhi Sultanate and Vijayanagara. **(Teaching Time: 4 weeks Approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', in Medieval India: Researches in the History of India 1200-1750, vol. I, edited by Irfan Habib, New Delhi: Oxford University Press, pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves were Nobles: The Shamsi Bandagān in the Early Delhi Sultanate', Studies in History, vol. 10, pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, vol. 43, no. 1, pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE', in Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, edited by Albrecht Fuess and Jan Peter Hartung, London: Routledge, pp. 123-48.

- Kumar, Sunil. (2014). 'Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th Centuries', in After Timur Left, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 60-108.
- Ali, Athar. (1981). 'Nobility under Mohammad Tughluq', Proceedings of the Indian History Congress, vol. 42, pp. 197-202.
- Habib, Irfan. (1982). 'Iqta', in Cambridge Economic History of India, vol. 2, edited by Tapan Raychaudhuri and Irfan Habib, Cambridge: Cambridge University Press, pp. 68-75. Note that the entire section on agrarian economy (pp. 48-75) should be read for a fuller understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay with Appendices, Allahabad: Central Book Depot. See especially Chapter 2 and Appendix B & C.
- Hardy, Peter. (1998). 'Growth of Authority over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study', in Kingship and Authority in South Asia, edited by J. F. Richards, Delhi: Oxford University Press. (first published, 1978).
- Kumar, Sunil. (2001). 'Qutb and Modern Memory' in Partitions of Memory: The Afterlife of the Division of India, edited by Suvir Kaul. Delhi: Permanent Black, pp. 140-82. (Reprinted in Sunil Kumar's The Present in Delhi's Pasts, Delhi: Three Essays Press, 2002, pp. 1-61.)
- Meister, Michael W. (1972). 'The Two-and-a-half-day Mosque', Oriental Art, vol. 18, pp. 57-63. Reproduced in Architecture in Medieval India: Forms, Contexts, Histories, edited by Monica Juneja, New Delhi: Permanent Black, 2001, pp. 303-314.
- Wagoner, Philip.(1996). 'Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara', Journal of Asian Studies, vol. 55, no. 4, pp. 851-80.
- Sheikh, Samira. (2010). Forging a Region: sultans, traders and pilgrims in Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफान. 2007. '13वींसीमेंसल्तनतकेश. ॉसकवगाक्रातवकास ', मध्यक्रालीनभ.ॉरत, अंक -
- 7, (संपाि॒क.) इरफानहबीब, तिल्ली: र. ॉाि॒कमलप्रक्राशन.
- ईटन, ररचडा. 2012. 'मध्यकालीनिक्रनमेंइस्लातमकस्थानकीअतभव्यम्भक्त '. मध्यकालीनभारतकासांस्कृततकइततहास, (सं.) मीनाक्षीखन्ना ,ओररएंटब्लैकस्वॉन, पृष्ठसंख्या. 134-53.

Unit III: This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 3weeks Approx.)**

- Habib, Muhammad. (1974). 'Introduction' to Elliot and Dowson's History of India vol. II. Reprinted in Politics and Society during the Early Medieval Period: Collected Works of Professor Habib, vol. 1, edited by K.A. Nizami. New Delhi: People's Publishing House, pp. 33-110.

- Moreland, W.H. (1988 reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', in

- Agrarian System of Moslem India. Delhi: Kanti Publications. Reprint, pp. 21-66.

- Habib, Irfan. (1991). 'Agricultural Production', in The Cambridge Economic History of India, vol. I, edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman reprint.

- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. Proceedings of the Indian History Congress, vol. 31, pp. 139-161.

- Siddiqui, I.H. (1992). 'Social Mobility in the Delhi Sultanate', in Medieval India1: Researches in the History of India 1200-1750, edited by Irfan Habib. New Delhi: Oxford University Press, pp. 22-48.

- Habib, Irfan.(1984). 'Price Regulations of AlauddinKhalji – A Defence of Zia Barani', Indian Economic and Social History Review, vol. 21, no. 4, pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, 1994, pp. 85-111.

- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate – An Essay in Interpretation", Indian Historical Review Vol. 4, pp. 287-303.

- Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, pp. 156-294 (Chapters 6-7).

- Phillip B. Wagoner, 'Money Use in the Deccan, c. 1350–1687: The Role of Vijayanagara hons in the Bahmani Currency System', Indian Economic and Social History Review 51, no. 4 (2014).

- Subrahmanyam, Sanjay. (1994). 'Introduction' to Money and the Market in India 1100-1700, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, pp. 1-56.

- Digby, Simon. (1982). Chapter V: 'The Maritime Trade of India', in Cambridge Economic History of India, edited by Irfan Habib &Tapan Raychaudhuri, Hyderabad: Orient Longman, pp. 121-159.

- हबीब, इरफान. (2016). मध्यकालीनभारतमेंप्रद्योतगकी: नईतिल्ली: राि॰कमल.

- हबीब, इरफान. (2017). मध्यकालीनभारतकाआतथाकइततहास: एकसवेक्षण. नईतिल्ली: राि॰कमल.

- तमश्र, एस. सी. (2014.) 'मुग़लपूवाभारतमेंसामातिकगततशीलता ', मध्यक्कालीनभ. ॰रत, अंक-9, (सं.) इरफानहबीब, तिल्ली: र. ॰ाि॰कमलप्रक्काशन. पृष्ठसंख्या.51-58.

- हबीब, इरफान. (1999). 'उत्तरभारतमेंसामातिकऔरआतथाकपररवतान (1200-1500 ई.)', भारतीईततहासमेंमध्यकाल,   (सं.)   इरफानहबीब: नईतिल्ली: सफिरहाश्मीमेमोररलटरस्टपृष्ठसंख्या. 159- 68.

- हबीब,   इरफान.   (2016).   'तिल्लीसल्तनतकाआतथाकइततहास: एकव्याख्यालेख', मध्यकालीनभारत,

- खंड-9 पृष्ठसंख्या- 35-67.

- हबीब, मोहम्मि. (2014). ' उत्तरीभारतमेंनगरीक्रांतित ', मध्यक्कालीनभ. ॰रत, अंक-3,(सं.) इरफानहबीब, तिल्ली: र. ॰ाि॰कमलप्रक्काशन. पृष्ठसंख्या.51-58.

- हबीब, इरफान. (1992). 'अलाउद्दीनम्भखलिकेमूल्यतनरंत्रणकेउपार्: तज़र्‍ाबरनीकेसमथानमें,
- मध्यकालीनभारत, अंक-4.(सं). इरफानहबीब, तिल्ली, रा‍कमलप्रकाशन, पृष्ठसंख्या 24-46.

Unit IV: This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 4 weeks Approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: MunshiramManoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye& Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: MunshiramManoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1- 38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia , South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy,Vijaya.(1997).Walking Naked :Women,Society, Sprituality in South India.
- Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets(1989) ,Nos. 50-51-52, (January-June1989),New Delhi , Manushi Trust, 1989.
- हबीब, इरफान. (1999). 'मध्यकालीनलोकवा‍‍एकेश्वरवा‍कामानवीस्वर्रूपऔरऐततहातसकपररवेश', भारतीईततहासमेंमध्यकाल, (सं.) इरफानहबीब, तिल्ली: र. ‍ा‍कमलप्रकाशन. पृष्ठसंख्या.145-58.
- चंद्र, सतीश (1999). 'उत्तरभारतमेंभम्भक्तआं‍‍ोलनकेउिर्की‍ऐततहातसकपृष्ठभूतम', मध्यकालीनभारतमेंइततहासलेखन, धमाऔरराज्यकास्वरुप, तिल्ली: ग्रंथतशल्पी. पृष्ठसंख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीनभारतमेंभम्भक्तऔरसूफीआं‍ोलन, तिल्ली: ग्रंथतशल्पी.
- लॉरें‍ि‍न, डेतवडएन. (2010). तनगुणसंतोंकेस्वप्र. तिल्ली:रा‍कमलप्रकाशन.

Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). '"Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M.,ed .(2003). India's Islamic Traditions.711-1750. New Delhi: Oxford University Press.
- http://www.vijayanagara.org/default.html for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India1: Researches in the History of India 1200-1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31.
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192-1286.Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: MunshiramManoharlal Publishers Pvt. Ltd.

- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford University Press.
- Ramaswamy,Vijaya.(1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', The Indian Historical Review, vol. XVII, NOS.1-2,60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), South Asian Texts in History: Critical Engagements with Sheldon Pollock Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum.(1990) 'Mirabai and the Spiuritual Economy of Bhakti', Economic & Political Weekly ,Vol.25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). The Sants: Studies in a Devotional Tradition of India. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). Amir Khusraw: The Poet of Sultans and Sufis. Oxford: One World.
- चंद्र, सतीश. मध्यकालीनभारत: सल्तनतसेमुग़लकालतक(1206-1526) , भाग -1 , ि◌वाहरपम्भब्लशसाएंडतडस्टरीब्यूटसापम्भब्लकेशन .
- ताराचंि◌. (2006). भारतीर्संस्कृततपरइस्लामकाप्रभाव, नईतिल्ली, ग्रंथतशल्पी.
- वमाा◌र, हररश्चंद्र(सं). मध्यकालीनभारत ,भाग -1 -(750-1540), तहंि◌ि◌ीमाध्यमकार्◌ा◌ान्वर्तनिशालर् ,
- तिल्लीतवश्वतवद्यालर् .
- हबीब, मोहम्मिऔरख़लीक़अहमितनज़ामी.(1998).(सं.). तिल्लीसल्तनत, तिल्लीमैकतमलन.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

GENERIC ELECTIVES (GE-1): Politics of Nature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Politics of Nature	4	3	1	0			

Learning Objectives

This introductory course familiarizes students with major themes in the history of human inter-action with nature. It studies the long-term transformations made by humans on their surround-ing environment and the reciprocal effects of nature on societies. The themes include the inter-actions between humans and other living species, link between imperialism and environmental transformations, profligate use of resources, population growth, increasing urbanisation, carbon emission, and climate crisis. By focusing on the planetary scale of ecological interconnected-ness, the course enables students to understand the social, political, and cultural roots of the cur-rent environmental crisis. The course will also elaborate how the interdisciplinary approach enabled the environmental historians to arrive at new methodology in critically understanding the past. It integrates concepts and insights from Anthropology, Historical-Geography, Climate Science, Political Ecology, and Economics. The paper explains the politics of nature in terms of an increasing inequality in access to natural resources and the social responses to the unequal distribution of the effects of environmental degradation. Discussions on the politics

of nature on a planetary scale will encourage students to innovate and suggest policy changes at the national and international level.

Learning outcomes

Upon completion of this course the student shall be able to:
- Discuss environmental issues within a social and political framework.
- Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local.
- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective.
- Analyse the historical agency of animals.
- Understand how ideas about the environment have evolved in various socio-ecological contexts.
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding the urban-environmental problems, industrial hazards and the environmental impacts of the mega-infrastructure projects.
- Locate solutions to the contemporary environmental problems within a framework of greater democratisation of resource use.

SYLLABUS OF GE-1

Unit I: Doing Environmental History
1. The themes of Environmental History.
2. Interdisciplinarity; Historical-Geography, Anthropology, Archaeology, and Political Ecology

Unit II: Societies and Natural Resources in the Pre-Modern World
1. Human-animal interactions
2. Pre-Industrial Prime Movers and Fuels

Unit III: Ecology and Imperial Power in the Early Modern World
1. The Columbian Exchange; Diseases
2. Colonialism and Natural Resources; Ecological Imperialism

Unit IV: The Worlds of Fossil Energy
1. Industrial Agriculture Steam Ships and Hydraulic Engineering
2. Cities and Environment; Delhi and Bombay

Unit V: The Great Acceleration and the Future
1. Carbon Emission and Environmental Justice; Climate Change
2. The Anthropocene Debate

Essential Readings

Unit I. This unit provides an overview of the major themes of environmental history and elaborates the interdisciplinary approaches developed by the environmental historians to study the past. **(Teaching time: 3 weeks approx)**

- Hughes, Donald (2006), What is Environmental History?. Cambridge: Polity Press. Chapter 1, pp. 1-17 ["Defining Environmental History"]
- McNeil, J. R. and Mauldin, E. S. (2012). A Companion to Global Environmental History. Oxford: Wiley-Blackwell, Introduction pp. xvi-xxiv.
- Conrad, Sebastian (2016), What is Global History. Princeton: Princeton University Press, pp. 1-17 ["Introduction"].
- Bayly, C. A, et al., "AHR Conversation: On Transnational History," The American Historical Review, Vol. 111, No. 5, pp. 1440-64.

Unit II. This unit examines human interactions with the environment in pre-modern societies. The two rubrics are aimed to explore how human interaction with animals and the development of energy harnessing technologies transformed social relationships, practices, and ideas. **(Teaching time: 3 weeks approx.)**

- Richard Bulliet. Hunters, Herders and Hamburgers: The Past and Future of Human- Animal Relationships. New York: Columbia University Press, 2005, pp. 205 -224.
- Edmund Burke III. "The Big Story: Human History, Energy Regime and the Environment" in Edmund Burke III and Kenneth Pomeranz, eds., the Environment and World History. Berkeley: University of California Press, 2009. pp. 33-53.
- Smil, Vaclav (1994), Energy in World History. Colorado: Westview, 1994 [Chapter 2 "Energy in Prehistory, pp. 15-27; Chapter 3 "Traditional Agriculture," pp. 28-91; Chapter 4 "Pre-Industrial Prime Movers and Fuel, 92-156].
- Deloche, John (1993), Transport and Communication in India: Prior to Steam Locomotion. New Delhi: Oxford University Press, pp. 227-254.

Unit III. : This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an interconnected but unequal world. **(Teaching time: 3 weeks approx.)**

- Crosby, Alfred W. (1967). "ConquistadoryPestilencia: The First New World Pandemic and the Fall of the Great Indian Empires," The Hispanic American Historical Review, Vol.47(No.3), pp. 321-337.
- Crosby, Alfred W. (1988), "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon," In Donald Worster, ed., The Ends of the Earth. New York: Cambridge University Press. pp. 104-105.
- Cronon, William (1983), Changes in the Land: Indians, Colonists and the Ecology of New England. New York: Hill and Wang, pp.3-18.

- McNeill, J.R. (2012). "Biological Exchange in Global Environmental History," In J. R. McNeill & E. S. Maudlin, eds., Companion to Global Environmental History. Oxford: Blackwell, pp. 433-452.

Unit IV. This unit studies the new energy regimes of the modern world, with a special focus on the histories of landscape transformations. It offers a historical perspective on the increasing inequality of access to natural resources, especially in the context of industrialisation of agricultural production, hydraulic engineering, and the urbanization of natural resources. **(Teaching time: 3 weeks approx.)**
- McKittrick, Meredith (2012), "Industrial Agriculture," In J. R. McNeill & E. S. Maudlin, eds., Companion to Global Environmental History. Oxford: Blackwell, pp. 411-432.
- Carse, Ashley (2014), Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal. Cambridge, MA: The MIT Press, [Chapter 3: "Making the Panama Canal Watershed", pp. 37-58; Chapter 6: "Canal Construction and the Politics of Water", pp. 93- 120; Chapter 13: "A Demanding Environment," pp. 129-222].
- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution-page numbers to be added]
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728," Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.

Unit V. This unit introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet's history. This provides a long-term historical perspective on contemporary environmental issues including global warming and the need for innovation and policy change at the national and international levels. **(Teaching time: 3 weeks approx)**
- Carruthers, Jane, (2011), "Recapturing Justice and Passion in Environmental His-tory: A Future Path", RCC Perspectives, No. 3, pp. 57-59.
- White, Sam. (2012). "Climate Change in Global Environmental History," In J. R. McNeill and E. S. Maudlin, eds., Companion to Environmental History. Oxford: Blackwell, pp. 394-410.
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene," Nature, Vol. 519, pp. 171-80.
- Moore Jason W. ed., (2016), Capitalism in the Web of Life: Ecology and the Accumula-tion of Capital. London: Verso, pp. 169-192 ["Anthropocene or Capitalocene?: On the Nature and Origins of Our Ecological Crisis,"].

Suggestive readings

- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52 (On Delhi Ridge)
- Bauer Jordan and Melosi, Martin V. (2012). "Cities and the Environment," In J. R. McNeill and E. S. Maudlin, eds., Companion to Environmental History. Oxford: Blackwell, pp. 360-376.
- Brooke, John L. (2014), Climate Change and the Course of Global History: A Rough Journey. New York: Cambridge University Press, pp. 370-383 ["The Little Ice Age and the Black Death].
- Bulliet, Richard. (2005), Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Columbia University Press, pp. 205 -224.
- Byrne, John, Leigh Glover and Cecilia Martinez, eds. (2002), Environmental Justice: Discourses in International Political Economy. London: Routledge, pp. 261-291 ["The Production of Unequal Nature"]
- Corona, Gabriella (2008), "What is Global Environmental History?" Global Environment, No. 2, pp. 228-249.
- Culver, Lawrence. (2014). "Confluence of Nature and Culture: Cities in Environmental History," In A. C. Isenberg (ed.), The Oxford Handbook of Environmental History. New York: OUP, pp. 553-572.
- Fitzgerald, Amy J. (2015). Animals as Food Reconnecting Production, Processing and Impacts. Michigan: Michigan State University Press, pp 9-34.
- Grove, Richard H. (1995), Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860. Cambridge: Cambridge University Press, pp. 16-72 ["Edens, Islands and Early Empires"].
- Lewis, Simon L. and Maslin, Mark A. (2015). "Defining the Anthropocene", Nature, Vol.519(12March), 171-80.
- Malm, Andreas. (2016). The Rise of Steam Power and the Roots of Global Warming. London: Verso. pp.389-394
- McKenney Jason. (2002). Artificial Fertility: "The Environmental Costs of Industrial Age Fertilisers" In Andrew Kimbrell (ed.), The Fatal Harvest Reader: The Tragedy of Industrial Agriculture. London: Island Press, pp.121-129
- Mitchell, Timothy. (2011), Carbon Democracy: Political Power in the Age of Oil. London: Verso, "Conclusion: No More Counting on Oil," pp. 231-254.
- Moore Jason W. (ed.) (2016) Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism. Oakland: PM Press. pp. 173-195
- Moore, Jason W (2015), Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London: Verso, pp. 241-306 ["The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century", and "Conclusion: The End of Cheap Nature?"]
- Moore, Jason W. (2014), "The Value of Everything? Work, Capital, and Historical Nature in the Capitalist Ecology," Review (Fernand Braudel Centre), Vol. 37, No. 3-4, pp. 245- 292.
- Morrison, Kathleen D. (2015), "Provincializing the Anthropocene", Seminar, No. 673, 75- 80.

- Moss, Jeremy (2015), Climate Change and Justice: Cambridge: Cambridge University Press, 2015, pp. 1-16 [Introduction: Climate Justice].
- Nunn, Nathan and Qian, Nancy. "The Columbian Exchange: A History of Disease, Food, and Ideas", Journal of Economic Perspectives, Vol. 24, No.2 (2010), 163–188.
- Steffen, Will, Crutzen, Paul J and McNeill J. R. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature," Ambio, Vol. 36, (No.8), 614-21.
- Sutter, Paul S. (2007), "Nature's Agents or Agents of Empire? Entomological Workers and Environmental Change during the Construction of the Panama Canal," Isis, Vol. 98, No. 4, pp. 724-753.
- White Jr, Lynn (1974), Medieval Technology and Social Change. London: Oxford University Press, pp. q-38.
- सुर्मतगुहा, (2010) "अठारहवींशताब्ꣿꣿकेमहाराष्ट्रमेंघासऔरचारेपरर्नयंत्रण : एकऐर्तेहार्सकअध्ययन", महशभारतमेंपर्याꣿवरणकेर्मिुꣿꣿ, पर्यसिन, र्ꣿल्ली.

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Making of Post-Colonial India	4	3	1	0		

Learning Objectives

This thematic course introduces the students to various perspectives on India's evolving political, economic, social and cultural conditions from the 1940s to the 2000. The course intends to familiarise the students with some select themes pertaining to the gradual historical transformation of political organizations, the emergence of new forms of socio-political mobilization, the patterns of economic development and cultural representation and peoples' movements in the period under study.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Draw a broad outline of the history of the early years of the Indian Republic, focusing on the framing of the Constitution, the integration of princely states, the reorganization of states and the features of our foreign policy.
- Examine critically patterns of economic development in the early years of Independence and the subsequent shifts and the persistent problems of uneven development.
- Trace a broad history of political organizations at the national level and political developments in the regional contexts.
- Examine issues of critical relevance with respect to the assertions and mobilization in the movements on the questions of caste, tribe and women.

SYLLABUS OF GE-2

Unit I: Laying the Foundation of the Nation State
   1. Making of Indian Constitution and its salient features;

2. Integration of princely states, delineating provincial boundaries and the formation of newer states;

Unit II: Political Trajectories.
1. Politics and Political Parties: I. Congress hegemony and counter-hegemony, the rise of regional political parties; II. left political parties and Left wing political radicalism; III. J.P. movement / Nav Nirman movement, Emergency and Janta interregnum; and IV. Jansangh and Rise of the BJP.
2. Key features of the foreign policy of India.

Unit III: Socio-Economic Development and underdevelopment
1. Concept of planned economy and the key features of respective five year plans for agrarian, industrial and other sectors;
2. Shift from the model of mixed economy and public sectors to economic liberalization, privatization and globalisation;
3. Discontents amongst peasants and workers and the larger concerns of economic re-distribution, inequality, sustainability and environment.
4. Peoples' Movements for Rights, Liberation and Social Justice: Dalits, Adivasis and women.

Unit IV: Shaping a new public sphere and its discontents
1. Education, science and technology;
2. Language and Literature;
3. Cinema and visual art.

Practical component (if any) - NIL

Essential/recommended readings
Unit I: This unit deals with laying the foundations of the Indian republic by discussing key debates in the framing of the Constitution, some aspects of the finally adopted Constitution and amendments within it particularly focusing upon the questions of citizenship, language, fundamental rights, directive principles and the rights of the minorities. The unit also deals with the integration of princely states and the process of delineating or reorganizing the provincial boundaries. **(Teaching Time: 3 weeks approx.)**
- Agnihotri, Rama Kant (2015), Constituent Assembly Debates on Language, EPW, Feb 21, 2015, pp. 47-56.
- Bhargava Rajiv. (ed.), (2009), Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press.
- Khosla, Madhav. (2020), India's Founding Moment. HUP.
- Ahmad, Aijaz. (1992). "Three World Theory: End of the Debate". In Theory. London: Verso.
- Asha Sarangi, Sudha Pai. (2011), Interrogating Reorganisation of States: Culture, Identity and Politics in India, Routledge India

- Austin, Granville (1999). The Indian Constitution: Cornerstone of Nation, New Delhi: OUP [relevant sections].
- Damodaran, A.K (1987), "Roots of Indian Foreign Policy", India International Centre Quarterly. Vol.14. No. 3., pp. 53-65
- Dhavan, Rajeev. (2008). "Book Review: Sarbani Sen, Popular Sovereignty and Democratic Transformations: The Constitution if India," Indian Journal of Constitutional Law, Vol.8, pp.204-220.
- Markovits, Claude. (2004), A History of Modern India. Anthem Press. (Chapter 21)

Unit II: This unit traces the trends of the emergence of political parties and movements in post-independence India. This unit will also focus on the key features of India's foreign policy in the period under study, including the non-alignment. **(Teaching Time: 4weeks approx.)**

- Bipan Chandra. In the name of Democracy: JP Movement and the Emergency. Penguin Random House India. [Relevant chapters].
- Chatterjee, Partha (ed.). (1997). State and Politics in India. Delhi: Oxford University Press. [pp. 92-124].
- Francine Frankel et al, (eds.). (2002), Transforming India: Social and Political Dynamics of Democracy. Delhi: Oxford Univeresity Press. [Relevant chapters].
- Hasan, Zoya. (2004). Parties and Party Politics in India. New Delhi: Oxford University Press. Chapters 9 and 10.
- Jaffrelot, Christophe. (1999). The Hindu Nationalist Movement and Indian Politics 1925 to 1990s. New Delhi: Penguin. Chapters 3, 5, 7, 11 to 13. Chhibber, Pradeep K (1999). State Policy, Party Politics, and the Rise of the BJP in Democracy without Associations: Transformation of the Party System and Social Cleavages in India. Ann Arbor: University of Michigan Press. (pp. 159-176).
- Kochanek, Stanley. (1968). The Congress Party of India: The Dynamics of One-Party Democracy. Princeton: Princeton University Press. Chapters 1 to 4, 13 and 16.
- Kumar, Ashutosh (ed). (2016), Rethinking State Politics in India: Regions within Regions. New Delhi: Routledge India. [Relevant chapters].
- Nirija Gopal Jayal and Pratap Bhanu Mehta (2011) Oxford Companion to Politics in IndiaOxford University Press
- Subhash C. Kashyap, Our Parliament (National Book Trust) (Chapter 15).
- Tarlo, Emma. (2003) Unsettling Memories: Narratives of the Emergency in Delhi, Berkeley: University of California Press. Introduction and C (2017), Chapte (2017), r 2.

Unit III. This unit deals with the history of economic developments from 1950s till 2000. It focuses on planning, agrarian issue and industrialisation in the first two decades of Independence and goes on to explore the subsequent liberalization of the Indian economy and the concomitant uneven development. It also links this

history with the unrest amongst peasants and workers as well as with the issues of sustainability and environment. **(Teaching Time: 4 weeks approx.)**

- Bhalla, G.S. (2007). Indian Agriculture since Independence, New Delhi: National Book Trust
- Chadha, G.K. Khurana, M.R. (1989). Backward Agriculture, Unrewarded Labour and Economic Deprivation: Bihar's Contrast with Punjab. EPW, Nov 25, 1989, pp. 2617 - 2623
- Partha Chatterjee (ed.) (1997 State and Politics in India. Delhi: OUP) "Chapter-7: Development Planning and Indian State."
- Roy, Tirthankar. Indian Economy after Independence: Economic History of India 1857- 2010. [Chapter-13].

- Singh, Satyajit K. (2010)."State, Planning and Politics of Irrigation Development: A Critique of Large Dams", in in AchinVanaik and Rajeev Bhargava (eds.), Understanding Contemporary India: Critical Perspective (Hyderabad: Orient BlackSwan), pp. 105-148.
- Kohli, Atul (2006). Politics of Economic Growth in India, 1980-2005: Part I & 2 -- The 1980s. EPW, V 41, No 13, April 1-7, 2006, pp 1251-1259; and EPW, Vol. 41, No. 14 (Apr. 8-14, 2006), pp. 1361-1370.
- Frankel, Francine R. (2005). India's Political Economy. New Delhi: OUP. Chapters 1, 3 and 4.
- Prasad, Archana (2003). Preface: Ecological Romanticism and Environmental History. In Against Ecological Romanticism Verrier Elwin and the Making of an Anti-Modern Tribal Identity.
- Sangeeta Dasgupta, Introduction: Reading the Archive, Reframing 'Adivasi' Histories.IESHR, 53, 1, 2016, pp 1-8.
- Gadgil, Madhav and Ramachandra Guha (1994), Ecological Conflicts and the Environmental Movement in India, Development and Change. Vol 25. pp.101-136.

Unit IV. Shaping a new public sphere and its discontents: This unit traces the official policies as well as their contestations and alternatives with regard to some key themes of public sphere in post-independence India, such as Education policy: issues of access and participation; role and nature of the intervention of science and technology; politics over Language; emerging trends in Literature; and representations in Cinema and visual art. **(Teaching Time: 4 weeks approx.)**

- Balaran, Rakhee., Mitter, Partha., Mukherji, Parul Dave. (2021) 20th Century Indian Art: Modern, Post- Independence, Contemporary. Thames & Hudson.
- Brass, Paul R. (2005), Language, Religion and Politics in North India. Cambridge University Press, 1974. (Specially Introduction pp 3-50 and Chapters 3-5 pp 119-275).
- Das Gupta, Jyotirindra. (2018), Language Conflict and National Development: Group Politics and National Language Policy in India. University of California Press. First published, 1970.

- Deshpande Anirudh. (2014), Class, Power and Consciousness in Indian Cinema.
- Dwyer, Rachel. (2002). Cinema India: The Visual Culture of Hindu Film. New Jersey: Rutgers University Press.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), Education, State and Market: Anatomy of Neoliberal Impact, Aakaar, pp 19-57.
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (Ed.), (2021). Education and Inequality: Historical and Contemporary Trajectories. Orient Blackswan. (Relevant Chapters)
- Hasan Zoya. (ed,), (2019), Forging Identities: Gender, Communities, And The State In India. Routledge. Relevant chapters.
- Qaiser, Rizwan. (2013), "Building Academic, Scientific and Cultural Institutions, 1947- 1958", in his Resisting Colonialism and Communal Politics, Delhi, Manohar, (First published 2011). Pp. 179-240.
- Raina, Dhruv. (2006), "Science Since Independence." India International Centre Quarterly 33, no. 3/4: 182–95, http://www.jstor.org/stable/23006080.
- Sahu, Sudhansubala. (2018). "Revisiting Television in India," Sociological Bulletin, Vol. 67 (2), August, pp. 204-219.
- Sinha Gayatri. (2009), Art and visual culture in India, 1857-2007. Relevant Chapters.
- Vasudevan, Ravi. (2011), The Melodramatic Public: Film Form and Spectatorship in Indian Cinema. Palgrave Macmillan.

Suggestive readings - NIL
- Chandra, Bipan. (2008). India Since Independence. Delhi: Penguin
- Guha, Ramachandra. (2008). India After Gandhi.
- रामचंद्रगुहा. (2016). भारतगांधीकेबाि, र्ि्ल्ली: पेंगुइनबुक्स

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

This course proposes to examine the interlinkages between science and technology with respect to society in India and its historical relevance and evolution. This paper is thematically arranged and provides a historical overview of Indian Science and Technology and acquaints students with historiographical debates. Further this paper takes a brief survey of the material culture as it evolved in Indian history. The students will study the evolution of agriculture in relation to the environment and animals. This paper will also explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Critically understand the evolution of science and technology in India.
- Understand the interrelationship between science, technology and society.

SYLLABUS OF GE-3

Unit I: Historiography of Science and Technology

Unit II: The Environment, Agriculture and Animals

Unit III: Mathematics and Astronomy: From Aryabhatta to Sawai Jai Singh

Unit IV: Patients, Doctors and Medicines

Unit V: Military and Warfare Technologies

Practical component (if any) - NIL

Essential/recommended readings

Unit I: In this unit students will understand the debates pertaining to the historiography of Science and Technology in India. They will also examine and explore the question why science did not flourish in India despite significant scientific developments. Factors like the prevalence of social inequality acting as a barrier to the development of scientific temperament and experimentation will be explored.**(Teaching Time: 3 weeks approx.)**

● Chattopadhyay, D.P. (1986). History of Science and Technology in Ancient India: The Beginnings, Calcutta: Farma KLM Pvt Ltd, pp. 1-54.

● मुले, गुणाकर. (२००५). भारतीर्तंइतहासमेंतवज्ञान. तिल्ली:र्◌ात्रीप्रकाशन. (अध्यार:तवज्ञानऔरसमार्◌ि; पृष्ठ११-29, ज्योततषकाआरिऔररवकास; पृष्ठ४१-49, वैतिकतगणतकीसमीक्षा; पृष्ठ५0--66).

Unit II: In this unit students will explore the process of human settlement, domestication of animals and transformation in the environment due to the advent of agriculture and introduction of new crops. **(Teaching Time: 2.5 weeks approx.)**

● Saxena, R.C. et al. (1994). A Textbook on Ancient History of Indian Agriculture. Secunderabad: Asian Agri-History Foundation (Chapter 5 Crop Domestication and Diffusion, pp. 29-36).

Unit III: This unit will trace the development of astronomical and mathematical sciences from Aryabhatta to Sawai Jai Singh. Students will be acquainted with the rich Indian heritage of astronomy and mathematics. **(Teaching Time: 3.5 weeks approx.)**

● Kochar, Rajesh and Jayant Narlikar. (1995). Astronomy in India: A Perspective, New Delhi: INSA, pp. 1-27.

● Bag, A.K. (1995). 'Mathematical and Astronomical Heritage of India' in D.P. Chattopadhyay et. al., Mathematics Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries, Delhi: Indian Council for Philosophical Research, pp. 110-128.

Unit IV: In this unit, students will delve into the diverse healing systems and practices in India. They will explore the emergence of a syncretic culture of health, healing practices and healers.**(Teaching Time: 3 weeks approx.)**

● Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, Concise History of Science in India, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.

● Arnold, David (2000). Science, Technology and Medicine in Colonial India, The New Cambridge History of India, Cambridge: Cambridge University Press, pp. 1-9.

- Nanda, Meera. (2016). Science in Saffron, Delhi: Three Essays (Chapter 3, 'Genetics, Plastic Surgery and other Wonders of Ancient Medicines', pp. 93-120).
- Alavi, Seema. (2008). Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900. New Delhi: Permanent Black (Introduction).

Unit V: This unit will examine the emergence of new military technologies and how these changed the course of warfare techniques in medieval times. Further this unit will also explore the advance-ment of military technologies for colonial dominance in the Indian subcontinent. **(Teaching Time: 3 weeks approx.)**

- Khan, I.A. (2004). Gunpowder and Firearms: Warfare in Medieval India. New Delhi: Ox-ford University Press.
- Habib, Irfan. (2008). Technology in Medieval India 650-1750, New Delhi: Tulika, pp. 87- 98.

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Media in History	4	3	1	0		

Print media – Radio Transmission – The Cinematic Turn – Television and Digital Media

Learning Objectives:
The course will apprise the students with the elementary outlines of the history of media in India, from its beginnings to contemporary times. The different forms of media – Print, Audio-Visual and Electronic – the modes and methods will be discussed, and the potent ways in which technology and larger socio-political and economic trends intersected will be highlighted.

Learning Outcomes:
Upon successful completion of the course, students will be able to:
- Delineate the historical context within which the beginnings of each media platform can be understood.
- Analyze the state's attempts to control and organize media output through laws and policies.
- Explain the conjunctures of technological breakthroughs, advances and larger socio-economic and political matrices.
- Better appreciate the trends in media production, and its efforts in engaging with current ideological and socio-political issues.

Course Content

Unit I: Forms and Contexts
1. Introduction – Types of media to be studied and their unique Indian context and adaptation
2. Significance and impact of media in history

Unit II: Press/Print media
1. Press censorship in British India; Vernacular Press Act

2. Role of the Indian press in the freedom movement; views of Leaders,
3. Press in India after independence: The Press Commissions, Contemporary Opportunities and Challenges

Unit III: Radio Transmission
1. Radio Transmission in Colonial India – Foundation, Inter-war years; AIR Programming, Expansion and broadening of listenership base
2. Establishment and Expansion of Akashvani after 1947 – The Keskar years; Classical vs. Popular; Radio Ceylon and Vividh Bharati
3. Government Policies and Bandwidth matters since the 1970s – end of License Raj; FM Radio Wave; Community Radio; Podcasts

Unit IV: The Cinematic Turn
1. Cinema during Colonial Period - Silent Era, Genres and Censorship
2. Post-Independence Cinema till 1980s- Nation Building, Mainstream cinema and Parallel Cinema
3. Era of Liberalization, Globalization and Privatization- Changes in Production, Distribution and Exhibition, Experimental Cinema

Unit V: Studying Television and Digital Media
1. Television in India-The Doordarshan era- Entertainment, Infotainment
2. Rise of the Satellite TV – Soap Operas and 24x7 News, Changes and Effects.
3. Digital Media - Effects of Digital Media-Privacy and Surveillance, Misinformation and Disinformation

Essential Readings and Unit-Wise Teaching Outcomes:
Unit I: As the introductory unit, the focus will be on types of media to be studied and their unique Indian context and adaptations. The cross-fertilization between the terrains of technology, circulation of ideas, means and methods of propagation, and patterns of patronage, production and consumption can be elucidated. **(Teaching time: 2week approx.)**
- Sarkar, S. 2015. Modern Times: India 1880s to 1950s: Environment, Economy, Culture. New Delhi: Orient Blackswan.
- Khanna, A. 2019. Words. Sounds. Images: A History of Media and Entertainment in India. New Delhi: Harper Collins.
- Chatterjee, K, 2020. Media and Nation Building in Twentieth-Century India: Life and Times of Ramananda Chatterjee. New Delhi: Routledge.

Unit II This unit will give a broad historical overview of the coming of the printing press in the Indian Subcontinent, and discuss aspects of book production under colonial conditions.It aims to make a historical assessment of how Indian readers consume printed contents through well-chosen case studies.**(Teaching time: 3 weeks approx.)**
- Robert Darnton (2002) "Book Production in British India, 1850-1900" Book History, vol. 5, pp. 239-262.
- A.R. Venkatachalapathy (2012) The Province of the Book, Ranikhet: Permanent Black, "Readers, Reading practices, modes of reading" (chapter 7).

- Krishna Murthy, Nadig (1966) Journalism - Origin Growth and Development of Indian Journalism from Ashoka to Nehru, Prasaranga, University of Mysore.

- Rao, M. Chalapathi (1974) The Press. National Book Trust, New Delhi.

- Devika Sethi. 2016. War over Words : Censorship in India, 1930-1960.Cambridge: Cambridge University Press.

- रामशरणजोशी (2012), मीडिया, मिथऔरसमाज, Shilpayan; First edition.

- रत्नाकरपाण्डेय, हिंदीपत्रकारिताऔरसमाचारोंकीदुनिया.

- बिपिनचंद्र, मृदुलामुखर्जी, आदित्यमुखर्जी, केएनपन्नीकर, सुचेतामहाजन: भारतकास्वतंत्रतासंघर्ष, अध्यायआठ- प्रेसकीआज़ादीकेलिएसंघर्ष।

Unit III: The section on Radio will help the students to understand the complex trajectories of the beginnings and development of Radio transmission in India. With its establishment in the colonial period, radio has expanded its reach and remains the most widespread popular medium of entertainment, infotainment and news across the country. The shifts in government policies, technical and programming/content related matters reflect the changing socio-political and economic milieu, and this section will acquaint the students with the same.**(Teaching Time: 3 weeks approx.)**

- Malik, K.K. Mixed Signals: Radio Broadcasting Policy in India.

- Chatterjee, P.C. Broadcasting in India

- Bandopadhyay, P.K. 2015. The Genesis and Growth of Broadcasting in India: From Lionel Fielden to the Present Day. New Delhi: B.R.Publishing Corporation Ld

- Gupta, P.S. 2001. "Radio and the Raj." Power, Politics and the People: Studies in British Imperialism and Indian Nationalism. New Delhi: Permanent Black, pp 447-80.

- Pinkerton, A. 2008. "Radio and the Raj: Broadcasting in British India, 1920- 1940." Journal of the Royal Asiatic Society, Vol. 18, No. 2, pp 167-91.

Unit IV: The unit will focus on the development of Indian cinema during the colonial period and afterwards. The post-independence cinema and the changes brought about in 1990s and after will also be studied. **(Teaching time: 4 weeks approx.)**

- Rangoonwala, Firoze, 75 years of Indian Cinema, Indian Book Company, Delhi, 1975

- Rangoonwala, Firoze, Bhartiya Chalchitra Ka Itihas, Rajpal & Sons, Delhi, 1975

- Kaul, Gautam, Cinema and the Indian Freedom Struggle, Sterling Publishers Pvt. Ltd., Delhi, 1999

- Vasudev, Aruna, Liberty and Licence in the Indian Cinema, Vikas Publishing House Pvt. Ltd., Delhi, 1978

- Sharma, Manoj, National Movement and Currents of Social Reform in Hindi Cinema: 1931-1947, Proceedings of Indian History Congress, Vol. 66, (2005-2006), pp.492-498, JSTOR

- Chatterji, Shoma A. Subject: Cinema, Object: Women: A Study of the Portrayal of Women in Indian Cinema, Parumita Publications, Calcutta, 1998

Unit V: The unit will focus on the development of television and spread of its programming. It will also look into the arrival of 24x7 televisions programming and viewing. Digital media will also be discussed and analyzed**. (Teaching time: 3 weeks approx)**

- Conrad, P. (2016). Television: The medium and its manners. Routledge.
- Devi, S. (2022) Media Discourse in Contemporary India: A study of select news channels. Routledge.
- Fiske, J. (2004) Reading Television. Routledge.
- Ghose, B. (2005). Doordarshan Days. Penguin/Viking
- Gray, J., &Lotz, A. D. (2019). Television Studies. John Wiley & Sons

Suggested Readings:

- Finkelstein, D. & Peers, D.M. 2000. Negotiating India in Nineteenth Century Media. London: Palgrave Macmillan
- AS Iyengar. Role of Press and Indian Freedom Struggle
- Madan Gopal. Freedom Movement & The Press : The Role of Hindi Newspapers
- Mann, M. 2017. Wiring the Nation: Telecommunication, Newspaper-Reportage, and Nation Building in British India, 1850–1930. New Delhi: Oxford University Press
- Robert Darnton (2001) "Literary Surveillance in the British Raj: The Contradictions of Liberal Imperialism", Book History, Volume 4, 2001, pp. 133-176.
- Lelyveld, D. 1995. "Upon the Subdominant: Administering Music on All India Radio." Social Text, Vol. 39, pp 111-27
- Kripalani, C. 2018. "All India Radio's Glory Days and Its Search for Autonomy" in Economic and Political Weekly, Vol. 53, No. 37, pp 42-50.
- Jhingan, S. 2011. "Re-embodying the Classical: The Bombay Film Song in the 1950s" in Bioscope, Vol 2, No. 2, pp 157-79
- Vasudev, Aruna, New Indian Cinema, Delhi, MacMillan, 1986
- Thoravel, Yves, The Cinemas of India, Macmillan, Delhi, 2000
- Rini Bhattacharya Mehta & Rajeshwari V. Pandharipande ed, Bollywood and Globalisation; Indian Popular cinema: Nation and Diaspora, Anthem Press, London, 2010
- डॉ. परमवीरसिंह ,भारतीयटेलिविज़नकाइतिहास।एड्ुक्रीएशनपब्लिशिंग, (२०१७)

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