

दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

BA PROGRAMME IN HISTORY
5th SEMESTER PAPERS

SEMESTER 5 PAPERS: B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
V DSE I			5+1
		Europe from the Middle Ages to the Renaissance (7th to 16th century)	
		Or	
		Economy and Politics: Histories of Capitalism and Colonialism-I	
		Or	
		Issues in twentieth Century World History I	
SEC PAPERS			
V GE I		Women in Indian History Or	5+1
		Gender in Modern World Or	
		Culture and Everyday Life in India	
V SEC III		Popular Culture Or	4
		Language, Literature and Region in Early Modern Times	

2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
V		Choice of DSE I-A papers Choice of DSE I-B papers	Choice of GE I papers	Choice of SEC III papers	

DSE I

Europe from the Middle Ages to the Renaissance (7th to the 16th century)

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and those of European history. The idea is to give them a European perspective of themes involved.

Learning Outcomes: After completing this Course, students will be able to:

- Interpret the importance and implications of periodization
- Explain the development of what are conventionally called modern sensibilities in politics and the arts
- Discuss the development of important institutions such as the Church and political formations such as the city-states
- Point out the category of the 'Renaissance'.

Course Content:

Unit I: Periodization and its implications: Antiquity; Middle Ages/Dark Ages; the Renaissance; Late Antiquity and the Early Medieval: Charlemagne and the Holy Roman Empire

Unit II: Making of the Papacy, cult of saints and monasticism

Unit III: Christianity, the Church and the State:

[a] Church and the three Orders;

[b] Feudalism and the agrarian economy

Unit IV: The Mediterranean world and the crusades

Unit V: City States and the Renaissance

Unit VI: Art, Science and Literature

[a] Humanism in art and literature

[b] Developments in science and philosophy

[c] Renaissance beyond Italy

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss and familiarize the students with the essential historiographical concerns stemming from periodization in the European context. **(Teaching Time: 2 weeks approx.)**

- Anderson, P. (1996). *Passages From Antiquity To Feudalism*. London and New York: Verso.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M. M. Postan. (Ed.). *The Cambridge Economic History of Europe*. Volume 1: *The Agrarian Life of the Middle Ages*. Cambridge: Cambridge University Press, pp. 224-77.
- Brown, E.A.R. (1974). "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review* vol. 79, pp. 1063-1088.
- Cipolla, C.M., (Ed.). (1976). *Fontana Economic History*. Volume I: *The Middle Ages*. New York: Harvester Press/Barnes and Noble.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell (Introduction).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.1).

Unit II: This Unit shall trace the emergence of the institution of the papacy and social-cultural practices revolving around monasticism. **(Teaching Time: 3 weeks approx.)**

- De Jong, M. (1995). "Carolingian Monasticism: The Power of Prayer." in R. McKitter, (ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Duby, G. (1977). *The Chivalrous Society*. (trans. Cynthia Postan). Berkeley: University of California Press.
- Noble, Thomas F.X. (1995). "The Papacy in the 8th and 9th centuries." in R. McKitter, (Ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Brown, P. (1982). *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press.
- Innes, M. (2008). *Cambridge History of Europe – Volume 1- Europe from Antiquity to the Twelfth Century (Part I)*. Cambridge: Cambridge University Press.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell.

Unit III: This Unit shall highlight the evolution of the church and state relations, and the socio-economic structure that developed within the rural countryside. **(Teaching Time: 4 weeks approx.)**

- Power, D. (Ed.). (2006). *The Central Middle Ages: 950-1320*. Oxford: Oxford University Press.
- Duby, G. (1974). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. Ithaca: Cornell University Press.
- Le Goff, J. (1999). *Medieval Civilisation 400-1500*. (Trans. by Julia Barrow.) Oxford: Blackwell. (Reprint.)
- Swanson, R.N. (Ed.). (2015). *The Routledge History of Medieval Christianity: 1050-1500*. London/New York: Routledge.
- Bloch M. (1961). *Feudal Society*. Volume I, Chicago: University of Chicago Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall provide an overview of the key historical developments of the Mediterranean world, leading up to the crusades. **(Teaching Time: 2 weeks approx.)**

- Swanson, Robert. (2006). *Cambridge History of Europe – Volume 1-Medieval Europe 1100-1450 (Part II)*. Cambridge: Cambridge University Press.
- Riley-Smith, J. (Ed.). (1995). *The Oxford Illustrated History of the Crusades*. Oxford: Oxford University Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit V: This Unit shall familiarize students with the historical context which paved the way for the advent of the Renaissance. It shall also help students identify the key socio-political and economic milieu of the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit VI: This Unit shall discuss key developments in the realms of art, science and literature during the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Martines, L. (1988). *Power and Imagination: City-States in Renaissance Italy*. Baltimore: John Hopkins University Press.
- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

SUGGESTED READINGS

- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Goldthwaite, R. (1993). *Wealth and the Demand for Art in Italy: 1300-1600*. Baltimore: John Hopkins University Press.
- Huizinga, J. (2017). *The Waning of the Middle Ages*. Reprint. London: Stellar Classics.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Pocock, J.G.A. (1975). *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. New Jersey: Princeton University Press.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations*. Volume II. New York/London: W.W. Norton & Co.
- Wiesner-Hanks, M.E. (2013). *Early Modern Europe, 1450-1789*. Cambridge: Cambridge University Press.
- देवेश, विजय (सं.). (2010). यूरोपीयसंस्कृति, दिल्ली:हिंदीमाध्यमकार्यान्वयनिदेशालय, 2010
- सिन्हा,अरविन्द. (2009). संक्रांतिकालीनयूरोप.नईदिल्ली:ग्रन्थशिल्पी.

Teaching Learning Process:

Classroom teaching will concern key concepts and discussions of important readings. As this is a paper tracing aspects of World history and Europe, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth

transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Antiquity, problem of periodisation, three orders, dark ages, feudalism, city states and renaissance, Christianity church and state, humanism.

DSE II

Economy and Politics: Histories of Capitalism and Colonialism - I

Course Objective:

The paper familiarizes the students with the basic concepts of Capitalism, Imperialism and Colonialism. It also introduces the strategies of European capitalism and the importance of slave trade, plantation economies in the emergence of Capitalism. It provides the student with an opportunity to analyze capitalism and the global economy.

Learning Outcomes:

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

- Define what is meant by capitalism, colonialism and imperialism.
- Delineate the crucial linkages between Atlantic slavery and European capitalism,
- Explain the global interconnectedness of capital.
- Examine the process of colonial expansion via trade.
- Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.
- Describe the significance of the American Revolution.

Course Content:

- Unit I:** **Key Concepts and their implications:** Understanding capitalism, colonialism and imperialism
- Unit II:** **Atlantic slavery and European capitalism**
- Unit III:** **Dutch and English East India Companies and colonial expansion**
- Unit IV:** **Commodities, capital and empire:** Sugar, tea and cotton
- Unit V:** **The American Revolution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall familiarize the students with the key concepts. It shall enable the students to outline the essential differences as well as connections between the concepts of capitalism, colonialism and imperialism. **(Teaching Time: 4 weeks approx.)**

- Hilton, Rodney. (2006). *The Transition from Feudalism to Capitalism*. Delhi: Aakar Books. [Available in Hindi].
- Bottomore, Tom. (1991). *Dictionary of Marxist Thought*. New Delhi: Blackwell (entries on “Capitalism”, “Colonialism” and “Imperialism and World Market”).
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.1).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit II: This Unit shall highlight the centrality of the African slave trade in European economic development. **(Teaching Time: 3 weeks approx.)**

- Williams, Eric. (1994). *Capitalism and Slavery*. Reprint. Chapel Hill: University of North Carolina.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton, pp. 178-186, 200-204.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.1)
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit III: This Unit shall familiarize the students with the important features of commercial trading companies and their colonial expansion into resource-rich regions and vibrant non-European economies. **(Teaching Time: 3 weeks approx.)**

- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.1, Ch.3 and Ch.6).
- Zwart, Pim de. (2016). *Globalization and the Colonial Origins of the Great Divergence: Intercontinental Trade and Living Standards in the Dutch East India Company's Commercial Empire c. 1600-1800*. Leiden, Boston: Brill (Ch.1, “Introduction”).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present - Volume 1*. New York, London: W.W. Norton, pp. 248-252.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall use case studies of important commodities to trace the interconnectedness of the emerging capitalist economies and other economies linked to the world market. Using relevant case studies, this Unit shall equip students with global history of capitalism. **(Teaching Time: 3 weeks approx.)**

- Beckert, Sven. (2014). *Empire of Cotton: A Global History*. New York: Vintage Books (“Introduction” and Ch.2, Ch.5 and Ch.6).
- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.12).
- Mintz, S.W. (1985). *Sweetness and Power: The Place of Sugar in Modern Industry*. New York: Penguin (Ch.2, pp.32-72, Ch.4).
- Ellis, M.; R. Coulton and M. Mauger. (2015). *Empire of Tea: The Asian Leaf that Conquered the World*. London: Reaktion Books (Ch.3, Ch.4, Ch.8 and Ch.10).

Unit V: This Unit shall discuss the importance of the American Revolution in the coming of age of capitalism. This case study shall help students to identify important developments involving colonial settlers and the metropole. **(Teaching Time: 3 weeks approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States, 2 volumes*. New York, Lincoln, Shanghai: iUniverse, Inc.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.2)
- Dattar, K. (1997). *America Ka Itihas*. Delhi:University of Delhi, Directorate of Hindi Medium Implementation Board.

Suggested Readings:

- Brenner, Robert. (1976). “Agrarian Class Structure and Economic Development in Pre-Industrial Europe.” *Past & Present* vol. 70, pp. 30-75.
- Ralph, Davis. (1973). *The Rise of Atlantic Economies*. Ithaca, N.Y: Cornell University Press.
- Drescher, S. (1997). “Capitalism and Slavery After Fifty Years.” *Slavery and Abolition* vol 18 no.3, pp. 212-227.
- Dutta, Arup Kumar. (1992). *Cha Garam: The Tea Story*. Guwahati. Paloma Publications.
- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. (1990). *Europe since 1870: An International History*. Fourth edition. London: Penguin (Ch.4, “Imperialism”). [Available in Hindi].

- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer). Princeton and Oxford: Princeton University Press (Chs.1-3).
- Moxham, Roy. (2003). *Tea, Addiction, Exploitation and Empire*. New York: Carroll and Graff.
- Ormrod, D. (2003). *The Rise of Commercial Empires: England and the Netherlands in the Age of Mercantilism*. Cambridge: Cambridge University Press.
- Porter, A. (1994). *European Imperialism, 1860-1914*. London: Palgrave Macmillan.
- Rappaport, E. (2017). *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton and London: Princeton University Press (Ch.3 and Ch.5).
- Roy, Tirthankar. (2012). *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin.
- Smith, Andrew F. (2015). *Sugar: A Global History*. London: Reaktion Books (Ch.2, “New World Sugar to 1900”).
- Sweezy, Paul M. (1970). *Theory of Capitalist Development*. New York: Monthly Review Press.
- Wallenstein, Immanuel. (1989). *Modern World System- III*. Berkeley: University of California Press.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso (“Introduction”, and Ch.4, Ch.5, Ch.6 and Ch.7).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student’s prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Capitalism, colonialism, imperialism, Atlantic slavery, American Revolution, trans-Atlantic trade, East India Companies.

DSE III

Issues in Twentieth Century World History-I (the 20th Century)

Course Objectives:

This course aims to provide an understanding of 20th century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

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

- Define world history and explain the evolving polities.
- Categorise the economies and cultures of the twentieth century world.
- Define the making of the geopolitical order and 'North-South' distinctions.
- Delineate the complex character of modernity and its differences.
- Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

Course Content:

Unit I: The Concept and Definition: What is World History?

Unit II: First World War:

- (a) Consequences in Europe and the world,
- (b) League of Nations

Unit III: 1917 Russian Revolution:

- (a) Formation of the USSR;
- (b) Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism and Nazism: Germany and Japan and Second World War

Unit V: Modernity, Rights and Democracy:

- (a) The suffragette movement (England)
- (b) Anti-colonial struggles (Indonesia)
- (c) The formation of the United Nations
- (d) Art and politics (Picasso)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall introduce the students to the concept and definition of world history. **(Teaching Time: 2 weeks approx.)**

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395.

<https://www.jstor.org/stable/205420>

- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

Unit II: This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time: 3 weeks approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056-1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवी शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Unit III: This Unit will provide the students a broad outline of the history of the USSR post the 1917 October Revolution and shall familiarize them with the functioning of the Comintern. **(Teaching Time: 3 weeks approx.)**

- Nove, Alec. (1992). *An Economic History of the USSR 1917-1991*. London: Penguin.
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes- अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Mahajan, Sneha. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Unit IV: This Unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. (**Teaching Time: 3 weeks approx.**)

- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). *European Dictatorships 1918-1945*. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.

- Henig, R. (2005). *The Origins of the Second World War 1933-1941*. Lancaster Pamphlets Series. Second edition. London, New York: Routledge.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्व विद्यालय प्रकाशन.

Unit V: This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies. **(Teaching Time: 5 weeks approx.)**

- Lang, Sean. (2005). *Parliamentary Reform 1789-1928*. Second edition. London, New York: Routledge. (Ch.8, "Votes for Women).
- Thomson, D. (1990). *Europe Since Napoleon*. London: Penguin (Ch.32).
- Perry, Marvin et al. (2016). *Western Civilization: Ideas, Politics, and Society: Since 1400*. Eleventh edition. Canada: Cengage Learning (Ch. 27 – section on Picasso).
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकों का युग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवाद प्रकाशन.
- Duiker, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली : लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्व विद्यालय प्रकाशन.

Suggested Readings:

- Atkin, N. and M. Biddis. (2009). *Themes in Modern European History, 1890–1945*. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). *A Companion to Europe 1900-1945*. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). *Themes in Modern European History Since 1945*. London, New York: Routledge (Ch.1 and Ch.2).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war, Suffragette Movement, anti-colonial struggles, United Nations

GE- I

Women in Indian History

Course Objectives:

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning Outcomes: After successful completion of the course, students will be able to:

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Course Content:

Unit I. Theory and Concepts

- a) Understanding gender and patriarchy

Unit II. Women in Ancient India

- a) Historiographic Overview
- b) Evolution of Patriarchy with focus on Brahmanical patriarchy
- c) Women and property
- d) Women and work: voices from Tamilakam

Unit III. Women in Medieval India

- a) Historiography and the politics of the harem and the household
- b) Case studies: Razia Sultan, Nur Jahan, Jahanara
- c) Women Bhaktas

Unit IV. Women in Modern India

- a) Gender debate in Colonial India: a case study of sati / women's education
- b) Gandhi, Women's participation and Indian Nationalism
- c) Partition, Refugee Women and Rehabilitation – taught through the movie 'Pinjar'.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 2 weeks approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 5 weeks approx.)**

- Chakravarti, Uma. (1993). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State”. *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
- Ramaswamy, Vijaya. (2000). “Aspects of Women and Work in Early South India”. Kumkum, Roy (Ed.). *Women in Early Indian Societies*. New Delhi: Oxford University Press.
- Shah, Shalini. (2012). “Patriarchy and Property”, in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). “Introduction” in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women. **(Teaching Time: 4 weeks approx.)**

- Bokhari, Afshan. (2012). “Between Patron and Piety: Jahān Ārā Begam’s Sufi Affiliations and Articulations in Seventeenth-century Mughal India”. in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800*.Oxon: Routledge.
- Habib, Irfan. (2000). “Exploring Medieval Gender History”. *IHC 61st Session, Symposia Paper No.23, Calicut*. pp. 263-75.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
- Ramaswamy, Vijaya. (2011). “Gender and the Writing of South Indian History”. in S. Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography*, Delhi: ICHR and Primus. pp.199-224.
- Sharma, Sunil. (2009). “From ‘Ā’ esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women”. *Journal of Persianate Studies* vol. 2, pp. 148-64.

- Sangari, Kumkum. (1990). “Mirabai and the Spiritual Economy of Bhakti”. *Economic and Political Weekly*. vol. 25/27, pp. 1461-75.

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 5 Weeks approx.)**

- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, “Recovery of Abducted Women”, pp. 133-146).
- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, [Introduction].
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kali for Women, pp. 3-29.
- Sharma, Yuthika. (2015). “Indian Women’s Movement in the 20th Century: Resistance or Reaction”. *Proceedings of Gender Issues*. 5th Annual Conference, Nalanda.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement, Partition

GE- II

Gender in the Modern World

Course Objectives:

The course seeks to introduce to learners, location of Gender in historical past of modern world. The focus is on specific processes across regions. Through analysis of rubrics, complexities of historical issues involving women and state will be unfolded.

Learning Outcomes:

After the completion of the course, the students will be able to:

- Discuss the issues related to gender in world history in a comparative frame.
- Analyze gender realities in larger International context.
- Describe the main facets of Suffrage movement in Britain or in the USA.
- Delineate the role of women in anti-apartheid movement in South Africa.
- Trace the role of women in the Russian revolutions.
- Critically discuss the women's participation in Chinese revolution.

Course Content:

- Unit I. Historicizing Gender:** Patriarchy and feminism
- Unit II. Gender in the French Revolution:** Women participation; iconography
- Unit III. Women's Suffrage movement in Britain or USA**
- Unit IV. Women and anti-Apartheid movement in South Africa**
- Unit V. Women in the Russian Revolution**
- Unit VI. Engendering the Chinese Revolution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with special focus on patriarchy and feminism. **(Teaching Time: 2 Weeks)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History* vol. 1 no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapter 1 and 10).

- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press.
- Smith, Bonnie G. (Ed.). (2008). *Encyclopaedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.

Unit II. The focus in the unit is on the significant role played by the women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 3 Weeks)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of suffrage movement in two states across the Atlantic; Britain and USA in late 19th and early 20th centuries. This bears testimony to growing feminist consciousness especially in the fields of politics and power. **(Teaching Time: 3 Weeks)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press.
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press.

Unit IV. The unit focuses on anti-apartheid resistance in South Africa a very crucial role played by women whose agony doubled on account of being both women as well as black. **(Teaching Time: 2 Weeks)**

- Walker, Cherryl. (1982). *Resistance in South Africa*, New York: Monthly Review Press.

Unit V. The focal point in the unit is to analyse location of women both in the Russian Revolution and after formation of Soviet Union and whether they worked towards the spread of the fundamental ideals of Russian Revolution. **(Teaching Time: 3 Weeks)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 370-399.

Unit VI. There is the need to investigate the Chinese revolution from a gendered perspective. Women not just participated in the Chinese Communist movement but worked towards radicalizing it as well, making it a genuine mass movement. **(Teaching Time: 3 Weeks)**

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Feminism, Patriarchy, French Revolution, Suffrage movement, Anti-Apartheid movement, Russian revolution, China

GE III

Culture and Everyday Life in India

Course Objective:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for work place, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives and most people have the same sort of everyday experiences. At the same time, however, different people across the world have different sorts of everyday lives that are defined by their society. Further, society itself is defined by peoples' ideas, values customs, beliefs and ways of thinking. All these things may be explained as 'culture'. While there are several definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores the everyday life of people in India through mundane aspects like food, beverage and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstance.

Learning Outcomes:

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

- Identify the complex nature of relationship between the everyday life and society in urban India.
- Discuss human response to specific historical circumstance.
- Describe the role of Tea, Coffee and betel leave chewing in everyday cultural life and interactions.
- Delineate human interactions with each other in a shrine complex or on the streets.
- Analyze the importance of new avenues of interaction such as Metros, malls or pilgrim centres.
- Discuss the leisurely activities of social groups and resultant spread of ideas.
-

Course Contents:

- Unit I: Culture and everyday life**
Unit II: Sustenance and beyond: Chai, coffee and paan
Unit III: Religion everyday - at the threshold, shrine & street
Unit IV: The everyday global in g/local: Metro, mall & pilgrimage online

Unit V: Leisure and everyday

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section equips students to locate the complex nature of relationship between the everyday life and society mainly in urban India keeping in mind the nature of culture. **(Teaching Time: 3 weeks approx.)**

- Radhakrishnan, S. (1944). "Culture of India". *The Annals of the American Academy of Political and Social Science* vol. 233 (India Speaking), pp. 18-21.
- Ramanujan, A. K. (1999). "Is There an Indian Way of Thinking? An Informal Essay." in Vinay Dharwarkar, (ed.). *The Collected Essays of A.K. Ramanujan*. New Delhi: Oxford University Press. pp. 34-51.
- Hansen, Kathryn. (2010). "Who wants to be a cosmopolitan? Readings from the composite culture." *The Indian Economic and Social History Review* vol. 47 no.3, pp. 291–308.

Unit II. The segment examines that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized. It explores the everyday life in India through mundane aspects like food, beverage and masticatory habits. **(Teaching Time: 3 weeks approx.)**

- Nandy, Ashish. (2004). "The Changing Popular Culture of Indian Food: Preliminary Notes." *South Asia Research* vol. 24 no.1, pp. 9–19.
- Lutgendorf, Philip. (2012). "Making tea in India: Chai, capitalism, culture." *Thesis Eleven* vol. 113 no.1, pp. 11-31.
- Venkatachalapathy, A. R. (2002). "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu." *The Indian Economic & Social History Review* vol. 39 nos.2–3, pp. 301–316.
- Gowda, M. (1951). "The Story of Pan Chewing in India". *Botanical Museum Leaflets Harvard University* vol. 14 no.8, pp. 181-214.

Unit III. The unit communicates the complex, diverse and everyday location of culture -- performing daily prayers and rituals, getting dressed for work, finding leisure in watching TV, shopping and planning a holiday. People across the world have different sorts of everyday lives that are framed and negotiated within their respective societies. This unit elaborates on how the social and cultural world is defined by peoples' ideas, values, customs, beliefs and ways of thinking. **(Teaching Time: 4 weeks approx.)**

- Kilambi, Jyotsna S. (1985). "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad." *RES: Anthropology and Aesthetics* vol. 10, pp. 71-102.

- Qureshi, Regula. (1992-1993). ““Muslim Devotional”: Popular Religious Music and Muslim Identity under British, Indian and Pakistani Hegemony”. *Asian Music* vol. 24 no.1, pp. 111-121.
- Raj, Selva J. (2008). “Public display, communal devotion: Procession at a South Indian Catholic festival”. in A. Jacobson Knut, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 77-91.
- Mini, Darshana Sreedhar. (2016). “Attukal 'Pongala': The 'Everydayness' in a Religious Space”. *Journal of Ritual Studies*. vol. 30 no. 1. Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance, pp. 63-73.

Unit IV. The purpose is to apprise students and to help them identify the complex nature of relationships that constitute everyday lives in urban society. This will be useful in stimulating further inquiry and develop ability to analyse culture through multiple frames of reference. **(Teaching Time: 3 weeks approx.)**

- Sadana, Rashmi. (2010). “On the Delhi Metro: An Ethnographic View”. *Economic and Political Weekly* vol. 45/46, pp. 77-83.
- Voyce, Malcolm. (2007). “Shopping Malls in India: New Social 'Dividing Practices’”. *Economic and Political Weekly* vol. 42 no. 22, pp. 2055-62.
- Scheifinger, Heinz. (2009). “The Jagannath Temple and Online Darshan”. *Journal of Contemporary Religion* vol. 24 no.3, pp. 277-90.
- Saeed, Yousuf. (2012). “Jannat ki Rail: Images of Paradise in India’s Muslim Popular Culture”. in Mumtaz, Currim, (ed.). *Jannat: Paradise In Islamic Art*. Mumbai: Marg Foundation.

Unit V. This segment will take culture to mean the ‘whole way of life’ of a given group of people who form the urban populace. It explores the everyday life in India through manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. **(Teaching Time: 3 weeks approx.)**

- Lutgendorf, Philip. (2006). “Is There an Indian Way of Filmmaking?”. *International Journal of Hindu Studies* vol. 10 no. 3, pp. 227-256.
- Srivastava, Sanjay. (2009). “Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi”. *Economic and Political Weekly* vol. 44 no.26/27, pp. 338-45.
- Waghorne, Joanne Punzo. (2014). “Engineering an Artful Practice: On Jaggi Vasudev’s Isha Yoga and Sri Sri Ravishankar’s Art of Living”. in Mark Singleton & Ellen Goldberg, (ed.). *Gurus of Modern Yoga*. New York: Oxford University Press, pp. 283-307.

Suggested Readings.

- Pant, Pushpesh. (2013). "INDIA: Food and the Making of the Nation". *India International Centre Quarterly* vol. 40 no.2. pp. 1-34.
- Pandya, Samta P. (2016). "Guru' Culture in South Asia: The Case of Chinmaya Mission in India". *Society and Culture in South Asia*. vol. 2 no.2. pp. 204–232.
- Srivastava, Sanjay. (2014). "Shop Talk: Shopping Malls and Their Publics". In Nita Mathur (Ed.). *Consumer Culture, Modernity and Identity*. Delhi: Sage, pp. 45-70.
- Warriar, Maya. (2013). "Online Bhakti in a Modern Guru Organization". In Mark Singleton and Ellen Goldberg (Eds.), *Gurus in Modern Yoga*. New York: Oxford University Press. pp. 308-327. (Chapter 14).

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Chai, Coffee, Paan, Everyday Religion, Pilgrimage online, Metro, Mall, Leisure, Yoga

SEC V

Popular Culture

Course Objective:

One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.

Learning Outcomes:

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it,
- Interpret the above theoretical concerns to actual historical studies, through a case study,
- Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie,

- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

Course Content:

Unit I: Understanding Popular Culture: Some Issues

[a] Defining Popular Culture : Popular Culture as Folk Culture, Mass Culture, as the 'other' of High Culture, People's culture, etc.

[b] Popular Culture and History: The Historian and the archives

[c] Popular Culture in Early Modern Europe or the City of Mumbai

Unit II: Some Aspects of Popular Culture in India

(Students should choose any three from the four rubrics [a] – [d] mentioned below)

[a] Religion and everyday practice

(i) Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer / Kumbh Mela

(ii) Everyday healing and petitioning the divine: Case studies of Jinns in Delhi / Popular Hinduism / Tantric practices

(iii) Sacred Geographies, Sacred Spaces: Pilgrimage and pilgrim practices

[b] Performative Traditions

(i) Orality, Memory and the Popular: Case studies of women's Ramayanas in the oral tradition Andhra/ Rajasthan

(ii) Theatre and Dance:

(iii) Music: Popular music and Technology; Case studies of Devotional music / the Ghazal and the Cassette

[c] Food Cultures

(i) Recipes and the national project: Popular recipe books

(ii) Food and Public Cultures of Eating: Udipi Hotels, Dum Pukht, South Asian food in a global world

(iii) Cultures of Consumption: Tea-Coffee and the Indian Middle Class

[d] Making of a new 'Public'

(i) Popular Art: Imagining the nation in Calendar art

(ii) Print media: Amar Chitra Katha

(iii) Cinema: Constructing Family, Gender and Marriage through popular cinema

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces students to various theoretical dimensions of popular culture coming through more abstract readings on the subject culled from early modern European and contemporary Indian history. This will establish the foundations on the basis of which the student can focus on more detailed case studies of popular culture in the second rubric. **(Teaching Time: 5 weeks approx.)**

- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.

- Groot, Jerome de. (2009). *Consuming History: Historians and heritage in contemporary popular culture*. London: Routledge
- Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
- Burke, Peter. (2009). *Popular Culture in Early Modern Europe*. Surrey: Ashgate, pp. 23-132.

or

- Prakash, Gyan. (2010). *Bombay Fables*. Delhi: Harper Collins, pp. 75-156.

Unit II: This rubric introduces students to different aspects of popular culture through precise case studies. These will cover subjects like popular festivals, religious practices, oral traditions, recorded music, recipe books, popular restaurants, consumption of tea/coffee, calendar art, comics and TV serials. Students are required to choose readings to correlate with their three choices from the four available. **(Teaching Time: 11 weeks approx.)**

- Hancock, Mary Elizabeth. (2018). *Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India*. New York: Routledge.
- Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Chicago: University of Chicago Press.
- Taneja, Anand Vivek. (2018). *Jinnealogy: Time, Islam and Ecological Thought in the Medieval Ruins of Delhi*. Stanford: Stanford University Press.
- Mohammad, Afsar. (2013). *The Festival of Pirs: Popular Islam and Shared Devotion in South India*. Delhi: Oxford University Press.
- Waghorne, Joanne Punzo. (2004). *Diaspora of Gods: Modern Hindu Temples in an Urban Middle Class World*, Delhi: Oxford University Press.
- Henn, Alexander. (2014). *Hindu-Catholic Engagements in Goa: Religion, Colonialism and Modernity*. Delhi: Orient BlackSwan, pp. 126-168.
- Rao, Velcheru Narayana. (2016). *Text and Tradition in South India*. Delhi: Permanent Black. (The section on "A Ramayana of their Own", pp. 240-69).
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*. Delhi: Penguin.
- Rege, Sharmila. (2002). "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.

- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender, Daily and Popular Culture in India*. Delhi: Oxford University Press.
- Manuel, Peter. (1993). *The Cassette Culture: Popular Music and technology in North India*. Chicago: University of Chicago Press.
- Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India". *Comparative Studies in Society and History* vol. 30 no.1, pp. 3-24.
- Ray, Krishnendu and Tulasi Srinivas (2012). *Curried Cultures: Globalization, Food and South Asia*. Los Angeles: University of California Press.
- Bhadra, Gautam. (2005). *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. Kolkota: CSSSC.
- Venkatachalapathy, A. R. (2006). *In Those Days There Was No Coffee: Writings in Cultural History*. Delhi: Yoda Press.
- Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
- Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.
- Aguiar, Marian. (2013). "Arranged Marriage: Cultural Regeneration in Transnational South Asian Popular Culture". *Cultural Critique* vol. 84, pp. 181-213.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender Family and Popular Culture in India*. Delhi: Oxford University Press.

Online Resources:

- Students should use the online resources from the project entitled "Visual Pilgrim Project: Mapping Popular Visuality and Devotional Media at Sufi Shrines and Other Islamic Institutions in South Asia":
- Abeer Gupta, The Visual and Material Culture of Islam in Ladakh
- Amit Madheshiya and Shirley Abraham, Syncretic posters at the Sailani baba shrine in Maharashtra: Exploring portability of religious iconography through networks of circula-

tion

- Snehi, Yogesh. (2013). "Replicating Memory, Creating Images: Pirs and Darghas in Popular Art and Media of Contemporary Punjab". *South Asia's Islamic Shrines and Transcultural Visuality* (online journal).
- Torsten Tschacher, 'You have to Grant Your Vision': Ideas and Practices of Visuality in Popular Muslim Art in Tamil Nadu

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Definitions of popular culture, History, contemporary Mumbai, Festivals, Navratri, Urs, Jinns, Pilgrimage, Oral traditions, Cassettes, Devotional music, recipe books, Udupi restaurants, Dum Pukht food, Tea and Coffee, Calendar Art, Amar Chitra Katha, Popular television and cinema.

SEC VI
Language, Literature and Region in Early Modern Times

Course Objective:

This course provides students with an understanding of complex historical relationships between development of languages, formation of identities and the politics of region, community and nation. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Describe the chronology of the emergence and literarization of major languages in India.
- Analyse and articulate the various ways in which scholars have attempted to examine the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities.
- Identify and analyse the larger socio-political implications of the choice of a language, or a particular register of a given language, especially in literature and cinema.
- Justify that language function at multiple levels and in multiple facets of life.
- Examine the differences and why and how these are created has will be identified.

Course Content:

Unit I: Languages in a Multilingual Culture

- a. Regionalization or Vernacularization?
- b. Forms and Histories of Multilingualism

Unit II: Language, Region, Identities: a case study of Telugu

- a. Emergence of Regional identity
- b. Role of Political Patronage

Unit III: Hindi and Urdu in the Age of Nationalism

- a. One Language, Two Scripts
- b. Hindi, Hindui, Rekhta, Urdu, Deccani

Unit IV: Spot the Difference: Language Projects with Literature and Cinema

- a. Language of Premchand, Renu and Hazari Prasad Dvivedi
- b. Sarkari Hindi (Akashvani and GOI official communication) vs. Popular Bollywood Language
- c. Differing Registers in Hindi Films: Barsat (Urdu), Chupke Chupke (Satire), Party (Sarkari Hindi), Pink (Hinglish)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism. **(Teaching Time: 4 Weeks Approx.)**

- Majumdar, R. C. (Ed.) (n.d.). *History and Culture of the Indian People*. Bombay: Bharatiya Vidya Bhawan (Chapter XV: 'Language and Literature').
- Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.). *Early Modernities Special Issue of Daedalus* vol. 127 no.3, pp. 41-74.
- Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note." *Social Scientist* vol. 23 no.10-12, pp. 1-7.
- Jha, Pankaj. (2019). "Multilingualism." *A Political History of Literature: Vidyapati and the Fifteenth Century*. Delhi: Oxford University Press, pp. 58-67.
- Orsini, Francesca. (2012). "How to do Multilingual Literary History." *Indian Economic and Social History Review* vol. 49 no.2, pp. 225-46.

Unit II: This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu. **(Teaching Time: 4 Weeks Approx.)**

- Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: a Case Study of Telugu." *Social Scientist* vol. 23 no.10-12, pp. 8-23.
- Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra." *Social Scientist* vol. 23 no.10-12, pp. 24-40.

Unit III: This unit examines the emergence of Hindi and Urdu in the Age of Nationalism and its histories. It also examines the appropriation of language to reduce it to religious identities and associated politics. **(Teaching Time: 4 Weeks Approx.)**

- Faruqui, S. R. (2003). "A Long History of Urdu Literary Culture". in Sheldon Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, pp. 805-63.
- Rai, Alok. (2001). *Hindi Nationalism*. Delhi: Orient Longman.
- Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti." *Indian Economic and Social History Review* vol. 38 no.3, pp. 223-48.

Unit-IV: This unit suggest that language function at multiple levels and in multiple facets of life. What are the difference and why and how these are created has will be examined through this unit. **(Teaching Time: 4 Weeks Approx.)**

- McGregor, R. S. (2003). "The Progress of Hindi." in Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, Part-I, pp. 912-57.
- One story/essay each of Premchand, Phanishwar Nath Renu and Hazari Prasad Dvivedi.
- Samples of Akashvani Hindi and Gazette of the Government of India for students to observe and comment on the nature of their language
- Watching the films mentioned and to observe and comment on the difference in their languages

Suggested Readings

- Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar's Court". *Social Scientist* vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). *Akbar and His Age*. Delhi: ICHR and Northern Book Centre.)
- An interesting debate between Alok Rai and Shahid Amin can be accessed here: <http://www.urdustudies.com/pdf/20/12AminRai.pdf>
- Bangha, Imre. (2018). "The Emergence of Hindi Literature: From Transregional Maru-Gurjar to Madhyadeśī Narratives", in Tyler Williams, Anshu Malhotra and John Stratton Hawley, (Eds.). *Text and Tradition in Early Modern North India*. New Delhi: Oxford University Press, pp. 3-39.
- Busch, Allison. (2011). *Poetry of Kings: The Classical Hindi Literature of Mughal India*. New York: Oxford University Press. ("Introduction").
- Ernst, Carl W. (2003). "Muslim Studies of Hinduism?: A Reconsideration of Arabic and Persian Translations from Indian Languages." *Iranian Studies* vol. 36 no.2, pp. 173-95.
- Faruqui, Munis. (2014). "Dara Shukoh, Vedanta and Imperial Succession in Mughal India." in Vasudha Dalmia and Munis Faruqui, (Eds.). *Religious Interactions in Mughal India*. Delhi: Oxford University Press, pp. 30-64.
- Pollock, Sheldon. (2001). "The Death of Sanskrit." *Comparative Studies in Society and History*. Vol. 43 no.2, pp. 392-426.
- Shukla, Ramchandra. (1929). *Hindi Sāhitya ka Itihās*. Allahabad: Lokabharati Prakashan (Reprint, 2009).

- Truschke, Audrey. (2016). *Culture of Encounters: Sanskrit at the Mughal Court*. Gurgaon: Penguin Books. ("Introduction: The Mughal Culture of Power").

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Regions, Vernacular, Multilingualism, One Language two scripts, Rekhta, Deccani, Sarkari Hindi, Bollywood Language.

BA PROGRAMME IN HISTORY
6th SEMESTER PAPERS



ms
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
VI DSE II			5+1
		History of Europe 1500-1848	
		Or	
		Economy and Politics: Histories of Capitalism and Colonialism II	
		Or	
		Issues in twentieth Century World History II	
Generic Elective			
VI GE II		Nature in Human History	5+1
		Or	
		Investigating Inequalities	
		Or	
		Delhi Through the Ages	
Skill Enhancement Course			
VI SEC IV		Understanding Text, Rituals and Orality in Indian History	4
		Or Radio and Cinema in India: A Social History	



2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
VI		Choice of DSE II papers	Choice of GE II papers	Choice of SEC IV papers	



MS
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE IV

History of Europe 1500-1848

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and to give them a European perspective of themes involved.

Learning Outcomes:

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

- Define the role of Europe in the world during the period under study.
- Describe Reformation.
- Explain the scientific 'discoveries'.
- Outline the contemporary state and politics.

Course Content:

Unit I. Reformation:

[a] The Papacy and its critics

[b] The Protestant reformation: Calvinism; the English Reformation

[c] Catholic Reformation

Unit II. Science, Navigation and the ' Discoveries'

[a] Voyages

[b] Reflections on the scientific method

[c] Hobbes, Locke and the Philosophes



[d] Despotism and the limits of Enlightenment

Unit III. State and Politics:

[a] King and Parliament in 17th century England

[b] Absolutism and the peasantry in Eastern Europe

Unit IV. Gender, Literature and Art

[a] Literary trends from Dante to Shakespeare

[b] Art from Baroque to Rococo and Neo Classicism

[c] Women Family and the Public Sphere

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I.: At the completion of this unit students would have learnt about the ascendancy of the Church and Papacy, the Reformation in Europe and England and its impact on Catholicism and Protestantism. (Teaching Time: 3 weeks approx.)

- Elton, G.R. (1990). Reformation Europe, 1517-1559. London: Fontana Press.
- Hill, Christopher. (1969). Reformation to Industrial Revolution. London: Penguin Books.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.3).
- Sinha, A. (2010). Europe in Transition. Delhi: Manohar. [Available in Hindi].

Unit II: At the completion of this unit, students would have learnt about the shifts in human history that were a result of the 'Enlightenment' and the Renaissance. (Teaching Time: 4 weeks approx.)

- Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield & Nicholson.



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Pagden, Anthony. (2013). The, Enlightenment: And Why it Still Matters. Oxford: Oxford University Press.
- Cameron, E. (2001). Early Modern Europe: An Oxford Dictionary. Oxford: Oxford University Press.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.8).
- Sinha, A. (2010). Europe in Transition. Delhi: Manohar. [Available in Hindi].

Unit III. At the completion of this unit, students would have learnt about the making of the modern state, its early representative systems and their exclusions. (Teaching Time: 4 week approx.)

- Kumin, Beat (ed.). (2013). The European World 1500-1800: An Introduction to Early Modern History. New York: Routledge.
- Wolf, Eric R. (2010). Europe and the People without History. Berkeley: University of California Press.
- Cameron, E. (2001). Early Modern Europe: An Oxford Dictionary. Oxford: Oxford University Press.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.7).

Unit IV. At the Completion of this unit, students would have learnt about the social changes in Europe history through interventions in the field of gender, literature and art. (Teaching Time: 5 weeks approx.)

- Rogers, Pat (Ed.). (2001). The Oxford Illustrated History of English Literature. Oxford: Oxford University Press, pp. 59-159.

- Landes, J.B. (1988). Women and the Public Sphere in the Age of the Revolution. New York: Cornell University Press.
- Power, E. (1997). Medieval Women. Cambridge: Cambridge University Press.
- Hauser, Arnold. (2005). The Social History of Art, Vol. III: Rococo, Classicism and Romanticism. London: Routledge.
- Cameron, E. (2001). Early Modern Europe: An Oxford Dictionary. Oxford: Oxford University Press.

Suggested Readings:

- Anderson, M.S. (1976). Europe in the 18th century. New York: Longman .
- Anderson, Perry. (1979). Lineages of the Absolutist State. London: Verso Edition.
- Davies, Norman. (1998). Europe; A History. New York: Harper Collins.
- Eisenstein, E. (1980). The Printing Press as an Agent of Change. 2 Vols. Cambridge: Cambridge University Press.
- Gay, Peter. (1966). The Enlightenment: An Interpretation. New York: Alfred K. Knopf.
- Greaves, R. L., Robert Zallor and J. T. Roberts. (1994). Civilizations of the West: From 1660 to the Present. New York., Harper and Collins College Publishers.
- Kearney, Hugh. (1971). Science and Social Change, 1500-1700. University of Wisconsin-Madison: McGraw-Hill.
- King, Margaret L. (1994). Western Civilizations: A Social and Cultural History. New York: Prentice Hall.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). Western Civilizations, Vol. II. New York, London: W.W. Norton & Co.
- Wiesner, Merry E. (2013). Hanks, Early Modern Europe, 1450-1789. New York: Cambridge University Press.
- विजय, देवेश (सं.). (2010). यूरोपीयसंस्कृति, नईदिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय
- सिन्हा, अरविन्द. (2009). संक्रांतिकालीनयूरोप, नईदिल्ली: ग्रन्थशिल्पी.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Reformation, the Papacy, Catholic reformation, discoveries, theory of social contract, despotism, absolutism, enlightenment, Neo-classicism, public sphere



[Signature]
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

DSE V

Economy and Politics: Capitalism and Colonialism-II

Course Objective:

The course familiarizes the students understand the process of transformation and the uniqueness of Capitalism and Imperialism. It will introduce the student to the impact of imperialist economic policies in China, South Africa and Southeast Asia. The student will also study the impact of the Imperialist interventions in Africa and West Asia. The students will also study the development of capitalism outside the Atlantic economy and examine the rise of Japan as an important economic power.

Learning Outcomes:

- Demonstrate the implications of capitalist developments and their socio-economic impacts in the colonial world.
- Distinguish the nature of imperialist expansion and exploitation of weaker nations.
- Explain the impact of imperialism on various colonies.

Course Content:

Unit I: The Civil War and the emergence of USA as a capitalist power

Unit II: Finance Capital and Imperialism:

[a] Theories of Capitalism; Hobson, Lenin and Schumpeter

[b] Railways (China) / Gold (South Africa) / Rubber (Southeast Asia)

Unit III: Capitalist developments in Japan (1868-1920s)



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Unit IV: Colonialist partition of Africa

Unit V: West Asia 1914-1930s:

[a] Ottoman Empire and the first world war

[b] Redrawing the Map: The British and French mandates

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit will highlight the development of capitalism in USA in the latter half of the nineteenth century and accordingly contextualize the Civil War. (Teaching Time: 3 weeks approx.)

- Randall, J. G. and David Herbert Donald. (1969). Civil War and Reconstruction. U.S.A.: D.C. Heath & Company.
- Foner, E. (2007). Give Me Liberty! An American History. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). Historical Development of Capitalism in the United States. 2 vols. New York, Lincoln, Shanghai: iUniverse, Inc.
- Barrington, M. Jr. (2015). "The American Civil War: The Last Capitalist Revolution." Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
- Datar, K. (1997). America Ka Itihas. Delhi: Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit II: In this Unit the students will be provided an overview of the key theories of imperialism and shall proceed to look at a case study of one of the regions of imperialist competition. (Teaching Time: 4 weeks approx.)

- Brewer, Anthony. (1990). Marxist Theories of Imperialism. London, New York: Routledge (Ch.1, Ch.4 and Ch.6).



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Joll, J. (1990). Europe since 1870: An International History. Fourth edition. London: Penguin (Ch.4, “Imperialism”). [Available in Hindi].
- Kocka, J. (2014). Capitalism: A Short History. (Trans. Jeremiah Reimer.) Princeton and Oxford: Princeton University Press (Ch.4).
- Beaud. Michel. (2001). A History of Capitalism 1500 to 2000. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.3, and Ch.4).
- Jean Chesneaux et al. (1977). China from the 1911 Revolution to Liberation. New York: Pantheon Books.
- Chung, Tan. (2013). Triton and Dragon: Studies on the Nineteenth Century China and Imperialism. Reprint. Delhi: Gyan Publishing (Ch.6 and Ch.7).
- Tarling, Nicholas. (2001). Imperialism in Southeast Asia: ‘A Fleeting, Passing Phase’. London and New York: Routledge (Ch.6).
- Osborne, Milton. (2002). South East Asia: An Introductory History. Sydney: Allen and Unwin
- Meredith, M. (2007). Diamonds, Gold and War: The Making of South Africa. Simon & Schuster.

Unit III: This Unit shall provide the students a detailed overview of how an Asian power, Japan, developed along capitalist and imperialist lines from the second half of the nineteenth century. (Teaching Time: 3 weeks approx.)

- Allen, G. C. (2003). A Short Economic History of Modern Japan, 1867-1937. London: Routledge.
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition.
- Hane, Mikiso. (2000). Japan: A Short History. Great Britain: Oneworld Publications.
- Norman, E H. (2000). Japan’s Emergence as Modern State. Canada: UBC Press.



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Unit IV: This Unit shall familiarize the students with the land grab and aggressive partitioning of the African continent by advanced imperialist powers. (Teaching Time: 3 weeks approx.)

- Klein, Herbert S and Ben Vinson. (1986). African Slavery in Latin America and Caribbean. Oxford: Oxford University Press.
- Hobsbawm, E. J. (1975). Age of Capital, 1848-1875. London: Phoenix Press.
- Joll, James and Gordon Martel. (2006). Origins of the First World War. London, New York: Routledge.
- Roth J.J. (Ed.). (1968). World War I: A Turning Point in Modern History. Second edition. New York: Knopf.
- Mazrui, Ali A. (1993). UNESCO General History of Africa, Africa since 1935. Vol. 8. California: UNESCO.
- Mackenzie. J. (1983). The Partition of Africa and European Imperialism of the Nineteenth Century. London, New York: Methuen.
- Wolf, Eric. (2010). Europe and the People without History. California: University of California Press.
- वर्मालालबहादुर, यूरोपकाइतिहासे-book: <https://epustakalay.com/book/67721-europ-ka-itihis-by-lal-bahadur-varma/>

Unit V: This Unit shall provide the students an overview of the key developments that unfolded in West Asia from the period of First World War to the end of the Second World War. (Teaching Time: 3 weeks approx.)

- Aksakal, Mustafa. (2008). The Ottoman Road to War in 1914: The Ottoman Empire and the First World War. London, New York, Singapore, Delhi: Cambridge University Press (“Introduction”, Ch.3 and Ch.4).
- Provenance, Michael. (2017). The Last Ottoman Generation and the Making of the Modern Middle East. Cambridge: Cambridge University Press (pp. 56-100; 190-260).



- Fieldhouse, D.K. (2006). Western Imperialism in the Middle East 1914-1958. Oxford: Oxford University Press (sections on Britain and Mesopotamia/Transjordan/Syria-Lebanon, and the French).

Suggested Readings:

- Austen, Ralph. (1987). African Economic History. London: James Currey.
- Davies, Norman. (1998). Europe: A History. New York: Harper Collins.
- Faulkner, H. U. (1958). American Economic History. New York: Harper Bros.
- Galbraith, J.K. (1993). American Capitalism: The Concept of Prevailing Power. USA: Transaction Publishers.
- Hobsbawm, E.J. (1987). The Age of Empire 1875-1914. New York: Pantheon Books.
- Jelavich, Charles and Barbara Jelavich. (1977). Establishment of the Balkan National States 1840 – 1920. Seattle/London: University of Washington Press.
- Kemp, Tom. (1967). Theories of Imperialism. London: Dobson Books.
- Lowe, Norman. (1997). Mastering Modern World History. Third edition. Delhi: Macmillan India Ltd.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Merriman, J. (2010). A History of Modern Europe: From Renaissance to the Present. Volume 2. New York, London: W.W. Norton.
- Pedersen, Susan. (2015). The Guardians: The League of Nations and the Crisis of Empire. Oxford: Oxford University Press (pp. 17-106).
- Porter, A. (1994). European Imperialism, 1860-1914. London: Palgrave Macmillan.



विभागाध्यक्ष/Head
 इतिहास विभाग/Department of History
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

- Stephens, J.J. (2003). *Fuelling the Empire: South Africa's Gold and the Road to War*. New Jersey: Wiley.
- Tarling, Nicholas. (Ed.). (1992). *Cambridge History of South-East Asia*. Vol. II. Cambridge: Cambridge University Press.
- Tran, Binh Tu. (1985). *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. (Trans. by John Spragens Jr.) Ohio City: Centre for Research in International Studies, Ohio University.
- Wesseling, H.L. (1996). *Divide and Rule: The Partition of Africa, 1880-1914*. Michigan: Praeger.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks



विभागाध्यक्ष/Head
 इतिहास विभाग/Department of History
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

Total: 100 Marks

Keywords:

American civil war, Theories of capitalism, Imperialism, Africa, China., Southeast Asia, Capitalist Japan, the Ottoman empire and the first world war.

DSE VI

Issues in Twentieth Century World History-II

Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

- Define world history.
- Discuss and explain the evolving politics, economies and cultures of the twentieth century world.
- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

Course Content:

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria

Unit III: Popular Movements:

1. Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal
2. Student Movements: Paris 1968



3. Anti-apartheid movements in S. Africa and Civil Rights Movement USA
4. Women's Movements: Issues and Debates/Women and Work Place-
Vishakha Guidelines

Unit IV: Leisure and Entertainment

1. Spectator Sports (football/Olympics)
2. Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss the global impact of the Cold War through specified case studies. (Teaching Time: 3 weeks approx.)

- Dickinson, Edward Ross. (2018). The World in the Long Twentieth-Century, An Interpretive History. USA: University of California Press.
- Lightbody, Bradley. (1999). The Cold War. New York and London: Routledge.
- McMahon, Robert. (2003). Cold War-A very Short Introduction. USA: Oxford University Press.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.31).
- Anderson, David L. (2005). The Vietnam War. New York: Palgrave Macmillan.
- Stueck, W. (2010). "The Korean War." in M.P. Leffler and O.A. Westad, (Eds.). The Cambridge History of the Cold War. Volume 1. Cambridge: Cambridge University Press.

Unit II: This Unit shall familiarize the students with the decolonization process and with the politics of persisting colonial interests through a prescribed case study from the African/South American region. (Teaching Time: 3 weeks approx.)



- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.36).
- Whitfield, Lindsay. (2018). Economies after Colonialism: Ghana and the Struggle for Power. Cambridge: Cambridge University Press, pp. 133-177.
- Choi, Sung-Eun. (2016). Decolonization and the French of Algeria: Bringing the Settler Colony Home. New York: Springer (Introduction).
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- महाजन, स्नेह. (२०१६). बीसवीशताब्दीकाविश्वइतिहास: एकद्वलक (भाग-२). दिल्ली : लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे: बदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन

Unit III: This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century. (Teaching Time: 6 weeks approx.)

- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
- Burkett, Elinor. (YEAR). “Women's Rights Movement - Political and Social Movement.” Encyclopaedia Britannica (<https://www.britannica.com/topic/womens-movement>).
- Flavia Agnes. (2001). Law and Gender Equality: The Politics of Women’s Rights in India. Delhi: Oxford University Press (relevant sections in Part-II).



- Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in A Companion to Global Environmental History, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.
- Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in Environmental Issues in India, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
- McNeill, J. R. (2001). Something New Under the Sun: An Environmental History of Twentieth-Century World. New York & London: W.W. Norton & Company. (Especially Introduction)
- Mitchell, Timothy. (2013). Carbon Democracy: Political Power in the age of Oil. London & New York: Verso (Introduction).
- Skinner, R. (2017). Modern South Africa in World History: Beyond Imperialism. London: Bloomsbury (Ch.6 and Ch.7).
- महाजन, स्नेह. (२०१६). बीसवीशताब्दीकाविश्वइतिहास: एकझलक(भाग-२). दिल्ली: लक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्दे: बदलतेआयाम. दिल्ली : दिल्लीविश्वविद्यालयप्रकाशन

Unit IV: This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies. (Teaching Time: 4 weeks approx.)

- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes, translated into Hindi : अतिरेकोंकायुग : बीसवीसदीकाइतिहास : 1914-1991; अनुवादक, प्रकाशदीक्षित ; मेरठ : संवादप्रकाशन
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Leab, D.L. (1998). "Introduction: The Cold War and the Movies." Film History vol. 10 no.3, pp. 251-53.
- महाजन, स्नेह. (२०१६). बीसवीशताब्दीकाविश्वइतिहास: एकझलक (भाग-२). दिल्लीलक्ष्मीप्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्वइतिहासकेप्रमुखमुद्देबदलतेआयाम. दिल्ली: दिल्लीविश्वविद्यालयप्रकाशन

Suggested Readings:

- Chapman, James. (2005). Cinemas of the World--Film and Society from 1895 to the Present. London: Reation Books.
- Cumings, Bruce. (2010). The Korean War: A History. New York: Modern Library.
- Falola, Toyin and Achberger, Jessica. (Eds). (2012). The Political Economy of Development and Underdevelopment in Africa. New York and London: Routledge.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press (Chs.7-8).
- Grosfoguel, Ramonand Cervantes-Rodriguez, Ana Magarita (Eds.). (2002). The Modern/Colonial/Capitalist World-System in the Twentieth Century: Global Processes, Antisystemic Movements, and the Geopolitics of Knowledge. USA: Greenwood Press.
- Guelke, Adrian. (2005). Rethinking the Rise and fall of Apartheid-South Africa and World Politics. New York: Palgrave Macmillan.
- Guttman, A. (1986). Sports Spectators. New York: Columbia University Press (Chs.4-6).
- John, M. (2014). "Fears and Furies of Sexual Harassment." The Economic and Political Weekly vol. 49 no.15, 29-32.



18



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/110007

- Klimke, M. and J. Scharloth. (Eds.). (2008). 1968 in Europe: A History of Protest and Activism 1956-1977. Basingstoke: Palgrave Macmillan.
- Kumar, Radha. (1993). The History of Doing. Delhi: Zubaan (Chs.6-12).
- McNeill, J. R. and Erin Stewart Mauldin (Eds.). (2012). A Companion to Global Environmental History. West Sussex: Wiley-Blackwell.
- Moore, Jason W. (2015). Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London & New York: Verso.
- Rajadhyaksha, Ashish. (2016). Indian Cinema: A Very Short Introduction. Delhi: Oxford University Press.
- Rathbone, Richard. (2000). Nkrumah and the Chiefs: The politics of Chieftaincy in Ghana 1951-60. Athens: Ohio University Press, pp 1-28, 89-150.
- Schofield, John, Johnson, William Gray and Beek, Colleen M. (Eds.). (2002). Material Culture-the Archaeology of Twentieth Century Conflict. New York and London: Routledge.
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective." Policy Research Report on Gender and Development Working Paper Series No. 9. (World Bank), pp. 20-46.
- Sorlin, Pierre. (1998). "The Cinema: The American Weapon for the Cold War." Film History vol. 10 no.3, pp. 375-381.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching, Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories



traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Cold war, Decolonisation, Vietnam War, Anti-apartheid movement, students' movement: Paris 1968, Chipko Movement, Bhopal gas tragedy, Vishakha Guidelines, sports, cinema




विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

GE IV
Nature in Human History

Course Objectives:

This course proposes to examine the history of change in human-nature interactions. It unpacks standard environmental narratives which reduce environmental concerns to pollution and global warming, on the one hand, and human-nature harmony in pre-colonial era on the other. This will help students understand the usually invisible interplay of political, economic and ideological factors on questions of nature and natural resources. In what ways were environmental concerns mitigated by the class imprint of aspirational consumerism? This course also draws attention to the call of 'national interest' while addressing contemporary environmental concerns, often designated by specialists as anthropocene.

Learning Outcomes:




विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

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

- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a social- political framework
- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources, in an understanding of the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematised the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit I. Society and Nature

- a. Unending quest for Energy resources
- b. Livelihood patterns: Agriculture, Pastoralist

Unit II. Conquest, Colonialisms, and Control

- a. Global Ecological interconnectedness
- b. Conquests, Colonialisms and Control: Forest rights and forest dwellers
- c. Insatiable appetite: agrarian production, commercial plantation

Unit III. Waterscapes

- a. Water harvesting: Conventional vs. Multi Purpose River Valley Projects
- b. Contemporary Urban water disparities



c. Water rights

Unit IV. Climate Change: Genesis and mitigation

a. International Cooperation vs. national interests

b. Debating Anthropocene

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to conflict over natural resources. Changing livelihood patterns and its impact on nature is focus of this unit. **(Teaching Time: 3 weeks approx.)**

- Agarwal, Anil. (1985). "The Politics of Environment I & II." in *The State of India's Environment 1984-85: The Second Citizens' Report*. New Delhi: Centre for Science and Environment. pp. 354-80.[Available in Hindi also].
- McNeill, John. (2000). "Prologue: Peculiarities of a Prodigal Century." in *Something New Under the Sun: An Environmental History of the Twentieth- Century World*. New York: W. W. Norton & Company. pp. 3-17.
- Roy, Dunu. (2007). "Environmentalism and Political Economy." in Mahesh Rangarajan, (ed.), *Environmental Issues in India*. Delhi: Pearson. pp. 521-29.
- राँय, दुनू. (2010). "पर्यावरणवाद और राजनैतिक अर्थव्यवस्था", महेशरंगाराजन (संपादक), भारतमें पर्यावरणके मुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ 331-38.
- Singh, Chetan. (2017). "Forest, Pastoralists and Agrarian Society in Mughal India." in Meena Bhargava, (ed.). *Frontiers of Environment: Issues in Medieval and Early Modern India*. Hyderabad: Orient Blackswan. pp. 71-97.

Unit II: This unit examines the role and impact of colonial power in redefining the character of natural resources exploitation and consequent changes in the livelihood patterns. It also critical examines the significance of discovery of 'new world' and its impact on flora-fauna across the globe. **(Teaching Time: 5 weeks approx.)**



- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World." in David Arnold and Ramachandra Guha, (Ed.). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85.
- 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.103-117.
- Gadgil, Madhav & Ramachandra Guha. (1992). "Conquest and Control", in *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
- माधवगाडगीळएवंरामचंद्रगुहा. (2010). "भारतमेंपारिस्थितिकीसंघर्षऔरपर्यावरणोयआंदोलन", महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 225-57.
- Tucker, Richard. (2007). "Conclusion: Consuming Appetites." in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers Inc. pp. 217-22.

Unit III: This unit highlights the significance of water management in general and the monsoon ecology of Indian sub-continent in particular. Vagaries of nature, vulnerabilities of human society and resultant contestations focus of the unit.
(Teaching Time: 4 weeks approx.)

- D'Souza, Rohan. (2003). "Supply-Side Hydrology in India: The Last Gasp". *Economic and Political Weekly* vol. 38 no.36, pp. 3785-90.
- Kumar, Mayank. (2013). "Visibly Invisible: "Ecological Imprints". In *Monsoon Ecologies: Irrigation, Agriculture, and Settlement Patterns in Rajasthan during the Pre-colonial period*. New Delhi: Manohar, pp. 233-64.
- कुमार, मयंक. (2015). "मानसूनसेसामंजस्यबनातासमाज: सन्दर्भराजस्थान". प्रतिमान, अंक-3 संख्या3, पृष्ठ. 602-16.

- Sharan, Awadhendra. (2014). "Contaminated Flows: Water in City, 1868-1956," in *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, pp. 28-67.
- Singh, Chhatrapati. (1991). "The Jurisprudence of Water Rights." in *Water Rights and Principles of Water Resources Management*. Delhi: Indian Law Institute, pp. 62-97.

Unit IV: This unit addresses the complex issue of Climate Change, its genesis, impact and mitigation with special reference to anthropocene. **(Teaching Time: 4 weeks approx.)**

- Dubash, Navroz K., Radhika Khosla, Ulka Kelkar, and Sharachchandra Lele. (2018). "India and Climate Change: Evolving Ideas and Increasing Policy Engagement". *Annual Review of Environment and Resources* vol. 43no.1, pp. 395-424.
- Seffen, Will., Paul J. Crutzen, and J. R. McNeill. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature". *Ambio* vol. 36 no.8, pp. 614-21.

SUGGESTED READINGS:

- Agarwal Anil and Narain, Sunita (Eds.). (1997). *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment. [Available in Hindi also].
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India." *Feminist Studies* vol. 18 no.1, pp. 119-158.
- Bauer, Jordan and Martin V. Melosi. (2012). "Cities and the Environment." in J. R. McNeill and E. S. Maudlin, (eds.). *Companion to Environmental History*. Chichester, United Kingdom: Blackwell, pp. 360-376.
- Baviskar, Amita. (2012). "Written on the Body, Written on the Land: Violence and Environmental Struggles in Colonial India", in Mahesh Rangarajan and K.



- Sivramakrishnan, (Eds.). *India's Environmental History*, Vol. II: "Colonialism, Modernity and the Nation". Ranikhet: Permanent Black, pp. 517-549.
- Botkin, Daniel B. (2012). *The Moon in the Nautilus Shell: From Climate Change to Species Extinction, How Life Persists in an ever-changing world*. Oxford: Oxford University Press, pp. 3-96.
 - Moore, Jason W. (2015). "The Long Green Revolution: the Life and Times of Cheap Food in the Long Twentieth Century." in *Capitalism in the Web of Life: Ecology and Accumulation of Capital*. London: Verso, pp. 241-290.
 - Urry, John. (2013). "The Century of Oil", in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 36-52.
 - Water Resources Law. (2004). *Indian Juridical Review* 1. Special Issue.
 - स्वामीनाथन, एम.एस. (2010). "अंतरिक्षयानपृथ्वीपरखेती", महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 115-33.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Energy Resources, Forest Rights, Water Harvesting, Water, Climate Change

GE- V

Investigating Inequalities

Course Objectives:

This course proposes to examine the meaning, definition and types of inequality, types of inequality. The paper conveys that difference need not necessarily lead to inequalities; differences are often historical and may result in inequalities. The paper shows that inequalities generate sub-ordination and exploitation. The paper examines inequalities in the larger context of socio-politico-economic-legal structures. It makes a conscious attempt to convey historical processes through which differences and inequalities emerge and change; thereby . Paper critically engages with the political-social mobilization on the basis of 'identity politics', which are linked to issues of inequalities, in an era of electoral politics.

Learning Outcomes: After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.



- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Critically engage with various initiatives taken by the state to prohibit caste-gender atrocities and upliftment of deprived sections of society.

Course Content:

- Unit I. Inequalities:** Caste: Varna, jati/race and untouchables
- Unit II. Gender and the Domestic**
- Unit III. Slavery and Servitude**
- Unit IV. Tribes and Forest Dwellers**
- Unit V. Equality and the Indian Constitution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces students to structure of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities. **(Teaching Time: 4 Weeks Approx.)**

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.
- जायसवाल, सुबीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्य और रूपांतरण (अनुवादक: आदित्यनारायणसिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ, 15-43.
- Jha, Vivekanand. (1973). "Stages in the History of Untouchables". *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India." in Veluthat, Kesavan and D R Davis, (Eds.). *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.



- Singh, Yogender. (1977). "Sociology of Social Stratification." in *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90
- आंबेडकर, भीमराव. (2006). अछूत: कौन और कैसे (अनुवादक: जुगलकिशोरबौद्ध). नई दिल्ली: सम्यकप्रकाशन. पृष्ठ 31-46 एवं 117-124.

Unit II: This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 3 Weeks Approx.)**

- Chakravarti, Uma. (2006). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State," in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- चक्रवर्ती, उमा. (२०११). जातिसमाजमें पितृसत्ता: नारीवादी नजरिये से (अनुवादक: विजयकुमार झा). नई दिल्ली: ग्रन्थशिल्पी. पृष्ठ 43-66.
- Gupta, Charu. (2001). "Mapping the Domestic Domain," in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

Unit III: Inequalities are defined by their socio-political contexts which are by their character dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. **(Teaching Time: 3 Weeks Approx.)**

- Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries." in Richard Eaton and Indrani Chatterjee, (eds.). *Slavery in South Asia*. Bloomington: Indiana University Press, pp. 83-114.
- Saxena, Monika. (2006). "Ganikas in Early India: Its genesis and dimensions". *Social Scientist* vol. 34 no.11-12, pp. 2-17.



Unit IV: This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and tribes. **(Teaching Time: 3 Weeks Approx.)**

- Singh, Chetan. (1988). "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India". *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). "Colonial transformation of Tribal Society in Middle India". *Economic and Political Weekly* vol. 13 no. 30, pp.1221-32.
- गुप्ता, रमणिका (संपादक). (2008). आदिवासीकौन. नईदिल्ली: राधाकृष्णप्रकाशन. पृष्ठ, 13-24, 25-28 एवं 29-40.

Unit V: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of the constitutional provisions through the prism of their stated objectives.

(Teaching Time: 3 Weeks Approx.)

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. ("Introduction").
- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups", in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp.187-99.

Suggested Readings:

- Banerjee-Dube, Ishita. (2008). "Introduction: Questions of Caste." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: OUP, pp. xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp.1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change", in Yogender Singh, (Ed.), *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press, pp. 19-52.
- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Volume III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-59.
- Parasher-Sen, Aloka. (2007). "Naming and Social Exclusion: The Outcaste and the Outsider." in Patrick Olivelle, (Ed.), *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press, pp 415-55.
- Risley, H. H. (2008). "Caste and Nationality." in Ishita Banerjee-Dube, (Ed.). *Caste in History*, New Delhi: Oxford University Press, pp. 70-75.
- Rodrigues, V. (Ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.
- Sen, Amartya. (2005). "Secularism and Its Discontents", in *The Argumentative Indian*. New Delhi: Penguin, pp. 294-316.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP. Pp. 106-157.
- Xaxa, V. (2014). "Sociology of Tribes." in Y. Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105.
- नंदी, आशिस. (2019). जिगरीदुश्मन: उपनिवेशवादकेसायेमेंआत्म-छयऔरआत्मोद्धार, (अनुवादक: अभयकुमारदुबे), नईदिल्ली:वाणीप्रकाशन. पृष्ठ. 95-156.
- शर्मा, रामशरण. (1990). प्राचीनभारतमेंभौतिकप्रगतिएवंसामाजिकसंरचनाएं, (अनुवादक: पूरनचंद्रपंत), नईदिल्ली:राजकमलप्रकाशन. पृष्ठ. 29-52.
- सरकार, सुमित. (2001) सामाजिकइतिहासलेखनकीचुनौती, (अनुवादक: एन. ए. खां'शाहिद'). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ. 377-409.

Teaching Learning Process:



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Caste, Gender, Tribes, Ganikas, Equality and the Constitution



Handwritten signature
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

GE VI
Delhi through the Ages

Course Objectives:

The aim of this paper is to acquaint the students with the historical evolution of Delhi. Students are introduced to significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period. The paper focuses on how ecological and historical aspects of Delhi contributed to the gradual growth of the city's hybrid cultural milieu.

Learning Outcomes:

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



Handwritten signature
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- Analyze the historical contexts of tangible and intangible heritage of Delhi.
- Discuss the Ecology of Delhi and outline changes in it through the ages.
- Describe the archaeological cultures that flourished in and around Delhi.
- Analyze the processes leading to the establishment of urban settlements of Delhi
- Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.
- Trace the role of Delhi College in the political and literary culture of Delhi.
- Discuss various aspects of the Revolt of 1857 and its consequences for the future development of Delhi.
- Delineate the processes leading to the making of the New Imperial Capital under the British.
- Analyze the impact of Partition on the structure and settlement pattern of Delhi.
- Describe Delhi's importance as economic and cultural centre.

Course Content:

Unit I. Many pasts of Delhi: Ecology, Archaeology and History

Unit II. Cities of Delhi: Urban Settlements from the 13th and 14th centuries –
Focus on any two Mehrauli, Siri, Tughluqabad, Firuzabad

Unit III. 18th and early 19th Century Shahjahanabad: Politics, Literary Culture and Delhi College

Unit IV. Delhi in 1857: Revolt and Re-conquest

Unit V. Making of the New Imperial Capital: Delhi 1911-1930

Unit VI. Delhi in 1947: Partition and After

Unit VII. Delhi as economic and cultural centre: Case study (Any Two)

1. Crafts and artisans
2. Music



3. *Hazrat-i Dehli*
4. Tombs of Delhi
5. Coronation park

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section should apprise students about the early pasts of Delhi by focussing on its ecology, archaeology and historical Methodology. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi, Social Science Press. (see the articles by Grover and Bakliwal; Dilip K. Chakrabarti and Nayanjot Lahiri; A.K. Sharma; B. R. Mani; and B. D. Chattopadhyaya; pp. 3-25, 36-40, 68-76).
- Singh, Upinder. (Ed.). (2010). *Dilli: Prachin Itihas*. New Delhi: Orient Blackswan (above text published in Hindi, refer to same articles).
- Singh, Upinder. (1999). *Ancient Delhi*. Delhi: Oxford University Press, p. 46-62, 75-87

Unit II. In this section the learning outcomes would focus on the readings and field trips that students would plan pertaining to 13-14th century settlements in Delhi with specific focus on any two: Mehrauli, Siri, Tughluqabad, Firuzabad. **(Teaching Time: 3 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi: Social Science Press (articles by B. R. Mani and I. D. Dwivedi; pp. 185-211).
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE." in Albrecht Fuess and Jan Peter Hartung, (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*. London: Routledge, pp. 123-48.

Unit III. This segment should apprise students about the politics, literary culture and the role of Delhi College in 18th and early 19th Century Shahjahanabad. **(Teaching Time: 2 weeks approx.)**

- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*. Delhi: Primus Books. (Ch.6, "The Palace and the City", pp. 106-133).
- Naim, C. M. (2004). "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors." in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. Delhi: Permanent Black, pp. 250-79.
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: The Cityscape of a Pre-Modern Sovereign City." *Proceedings of the Indian History Congress*. Session 67, pp. 1042-1057.

Unit IV The unit should familiarise students about the revolt and the process of British reconquest of Delhi in 1857. It would examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced the city. **(Teaching Time: 3 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66.
- Lahiri, Nayanjot. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife". *World Archaeology* vol. 35 no.1, pp. 35-60.

Unit V. This section examines the motivation, planning and the ideological impact that the British wanted to make through the making of the new Imperial Capital in Delhi. **(Teaching Time: 2 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp 160-182.
- Metcalf, Thomas R. (1986). "Architecture and Empire: Sir Herbert Baker and the Building of New Delhi." in R. E. Frykenberg, (ed.). *Delhi through the Ages*. Delhi:



Oxford University Press. pp. 391-400.

Unit VI. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times. **(Teaching Time: 2 weeks approx.)**

- Pandey, Gyanendra. (2001). *Remembering Partition*. Cambridge: Cambridge University Press, pp. 121-51
- Kidwai, Begum Anis. (2011). *In Freedom's Shade*. (Trans. by Ayesha Kidwai.) New Delhi: Penguin. (Chapters 3 and 4.)
- Tan, Tai Yong and Gyanesh Kudaisya. *The Aftermath of Partition in South Asia*. New York: Routledge (Ch.7, "Capitol Landscapes", pp. 193-200).

Unit VII. The segment would help students focus on intensive understanding of the city through the essential and suggested readings and fieldwork on any of the two mentioned subjects/sites. **(Teaching Time: 2 weeks approx.)**

Suggested Readings:

- Dalrymple, William. (2004). *City of Djinns: A Year in Delhi*. New Delhi: Penguin, pp. 27-37.
- Koch, Ebba. (2001). "The Mughal Waterfront Garden." *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, pp. 183-202.
- Lowry, Glenn D. (1987). "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture." *Muqarnas* vol. 4, pp. 133-148
- Metcalf, Thomas. (1989). *Imperial Visions*. New Delhi: Oxford University Press, pp. 211-39.
- Pernau, Margrit (Ed.). (2006). *The Delhi College*. New Delhi: Oxford University Press, pp. 1-32.

- Pinto, Desiderio S.J. (2004). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." in Christian W. Troll, (ed.). *Muslim Shrines in India*. New Delhi: Oxford University Press, pp. 112-124.
- Spear, Percival. (2002). *Twilight of the Mughals* (sic). In *The Delhi Omnibus*. Delhi: Oxford University Press. (Chapter IV).
- Tarlo, Emma. (2000). "Welcome to History: A Resettlement Colony in the Making." in Veronique Dupont et al, (ed.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks


 विभागाध्यक्ष/Head
 इतिहास विभाग/Department of History
 दिल्ली विश्वविद्यालय/University of Delhi
 दिल्ली-110007/Delhi-110007

Total: 100 Marks

Keywords:

Settlements, Sultanate Delhi, Mughal Delhi, Delhi College, 1857, New Delhi, Partition



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

SEC VII

Understanding Texts, Rituals and Orality in Indian History

Course Objectives:

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historical significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

Learning Outcomes:

Upon successful completion of course students shall able to:

- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Course Content:

Unit I: Introduction: Critically understanding historical documents, rituals and orality

Unit II: Reading Documents: Structure and Meaning of Documents

Unit III: Exploring Ritual Practices and Performance: The Dynamics of the Field

Unit IV: Listening to Oral Narratives: The Mnemonics of Speech



Unit V: Case Study of historical documents, ritual practices and oral traditions

(with a paper on any one)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit, through a few path-breaking articles, will seek to introduce the students to thinking critically about historical documents, rituals and oral traditions.

(Teaching Time: 4 Weeks Approx.)

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.
- Skaria, Ajay. (1998). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press.
- Guha, Ranajit, Gayatri Chakravarty Spivak. (1998). *Selected Subaltern Studies*. Delhi: Oxford University Press.

Unit II: In this unit, a few studies based on the critical use of documents will be read closely so that the students get to experience how historians critically open up the structures and meanings of archival material. **(Teaching Time: 3 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society*. Delhi: Oxford University Press.
- Pati, Biswamoy (Ed.). (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.

Unit III: Here, students will read researches that seek to understand ritual practice and performance and their historical coding, and become familiar with field-work based histories. **(Teaching Time: 2 Weeks Approx.)**



- Dube, Saurabh. (2009). *Historical Anthropology*. Delhi: Oxford University Press.

Unit IV: In this unit, students will be exposed to works that use oral material to write histories; and therefore to the nature and methods of using orality for historical writings. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarty, Dipesh and Shahid Amin. (1996). *Subaltern Studies No. 9*. Delhi: Oxford University Press.
- Butalia, Urvashi. (2017). *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin.
- Banerjee, Prathama, (2006). "Culture/Politics: The Double Bind of Indian Adivasi". *Indian Historical Review*. vol. 33 no.1, pp. 99-126.

Unit V: By studying a few documents, rituals and oral narratives, students will develop skills to deal with these sources in a meaningful and critical manner. **(Teaching Time: 3 Weeks Approx.)**

To be decided by students in consultation with teachers according to case studies.

Possible Readings: Sections from

- H. H. Risley, *The Report on the Census of India, 1901*
- *The Imperial Gazetteer of India*
- Todd's *Annales and Antiquities*;
- W. G. Archer's *Hill of Flutes*, etc.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall,



the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Historical documents, rituals, orality, performances, The Mnemonics of Speech,




विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

SEC-VIII

Radio and Cinema in India: A Social History

Course Objectives:

The course will apprise students with the elementary outlines of the history of radio and cinema in India from its beginnings till the 1980s. It will familiarize them with the varied ways in which the Indian state attempted to regulate and conduct radio broadcasting during and after the colonial period. It will also impart an understanding of the basic trends in the development of cinema as a narrative medium that drew from diverse traditions of story-telling already present in the subcontinent. The material as well as the generic contexts of these developments would also be made comprehensible to the students.

Learning Outcomes:

Upon successful completion of course students shall be able to:

- Delineate the historical context within which the beginnings of cinema and radio might be understood.
- Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.
- Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.
- Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.

Course Content:

Unit I: Broadcasting in India (Colonial period)



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

- a. Colonial Foundations in Inter-War Years
- b. AIR Programming, Policies and Propaganda
- c. Quit India Movement and Congress Radio

Unit II: Establishment and Expansion of Akashvani under Keskar

- a. Classical vs. Popular
- b. 'Ban' on Film Music; Radio Ceylon, VividhBharati

Unit III: Early Years of Indian Cinema

- a. Silent era to Talkies: Social, Historical, Mythological and Action
- b. Women enter Films
- c. Studio Era: AVM and Gemini Studios
- d. Colonial Censorship and Patriotic Creativity

Unit IV: Social Films of Nehruvian Era and its Aftermath

- a. Angry Young Man, Melodrama
- b. Music: song genres

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: At the end of this unit, the students should be able to describe the complex trajectories of the development of Radio under the colonial government. **(Teaching Time: 4 Weeks Approx.)**

- Gupta, Parthasarathi. (2001). "Radio and the Raj." *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*. New Delhi: Permanent Black. Pp. 447-80.
- Lelyveld, David. (1995). "Upon the Subdominant: Administering Music on All India Radio." *Social Text* vol. 39, pp. 111-27.
- Pinkerton, Alasdair. (2008). "Radio and the Raj: Broadcasting in British India, 1920-1940." *Journal of the Royal Asiatic Society* no. 18 no.2, pp. 167-91.



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

Unit II: Having completed this unit, the students will be able to demonstrate their knowledge of how All India Radio's programming policies especially vis-à-vis music shaped up immediately before and after the independence. **(Teaching Time: 4 weeks approx.)**

- Kripalani, Coonoor. (2018). "All India Radio's Glory Days and Its Search for Autonomy." *Economic and Political Weekly* vol. 53 no.37, pp. 42-50.
- Jhingan, Shikha. (2011). "Re-embodying the Classical: The Bombay Film Song in the 1950s." *Bioscope* vol. 2 no.2, pp. 157-79.

Unit III: After finishing this unit, the learners would be able to trace the development of Indian cinema in its early years, especially as it advanced from the silent era to talkies, and as it experimented with different forms and genres. **(Teaching Time: 4 weeks approx.)**

- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Barnouw, Erik and Subrahmanyam Krishnaswamy. (1963). *Indian Film*. New York: Columbia University Press. (The book is more accessible in its many Indian reprints by Indian publishers.)
- Lakshmi, C.S. (2008). "A Good Woman, A Very Good Woman: Tamil Cinema's Women." in Selvaraj Velayutham. *Tamil Cinema: The Cultural Politics of India's Other Film Industry*. Oxford: Routledge, pp. 16-29.
- Mohan, Reena and Dibya Choudhuri. (1996). "Of Wayward Girls and Wicket Women: Women in Indian Silent Feature Films, 1913-1934." *Deepfocus* vol. VI, pp. 4-14.

Unit IV: At the end of the unit, the students will be able to demonstrate fair degree of familiarity with how Indian cinema engaged with social and ideological issues of its



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

time, especially in the three decades after independence. **(Teaching Time: 4 weeks approx.)**

- Prasad, Madhava. (1998). "The Aesthetic of Mobilization." *The Ideology of the Hindi Film: A Historical Reconstruction*. Delhi: Oxford University Press, pp. 138-159.
- Punathambekar, Aswin. (2010). "From Indiafm.com to Radio Ceylon: New media and the making of the Hindi film industry." *Media, Culture and Society* vol. 32 no.5, pp. 841-57.
- Doraiswamy, Rashmi. (2008). "The Golden Fifties." *Gurudutt: through Light and Shade*. New Delhi: Wisdom Tree, pp. 7-27.
- Griffiths, Alison. (1996). "Discourses of Nationalism in Guru Dutt's Pyaasa." *Deepfocus*, vol. 6, pp. 24-31.

Suggested Readings:

- Mishra, Vijay. (2002). *Bollywood Cinema: Temples of Desire*. New York: Routledge. (See especially the chapters entitled "Inventing Bombay Cinema" and "Melodramatic Staging".)
- Pandian, M.S.S. (2015). *The Image Trap: MG Ramachandran in Film and Politics*. Delhi: Sage.
- Pillai, Swarnavel Eswaran. (2015). *Madras Studios: Narrative, Genre and Ideology in Tamil Cinema*. Delhi: Sage.
- Raghavendra, M.K. (2016). *Bollywood*. Delhi: Oxford University Press.
- Rajadhyaksha, Ashish and Paul Willemen (Eds.). (1994). *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group

47



विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007

discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work but may not exclude readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Radio, Cinema, All India Radio, Akashvani, VividhBharati, Silent Movies, Talkies, Gemini Studio, Social Films.



AB
विभागाध्यक्ष/Head
इतिहास विभाग/Department of History
दिल्ली विश्वविद्यालय/University of Delhi
दिल्ली-110007/Delhi-110007