UNIVERSITY OF DELHI
MASTER OF ARTS IN HISTORY
(MA HISTORY)
(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE

MA History Revised Syllabus as approved by Academic Council on XXXX, 2019 and Executive Council on YYYY, 2019
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I About the Department

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

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

The major event in the Department of the early 1960s was the induction of Romila Thapar, who moved from Rohtak University to Delhi University (c. 1964-1972), and who emerged as one of the major historians of Ancient India, before shifting to JNU. The next big expansion of the Department took place in the 1960s and early 1970s, when scholars of the stature of B.B. Misra (Modern History), K.S. Lal (Medieval History 1963-1973), R.S. Sharma (Ancient India) Parthasarathi Gupta (History of England and Europe) and Sumit Sarkar (Modern India) moved from Patna, Allahabad and Kolkata to strengthen the teaching and research in History. Other scholars were also inducted through this period – R.L. Shukla, D.N. Jha, Dilip Chakrabarti, K.M. Shrimali, Suhash Chakravarty, Aparna Basu, D. Devahuti. In the 1980s there was a further expansion of the Department, historians of the stature of Gyanendra Pandey and Shahid Amin joined our ranks. Recently, prominent scholars such as Vankat Subramianiam, Basudev Chatterji, Kesavan Veluthat, Nayan jot Lahiri, Upinder Singh, R.C. Thakran, Arup Banerjee and Anshu Malhotra have retired. We had the sad loss of Dr. Biswamoy Pati, a prolific scholar of international repute, and dearly loved by colleagues and student. An account of the recent profile of our Department would be incomplete without due recognition of our College Departments, where scholarship and careful pedagogy continue to be celebrated. The names of scholars and teachers such as Uma Chakravarty, P.S. Dwivedi, Harbans Mukhia, Dilip Simeon, D.E.U. Baker, Saleem Kidwai, Chitra Joshi, Tanika Sarkar, Shivshankar Menon, Vijay Singh, Tripta Wahi, Anil Sethi, Sumit Guha, Manoj Sinha, Indrani Chatterjee, Kumkum Roy, Partho Datta, G. Arunima, V.K. Jain, Rana
Behl and Firdos Anwar amongst so many others, too long a list to recount comprehensively here, is legendary. And our students who graduated to teach in some of the most powerful academic institutions in the world, whose love for the discipline went so far as to claim Professor Randhir Singh of the Department of Political Science as one of their own!

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

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

The Department of History is now a UGC sponsored ‘Centre of Advanced Studies’. Never has a bureaucratic appellation resided more comfortably as a signature of our past and our aspirations. This is a centre of learning, of reproduction of knowledge and debate and in foregrounding History we have always been aware of the multiplicity amongst our students to whom we owe the responsibility of providing the finest possible programme in the teaching and learning of our discipline. This document, the Post Graduate curricula of courses, has been crafted keeping many of our past commitments to the discipline and its practitioners in mind.

**Department Highlights:**

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

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

In its turn, the MA Programme is organised so that fresh undergraduates can expand their interests in History and learn how to become historians in their own right. This is detailed in the following section

**About the programme:**

The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students.

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

To underline this aspect of training, students are required to take **Two Core Courses** at the beginning and end of the MA programme. The first course eases all students into the larger conceptual milieu of the discipline – the major historiographical interventions in the discipline. Different segments of the course introduces students to specific methodologies and their variations, like Marxism or the Annales; particular rubrics chart out developments within the discipline in fields like economic, archaeological or intellectual history; other rubrics highlight specific kinds of historiographical interventions of import like the study of early Modernities or history and literature. The second course sums up the second year of MA instruction by leading students through some of the major historians writing on Ancient, Medieval and Modern History. Many of these readings might have been partially referenced in the Elective courses; in this course it is the historians methodological intent, their research and arguments that is the subject of study. The readings are divided thematically and a range of readings on Indian
History are taught keeping in mind the research interests of students. We see this course as a final completion of the Masters programme. Scheduled for the fourth semester it removes ambiguities, provides the summa of scholarship that a Post Graduate student must possess at graduation.

We have identified five Open Elective papers from which **two Open Elective Courses** will be offered to students from other disciplines each academic year. These papers range in interest and time and give students from other disciplines an insight into ways in which historians research and ask questions. Because of strained resources and extremely large classes the History Department has had to regulate the possible number of students from other departments who can take these courses. At present eight (8) students from other departments can take ‘Open Elective’ Courses in the Department of History. No more than four (4) students from other department can opt for any one of the two Open Elective Papers. To take these Open Elective Papers, students should register with the Department and if they wish to take two courses, then they should provide a list with their order of preference. Students will be selected in order of merit based upon their BA results. We want students to get the courses of their choice and want to be fair and transparent since seats will be limited.

The largest numbers of courses in the MA Programme are Elective courses. In **MA Part I (MA Previous)** we have **Thirty-Two (32) Elective Papers** from which a selected number will be offered each semester in the North and South Campus of Delhi University. Students of MA Part I are required to choose seven courses each academic year from this list – three (3) in Semester 1 and four (4) in Semester 2. Unique to the Department’s long history and one of its strengths are the courses on non-Indian History that we offer to entering students in MA Part I. The comparative mode of teaching history is the most effective since it teaches students how scholars have questioned archives and sources of other cultures and societies. This opens them to the practice of History as a global discipline. It broadens horizons teaches them how to study the unfamiliar and makes them sensitive to the unique aspects of the South Asian experience which they study in the next year. This training provides students with the questions and the analytical rigour to contextualise their readings on Indian History. Students often make the mistake of assuming that they have a familiarity with that which is ‘Indian’ forgetting that their own past is a subject that has to be studied with rigour and analytical acuteness. The choices we provide are important because we want students to appreciate the vastness of the discipline today, give them the opportunity to expand their range of interests so that they are better skilled in their future endeavours. In MA Part II (MA Final) we stream students according to their preferred specialisation in Ancient, Medieval and Modern Histories. We offer fifteen (15) courses in Ancient History; twenty-two (22) courses in Medieval History; and twenty-seven (27) courses in Modern History. Not all of these courses are taught every academic year but enough are offered to give students sufficient choice. Students are required to take seven (7) Elective Courses from the many that are taught each year – four (4) courses in the third semester and three (3) in the fourth semester.

**About Post Graduate Attributes:**

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

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

About the process of course development involving various stakeholders at different stages:

The development of the History MA Programme was a long process. We were very sensitive to the past history of course revisions in the Department, and sensitive to how the discipline and training in it has changed over time. We kept in mind our current faculty strength, the possibilities of future growth and student-teacher ratios that would allow for interactive teaching. Most of all we wanted to be sure that our courses and their organisation could allow us the opportunity to monitor the progress of our students. Different kinds of assignments, tutorial discussions, audio and cinematic presentations, field work to archaeological and monumental sites and museums were regarded as critical in the training of students. There were long discussions in the Department Council and within its subcommittees regarding the
framing of Core and Elective courses. Drafts of possible options were circulated and debated. At the conclusion of a the first draft of courses in 2018, we solicited feedback from international scholars. The useful recommendations of the Standing Committee last year, commenced another round of discussions in the Department Council and its subcommittees. Many drafts of possible options were circulated leading up to the preparation of the final drafts. This revised syllabus was sent to a different body of international and national stakeholders, alumni and ex-teachers. The final version of the MA History Programme submitted to the Academic Council is the result of more than a year’s discussion, drafting and revisions on the basis of all these inputs over this period of time.

II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System:

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

Definitions:

(i) ‘Academic Programme’ means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/Centre
(ii) ‘Course’ means a segment of a subject that is part of an Academic Programme
(iii) ‘Programme Structure’ means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission
(iv) ‘Core Course’ means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
(v) ‘Elective Course’ means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre
(vi) ‘Open Elective’ means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
‘Credit’ means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.

‘SGPA’ means Semester Grade Point Average calculated for individual semester.

‘CGPA’ is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

‘Grand CGPA’ is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.

III. Programme Details:

The two year Masters Programme in History provides specialised training to students in world History and Indian History. The course builds upon the training that students have received in their B.A. The elementary objective of this training is consolidating their skills with more complex content. Hence the M.A. curriculum and pedagogy are framed with the aim to draw students into a discussion of the reasons why and how newer questions are posed by historians, how the methodology of engaging with the older questions have changed and what this learning reveals about the craft of historiography itself.

The primary objectives of the MA History are therefore many – a chance to learn how historians think, research, analyse and frame their research. The focus on World History in the first year is useful since these historiographies are remote from the experience of most students. They learn about other societies and cultures and the ways in which scholars have interrogated their sources, and challenged, fine-tuned or built upon each other’s research methods and conclusions. More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the ‘realities’ of past and present in their own immediate environs.

Since the second year MA courses are more specialised students hone the skills gained in their first year in closer proximity to the sources and their readings on the ancient, medieval and modern periods of Indian history. The objective of these courses is to introduce and train students on how sources were/could be used by different scholars. The larger number of courses are thematically framed around specific subjects, regions or events. Their detailed nature foregrounds the materials upon which questions and narratives are raised.

The training deals with the question not just of ‘what happened’ but also how we know what happened, how a change in perspective, emphasis and/or method might play a role in determining the shape and thrust of historical knowledge, and how concerns of our present might influence the narrative of our past. The purpose is to make the students read, describe, engage with and question diverse historiographies with a focus on appreciating how arguments are framed in all their complexities. A large number of thematic courses are designed with a
Department of History, University of Delhi

view to invite students to observe and analyse how human experiences of the same set of injunctions and institutions in the past could differ due to class, status, gender, race, region, occupation, etc. Thus the MA programme encourages the students to understand but also go beyond ‘causation’ and other standard questions in history. It invites them to read and reflect on the issue of how to read sources but also on the relationships between historical facts and truths. The idea is to draw attention to the thick and multiple dimensions of the experience that enfold them. How may the historians discover the language and method to articulate this complexity in meaningful ways? More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the ‘realities’ of past and present in their own immediate environs.

The objective of the diverse range of courses, readings and different kinds of assignments is to underline that learning is not transacted only orally. Especially in the domain of history, the objective is to train students how historians pose questions, read and marshal their evidence, and transcribe it into a cogent argument. The familiarity of the normal is constantly the subject of reflection and it is here that the requirement to read and write meaningfully extends materials discussed in class lectures. The internal evaluations that are an integral part of the MA curriculum place a strong emphasis upon research based writing and oral presentations. The foundations for many future research projects have their incipient formulations in these assignments.

Programme Structure:

The MA History programme is a two-year course divided into four-semester. A student is required to complete 80 credits for the completion of course and the award of degree.

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
<td>II</td>
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<td>III</td>
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<td>IV</td>
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* For each Core and Elective Course there will be 4 lecture hours of teaching per week.
* Open Electives to the maximum total of 8 credits.
* Duration of examination of each paper shall be 3 hours.
* Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.
# Semester wise Details of History Course

## SEMESTER 1

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**TOTAL CREDIT SEMESTER 1**

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## SEMESTER 2

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**TOTAL CREDIT SEMESTER 2**

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### SEMESTER 3

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**TOTAL CREDIT SEMESTER 3** | **20 + 4**

### SEMESTER 4

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**TOTAL CREDIT SEMESTER 4** | **20 + 4**
List of Core Courses

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<tr>
<td><strong>HSM-01 – Core Course</strong> -- The Practice of History: <strong>Semester 1</strong></td>
</tr>
<tr>
<td><strong>HSM New Core Course</strong> -- The Practice of Historians: Readings from Recent Historiographical Interventions in Indian History – <strong>Semester 4</strong></td>
</tr>
</tbody>
</table>

List of Open Elective Courses

<table>
<thead>
<tr>
<th>2 Courses offered, one each in Semesters 3 and 4</th>
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</thead>
<tbody>
<tr>
<td><strong>New Course</strong></td>
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</tbody>
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# List of Elective Courses on World History

## MA Part I – Semesters 1-2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of Course</th>
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</thead>
<tbody>
<tr>
<td>HSM – 02</td>
<td>Philosophy and Methods of History</td>
</tr>
<tr>
<td>HSM – 03</td>
<td>The Archive and History</td>
</tr>
<tr>
<td>HSM – 04</td>
<td>Historiography in the Modern West</td>
</tr>
<tr>
<td>HSM – 06</td>
<td>Gender and Women in Ancient Societies</td>
</tr>
<tr>
<td>HSM – 07</td>
<td>Society and Culture in Early Cities: Mesopotamia, China, Greece, Rome</td>
</tr>
<tr>
<td>HSM – 08</td>
<td>Ancient Mesopotamia</td>
</tr>
<tr>
<td>HSM – 09</td>
<td>Authority and Tradition in Ancient and Medieval Historiography</td>
</tr>
<tr>
<td>HSM – 10</td>
<td>Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)</td>
</tr>
<tr>
<td>HSM – 11</td>
<td>Medieval Societies: The Central Islamic Lands ca. 600-1300</td>
</tr>
<tr>
<td>HSM – 12</td>
<td>Science, Religion and Techno-communities in Medieval Asia, 1500-1700</td>
</tr>
<tr>
<td>HSM – 13</td>
<td>History of North Africa and Spain, ca. 8th-15th Century</td>
</tr>
<tr>
<td>HSM – 14</td>
<td>Central Asia: Politics, Society and Warfare from Chingiz Khan to Timur</td>
</tr>
<tr>
<td>HSM – 15</td>
<td>The Ottomans I: 13-18th Centuries</td>
</tr>
<tr>
<td>HSM – 19</td>
<td>South East Asian History and Anthropology</td>
</tr>
<tr>
<td>HSM – 20</td>
<td>Medieval Western Europe ca. 500-1400</td>
</tr>
<tr>
<td>HSM – 22</td>
<td>Gender in History</td>
</tr>
<tr>
<td>HSM – 23</td>
<td>The Conquest of America</td>
</tr>
<tr>
<td>HSM – 25</td>
<td>Slaves, Coolies and “Free” Labour: A Global History of Servitude 1500-2000s</td>
</tr>
<tr>
<td>HSM – 28</td>
<td>Revolutions and Revolutionary Thought</td>
</tr>
<tr>
<td>HSM – 31</td>
<td>The History and Heritage of Animals c. 1600-2000</td>
</tr>
<tr>
<td>HSM – 32</td>
<td>Global Environmental History, 1500-2000</td>
</tr>
<tr>
<td>HSM – 33</td>
<td>History of Modern France I (1760-1815)</td>
</tr>
<tr>
<td>HSM – 34</td>
<td>History of Modern France II (1815-1871)</td>
</tr>
<tr>
<td>HSM – 35</td>
<td>History of Modern France III (1871-1945)</td>
</tr>
<tr>
<td>HSM – 36</td>
<td>Social History of Britain, 1815-1914</td>
</tr>
<tr>
<td>HSM – 39</td>
<td>Emergence of Modern South Africa, 1650s to 1948</td>
</tr>
<tr>
<td>HSM – 40</td>
<td>Imperialism and Nationalism, c.1850-1964</td>
</tr>
<tr>
<td>HSM – 41</td>
<td>Fascism and Nazism in Europe and Asia, 1919-1945</td>
</tr>
<tr>
<td>New Course</td>
<td>Histories of Modern Sexualities and Masculinities</td>
</tr>
<tr>
<td>New Course</td>
<td>Religion and Ritual Practices in Ancient Societies: Select Themes and Perspectives</td>
</tr>
</tbody>
</table>
# List of Elective Courses on Ancient Indian History

**MA Part II – Semesters 3-4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM-301</td>
<td>Theories and Methods in Archaeology</td>
</tr>
<tr>
<td>HSM-305</td>
<td>Imaging Ancient India: Visual Arts and Archives</td>
</tr>
<tr>
<td>HSM-306</td>
<td>Social History of Early Indian Art and Architecture: Themes, Debates And Contexts, (ca 300 BCE To 1200 C)</td>
</tr>
<tr>
<td>HSM-307</td>
<td>Prehistory and Proto History of India</td>
</tr>
<tr>
<td>HSM-309</td>
<td>History of India: ‘Between the Empires and Beyond’—ca. 200 BCE – 600 CE</td>
</tr>
<tr>
<td>HSM-310</td>
<td>History of Early Medieval India – ca.600-1300 CE</td>
</tr>
<tr>
<td>HSM-311</td>
<td>Art and Architecture in Early Medieval India (ca. 600-1300 CE)</td>
</tr>
<tr>
<td>HSM-312</td>
<td>Development of Early Indian Religions and Philosophies (up to ca. 500 CE)</td>
</tr>
<tr>
<td>HSM-313</td>
<td>History of Early Indian Art and Architecture (up to ca. 600 CE)</td>
</tr>
<tr>
<td>HSM-314</td>
<td>Early Indian Social Orders: Structures and Processes (1500 BCE - 1200 CE)</td>
</tr>
<tr>
<td>HSM-316</td>
<td>Gender And Women in Early India</td>
</tr>
<tr>
<td>HSM-323</td>
<td>Monetary History of Early India</td>
</tr>
<tr>
<td>HSM-326</td>
<td>Political Processes and Structure of Polities in Ancient India</td>
</tr>
<tr>
<td>HSM-329</td>
<td>Religion and Society in Ancient Indian Literature and Art (ca1000 BCE to ca 300 CE)</td>
</tr>
<tr>
<td>New Course</td>
<td>Gender and Social Categorization in Ancient Indian Traditions (from earliest times to 450 CE)</td>
</tr>
</tbody>
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# List of Elective Courses on Medieval Indian History

**MA Part II – Semesters 3-4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HSM-351</td>
<td>Structures of Authority: The Delhi Sultanate and the Making of Medieval Society in North India Ca. 1200-1400</td>
</tr>
<tr>
<td>HSM-352</td>
<td>History of North India, ca. 1400-1550</td>
</tr>
<tr>
<td>HSM-353</td>
<td>Imperial Sovereignty, Court Culture and Politics in Mughal India, ca. 1526-1748</td>
</tr>
<tr>
<td>HSM-354</td>
<td>The Eighteenth Century in Indian History</td>
</tr>
<tr>
<td>HSM-355</td>
<td>Religion and Society in Upper Gangetic Plain: 8th To 18th Century</td>
</tr>
<tr>
<td>HSM-356</td>
<td>The Economic and Social History of India ca. 1200-1800</td>
</tr>
<tr>
<td>HSM-357</td>
<td>History of Science, Technology, Body, and Dietary Practices in Pre-Colonial India, ca 1500-1700</td>
</tr>
<tr>
<td>HSM-358</td>
<td>Forms of Resistance in Northern India, ca. 1560-1740</td>
</tr>
<tr>
<td>HSM-359</td>
<td>Gender Relations in Mughal India</td>
</tr>
</tbody>
</table>
### List of Elective Courses on Modern Indian History

#### MA Part II – Semesters 3-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HSM-401</td>
<td>Rise of British Power in India, 1757 – 1857</td>
</tr>
<tr>
<td>HSM-402</td>
<td>Strategies of Imperial Control, 1850s–1920s</td>
</tr>
<tr>
<td>HSM-403</td>
<td>The Colonial Economy in India: 1750-1850</td>
</tr>
<tr>
<td>HSM-404</td>
<td>Themes in the Economic History of India, c. 1850-1950</td>
</tr>
<tr>
<td>HSM-405</td>
<td>Caste and Gender Identities in Modern India</td>
</tr>
<tr>
<td>HSM-407</td>
<td>Select Issues in the History of Nationalism in India, ca. 1860-1917</td>
</tr>
<tr>
<td>HSM-408</td>
<td>Select Issues in the Study of Nationalism in India (1917-49)</td>
</tr>
<tr>
<td>HSM-409</td>
<td>Community and Religion in Modern India</td>
</tr>
<tr>
<td>HSM-411</td>
<td>Political Economy of Decolonization 1914-1950</td>
</tr>
<tr>
<td>HSM-412</td>
<td>Colonial Northeastern India: Economy, Society and Politics</td>
</tr>
<tr>
<td>HSM-413</td>
<td>Select Issues in the Study of Peasant and Tribal Movements in Colonial India</td>
</tr>
<tr>
<td>HSM-414</td>
<td>The Great Revolt, 1857-59</td>
</tr>
<tr>
<td>HSM-415</td>
<td>History of Labour, Labouring Poor and the Working Class in India, c. 1750-2000</td>
</tr>
</tbody>
</table>
Selection of Elective Courses:

In MA Part I students are allowed to take any Elective Course that is listed for teaching in that semester. The Department tries to make sure that 6-8 Elective Courses are on offer so that students have ample choice. If too many students opt for a particular Elective Course and enrolment is too high, the Department regulates this through a mode of capping.

In MA Part II students are asked to choose the period of their specialisation – ancient, medieval or modern. At least five (5) of the seven (7) Elective Courses that they are required to take have to be within the periods of their specialisation. The other two courses can be from another period but they can opt for only one course in each of the two semesters. For example, a student specialising in Ancient History can take one course (out of the two permitted) from either the Modern or the Medieval stream in each of the two semesters 3 and 4. The same kinds of options are available to students from Medieval and Modern Histories.

Teaching:

The faculty of the Department is primarily responsible for organizing lecture work for MA Programme in History. The instructions related to tutorials are provided by the respective registering units under the overall guidance of the Department. Faculty from some other Departments and constituent colleges are also associated with lecture and tutorial work in the
Department of History, University of Delhi

There shall be 90 instructional days excluding examination in a semester. The History Department does not have a requirement for an MA dissertation.

Eligibility for Admissions:

Admission to the MA Programme in History is according to two modes:
1) Direct, merit bases admission. In the 2019 academic year, 175 seats will be filled in this mode across the statutory categories.
2) Entrance Examination: In the 2019 academic year, 177 seats will be filled in this mode across the statutory categories.
3) The eligibility criteria for 2019 is the follows:
   a) Direct Admission under Merit Category -- B.A. (Hons.) Examination in History from University of Delhi: 60% marks and above in the aggregate or equivalent grade
   b) Under Entrance Examination Category:
      i) B.A. (Hons.) Examination in History from University of Delhi and other Universities: 55% marks and above in the aggregate or equivalent grade
      ii) B.A. (Hons.) in any Honours subject other than History from other than Delhi University: 60% marks and above in the aggregate or equivalent grade
      iii) BA Programme with/without History from Delhi University or other recognised as equivalent; B.Com. (Pass/Hons.) B.Sc.: 60% marks and above in the aggregate or equivalent grade
      iv) Master's Degree (Other than History) from Delhi University or other recognised as equivalent.: 60% marks and above in the aggregate or equivalent grade
4) The course coverage for the Entrance Test will be based on the knowledge that students should have gained after completing a BA in History (Honours) and BA History (Programme). Since it is a post-graduate degree we expect students to demonstrate knowledge of recent historiographical trends and familiarity with the writings of the major historians writing on Indian and World History. We will follow the template of the Delhi University UG syllabus in the History Honours and Programme available on the University website

Assessment of Students’ Performance and Scheme of Examinations:

1. English shall be the medium of instruction although some teachers also teach bilingually. There are increasing number of readings available in Hindi. Students can write their assignments and examinations in either Hindi or English.
2. Assessment of students’ performance shall consist of:
   a) All theory papers – Core, Elective and Open Elective will have an end of term examination worth 70% marks.
   b) All internal evaluation will be worth 30%. These can be in the form of one or two research papers, a quiz and a research paper or a mid-term examination or any combination of these. The details of the forms of assessment are included with each paper and all assessment will be based on Learning Outcomes for the course.
Pass Percentage & Promotion Criteria: as per University rules.

Part I to Part II Progression: The Department of History follows the University rules and does not have any separate policy in this regard.

Conversion of Marks into Grades: as per University rules:

Grade Points: Grade point table as per University Examination rule

CGPA Calculation: As per University Examination rule.

SGPA Calculation:

Grand SGPA Calculation:

Conversion of Grand CGPA into Marks: As notified by competent authority the formula for conversion of Grand CGPA into marks is: Final %age of marks = CGPA based on all four semesters × 9.5

Division of Degree into Classes: Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

Attendance Requirement: The Department of History does not enforce any formal attendance requirement on Post Graduate student.

Span Period: No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester-I of the XXX Programme.

Guidelines for the Award of Internal Assessment Marks in the MA History Programme (Semester Wise):
The Department of History does not give marks for attendance. A maximum of 30% marks are awarded for all the different kinds of assessment across all the courses. The following assessment guideline is used in the evaluation of research papers and examinations: It is a basic guideline to enable greater congruence in evaluation across examiners.

70% and above – regard as Distinction qualities of the 1st division (below) plus:
• shows clear evidence of wide and relevant reading and an engagement with the conceptual issues
• develops a sophisticated and intelligent argument
shows a rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised

shows original thinking and a willingness to take risks

60-69% -- 1st division
qualities of the 2nd division (below) plus:

- shows strong evidence of critical insight and critical thinking
- shows a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic
- develops a focused and clear argument and articulates clearly and convincingly a sustained train of logical thought
- shows clear evidence of planning and appropriate choice of sources and methodology

50-59% -- 2nd division

- shows a reasonable understanding of the major factual and/or theoretical issues involved
- shows evidence of planning and selection from appropriate sources,
- demonstrates some knowledge of the literature
- the text shows, in places, examples of a clear train of thought or argument
- the text is introduced and concludes appropriately

40-49% -- 3rd division

- shows some awareness and understanding of the factual or theoretical issues, but with little development
- misunderstandings are evident
- shows some evidence of planning, although irrelevant/unrelated material or arguments are included

0-39% -- Failure

- fails to answer the question or to develop an argument that relates to the question set
- does not engage with the relevant literature or demonstrate a knowledge of the key issues
- contains clear conceptual or factual errors or misunderstandings
CORE COURSES
HSM-01 – Core Course
The Practice of History

Course Objectives:

This Core Paper aims to introduce students to important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian’s craft. This course is taught in the first semester and provides the basic foundations in the practice of history that will be manifest in different ways through all the papers in the MA History programme. This course is team taught and seven themes will be taught each year.

Course Outcomes:

By the end of the course the student should be able to:

- Identify the major historiographical paradigms that have impacted on the writing of History.
- Distinguish between the major arguments of different types of historiographical interventions.
- Identify the important contexts of these historiographical interventions.
- Within each of these historiographies – like Marxism, gender or environmental history – the student will be able to identify the debates and shifts amongst historians. They will be able to avoid flattening their rich complexities within rudimentary typologies of ‘schools’.
- Learn that the simple recounting of ‘facts’ is always imbedded in particular historiographical narratives, a subject to which they will be introduced in this course and further reinforced in the Elective MA History papers.

Course Content:

Unit 1: (2 Week): Pre-modern historical traditions
Unit 2: (2 Week): Modern historiography: documents and the archives
Unit 3: (2 Week): Cultural history
Unit 4: (2 Week): Marxism
Unit 5: (2 Week): Annales
Unit 6: (2 Week): Gender
Unit 7: (2 Week): Archaeology
Unit 8: (2 Week): Art and history
Unit 9: (2 Week): The environment
Unit 10: (2 Week): Oral history
Unit 11: (2 Week): Intellectual history
Unit 12: (2 Week): Connected histories: peoples regions, commodities
Unit 13: (2 Week): Economic History
Unit 14: (2 weeks): History and Literature

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (2 Week): This unit will discuss pre-modern historical traditions, either from antiquity or the Middle Ages when notions of human agency, causation and time were quite different.


Unit 2: (2 Week): This unit discusses the emergence of modern historiography with its claims to objectivity, the search for reliable documents and the formation of archives. It problematises many of these developments placing them in the context of the formation of nation states, industrialisation and colonialism.


Unit 3: (2 Week): The unit will discuss cultural history which received a huge impetus in the twentieth century in part through dissatisfaction with a naive empiricism and under the influence of anthropology and literary criticism.

Thompson, E.P. (Jan 1977) ‘Folklore, Anthropology and History’, *Indian Historical Review*, III, no. 2, pp. 247-66

Unit 4: (2 Week): Marxism is perhaps the most significant historiographical intervention in the twentieth century and it will be taught partly through the political philosopher’s own writings and the many histories that reside under his name.

Engels, F. (1884). ‘Origin of the Family, Private Property and the State’
All available at: [http://www.marxists.org/archive/index.htm](http://www.marxists.org/archive/index.htm)

Unit 5: (2 Week): This unit will examine the intervention of the Annales historians, at one time a definable ‘school’, but by the 1980s organised more amorphously. Their research methodology and enormous impact will be the subject of this unit.

University Press, Stanford, 1990

Unit 6: (2 Week): This unit will consider the enormously influential impact that gender and its politics has made on the field of history.

Unit 7: (2 Week): The theme of this unit will be Archaeology, a critical component of history especially in its ability to draw out aspect of the human posts not easily accessible in textual records.

Unit 8: (2 Week): The dyad Art and History will be explored in this unit and the methodologies that scholars have developed to historically analyse visual materials.

Unit 9: (2 Week): The environment and its history has come to be an important aspect of historical studies and some of its major contributions will be studied in this unit.
Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan, Mahesh (Eds.). (2010). *Environmental History as if Nature Existed* Delhi, Oxford University Press.

**Unit 10: (2 Week):** The theme of Oral history and its research methodologies is the subject of this unit.

**Unit 11: (2 Week):** The complex development of the History of Ideas to Intellectual history and its important aspects is the subject of this unit.
- Arthur O. Lovejoy, “Reflections on the History of Ideas”, *Journal of the History of Ideas*, vol.1, no. 1, 1940, pp. 3-23

**Unit 12: (2 Week):** The connected histories of peoples regions, commodities has come to possess a specific meaning in the making of fluid transnational connections and the making of modernity.

**Unit 13: (2 Week):** This unit will examine the critical intervention of economic history in the shaping of history as a specialised intervention as an intrinsic part of history writing more generally.

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Unit 14: (2 weeks): This unit discusses the relationship between History and Literature a particularly rich field of research recently.


**Suggested Readings:**

- Renfrew, Colin and Paul Bahn. (2008). *Archaeology: Theories, Methods and Practice* Thames and Hudson,
- Thompson, E.P. (Jan 1977) “Folklore, Anthropology and History”, *Indian Historical Review*, iii, no. 2,

**Facilitating Teaching Learning Outcome:**

By the end of the course students should have a more precise sense of the major historiographical interventions – the major scholars, what ideas intertwined their research, how can one differentiate one from the other – all of this to have a degree of clarity regarding some of the major historiographical schools of thought in the Academy. Select readings, periodic class presentations, and mid-term assignments will reinforce the details presented in class lectures. The assignments in reading and writing will help students develop their critical abilities to verbalise their opinions coherently. The themes selected for discussion may include the ones
mentioned here, and may vary from year to year; more themes may be added to the list. Select
readings have been given here; detailed readings will also change depending on the instructors
and will be circulated at the beginning of the course.

Assessment:

There mode of evaluation of students enrolled in this course is in two parts:
1) There will be a mid-term examination when four units of the course are completed, around the
eighth Week of the course worth 30 marks..
2) There will be a final semester examination of three hours. Students will be required to answer
four out of eight questions worth 70 marks.
Course Objectives:

The objective of this Core Paper is to provide students with a firm grasp on the major historiographical interventions in Indian history through a critical, detailed reading of significant works of history produced during the twentieth century. The course will be taught in the fourth semester and will provide students with a common foundation of readings that all Post Graduate students of History are expected to have mastered by the conclusion of the MA Programme. The course will be taught, each instructor selecting a body of readings which they will teach. The books included in the suggested reading list provide a general guide of the texts that teachers will use but it is not exhaustive. The readings have also not been segregated according to themes since many of these books are wide-ranging and can be placed under multiple rubrics. Teachers will have the initiative to frame the readings under each rubric. In the 14 weeks of instruction, approximately 14-21 books would be taught.

Course Outcomes:

By the end of the course the student should be able to:

- Identify the major historians whose work has had a significant impact on the writing of Indian History.
- Distinguish between the major arguments of these historians.
- Identify the important historiographical concerns of these historians and contextualise them within large global trends in the academy.
- Identify how different historians have contributed to the narratives that comprise Indian history.
- Be able to identify how different historians used their sources – sometimes the same range of sources but with contrasting epistemologies and conclusions.
- Explain the relationship between History and Historiography

Course Content:

Unit 1: (3 weeks): Political Histories
Unit 2: (3 weeks): Social Histories
Unit 3: (3 weeks): Economic histories
Unit 4: (3 weeks): Ideologies and Cultural practices
Unit 5: (2 weeks): Religion, religious practices and religious organisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: 3 weeks): This unit will discuss the writing of conventional political histories in the nineteenth century and cover the later more complex understanding of politics, state formations, governance and governmentality. The readings for this unit will be selected from the suggested readings below.

Unit 2: (3 weeks): The teaching of Social History also started in the nineteenth century but it was not a subject that was foregrounded in histories of India until the twentieth. The readings for
this unit will be selected from the suggested readings below.

**Unit 3: (3 weeks):** The unit will discuss Economic Histories which has a very vibrant beginning since it was an integral part of the nationalist critique of colonialism, as well as colonial apologia. This unit will chart the shifts in its methodology from the nineteenth century to the present. The readings for this unit will be selected from the suggested readings below.

**Unit 4: (3 weeks):** Like social histories, ideologies and cultural practices have also had a very long history of development and have become particular rich sites of historiographical intervention in the twentieth century. The readings for this unit will be selected from the suggested readings below.

**Unit 5: (2 weeks):** Religion, religious practices and religious organisation had a very early intellectual development, sometimes as a discipline only vaguely related to history. Through the twentieth century this has become a subject of great interest to historians.

**Suggested Readings:**


Chatterjee, Partha. (1993). *Nationalist Thought and the Colonial World: A derivative

Chattopadhyay, B. D. (20030, Studying Early India: Archaeology, Texts and Historical Issues, Ranikhet, Permanent Black.


Chattopadhyaya, B. D. (2017), The Concept of Bharatavarsha and Other Essays, Ranikhet, Permanent Black.


Coningham,Robin and Ruth Young, (2015). The Archaeology of South Asia: From the Indus to Asoka, c.6500 BCE–200 CE, Cambridge: Cambridge University Press,


of Communalism in North India. Berkeley: University of California Press.
Friedman, Yohanan. (1971). Shaikh Ahmad Sirhind: An outline of his thoughts and a study of his image in the eyes of Posterity, Canada.
Gurukkal, Rajan,(2010), Social Formations of Early South India, New Delhi, Oxford University Press, pp. 291-305.
Jackson, Peter. (1999). The Delhi Sultanate, Cambridge: University Press,
Kaul, S. (2010), *Imagining the Urban: Sanskrit and the City in Early India*, New Delhi, Orient Longman.
Kumar, Sunil. (2007) *The Emergence of the Delhi Sultanate*, Delhi: Permanent Black
Nandi, R. N. ((2000), *State Formation, Agrarian Growth and Soccial Change in Feudal South India*, Delhi, Manohar.
Nandi, R. N. (1985), *Roots of Ancient Indian Religion*, Delhi,


Olivelle, P (ed). *Between the Empires: Society in India 300 BCE- 400 CE*, New Delhi, Oxford University Press.


Indian History, New Delhi, Oxford University Press.
Sahgal, Smita, (2017), Niyoga: A Socio-Historical Enquiry, Delhi, Primus.
Sahu, B. P. (2013), The Changing Gaze: Regions and the Constructions of Early India, New Delhi, Oxford University Press.
Sahu, B. P. (ed), (1997), Land System and Rural Society in Early India, Delhi, Manohar.
Sahu, B.P. and H. Kulke (eds), (2015), Interrogating Political Systems: Integrative Processes and States in Pre-modern India, Delhi, Manohar, (“Introduction” and select chaps).
Selby, Martha Ann and Peterson, Indira Vishwanathan (eds) (2009), Tamil Geographies: Cultural Constructions of Space and Place in South India, Albany: State University of New York.(Sections relating to Ancient India)
Sharma, R. S. (1984), Perspectives in Ancient Indian Society and Economy, New Delhi, Macmillan.
Sharma, R. S. (2001), Early Medieval Indian Society – A Study in Feudalism, New Delhi, Orient Blackswan.
Printed Word in Colonial India. Delhi: Permanent Black.
Subbarayalu, Y. (2012). South India under the Cholas, New Delhi, Oxford University Press.
Tarachand, (1928). The Influence of Islam on Indian Culture, Allahabad.
Thapar, Romila (2000), Cultural Pasts: Essays in Indian History, New Delhi, Oxford University Press.
Thapar, Romila, (2013), Readings in Early Indian History, New Delhi, Oxford University Press.
Thapar, Romila, (2013), The Past Before Us, Historical Traditions of Early North India, New Delhi: Permanent Black.
Tyagi, Jaya (2014), Contestation and Compliance, Retrieving Women’s ‘Agency’ from Puranic Traditions, New Delhi, Oxford University Press.
Veluthat Kesavan, (2009), The Early Medieval in South India, New Delhi, Oxford University Press.
Veluthat, Kesavan, (1994), The Political Structure of Early Medieval South India, New Delhi, Orient Blackswan.
Facilitating Teaching Learning Outcome:

By the end of the course students should have a more precise sense of the major historiographical interventions – the major scholars, what ideas intertwined their research, how should the student differentiate one from the other; what are the major historiographical schools of thought. Select readings, periodic class presentations, and mid-term assignments will reinforce the details presented in class lectures. The assignments in reading and writing will help students develop their critical abilities to verbalise their opinions coherently. Please note that only a select number of books from the suggested list will be taught each year. The list of books will be constantly updated. This paper will be team-taught and the instructors will have the freedom to select the books that they will teach.

Assessment:

There mode of evaluation of students enrolled in this course is in two parts:
1) There will be a mid-term examination when four units of the course are completed, around the eighth week of the course worth 30 marks.
2) There will be a final semester examination of three hours. Students will be required to answer four out of eight questions worth 70 marks.
HSM-NEW
OPEN ELECTIVE COURSE 1
EARLY INDIAN ART AND ARCHITECTURE (up to c. 600 CE)

Course Objective:

The course studies the early evidence of Art and Architecture up to 600 CE. It is concerned with identifying the early forms of this culture and its transitions over time. As a part of the social world and its culture, the paper is also interested in developing the patronage networks that sustained this cultural activity and the ways in which this was discussed in the textual materials of the time.

Learning Outcomes:

At the end of the course, students would be:

- Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history
- Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
- Able to trace the intertwined nature of art, religion and society in the period.
- Able to analyze art on basis of its materiality
- Recognise the patterns of patronage and related developments.

Course Content:

Unit 1: (Weeks 1-2): Pre-historic Rock-art: paintings: purpose, content and form.
Unit 2: (Weeks 3-4): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, jewellery, toys.
Unit 3: (Weeks 5-7): Early forms of architecture (up to 400 CE):
   a. Architectural types as evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, free-standing pillars, palace remains, bodhigaras, shrines, etc.
   b. Stupas, chaityas and viharas: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Bhaja, Bedsa, Karle, Pitalkhora, Nasik, etc.);
   c. Patterns of patronage;
   d. Materials and methods: relationship of wood and other perishable materials to stone architecture; tools and techniques of artists; signatures of artists.
Unit 4: (Weeks 8-9): Early temples in stone: Form, Iconography and Ritual, c.400-600 CE
   a. Structural temples in stone: select case studies;
   b. Cave temples: eg. Ajanta, Elephanta, Badami: architecture and iconographic programme;
   c. Temple rituals and politics.
Unit 5: (Weeks 10-11): Modes of representation in early Indian sculpture, c. 320 BCE-600 CE
a. Images of gods and humans: yaksha-yakshi, shalabhanjika, and mithuna images, Bodhisattvas and Buddhas; Jaina images, mukhalingas, anthropomorphic Brahmanical deities; personification of nature and attributes of gods; early attempts at royal portraiture;
b. Flora, fauna, and hybrid or ‘grotesque’ forms;
c. Motifs, symbols and their meanings;
d. Early Indian terracottas.

Unit 6: (Weeks 12-14): Paintings: Ajanta and Bagh: context, content, technique, and form; development of the aesthetic canon: relationship of text to practice.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): Introduction to the course. Analysing sources: material, epigraphic, textual. Materiality and art; provenance of styles; tools and techniques of artists; signatures of artists.

Unit 2: (Weeks 3-4): Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form.

Unit 3: (Weeks 5-7): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, jewellery, toys.

Unit 4: (Weeks 8-9): Early forms of architecture (up to 400 CE): Architectural types as
evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, free-standing pillars, palace remains, bodhigharas, shrines, etc:


**Unit 5: (Weeks 10-11):** This unit will discuss Monumentality and Stupas, chaityas and viharas: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Pitalkhora, Karle, etc.)


**Unit 6: (Weeks 12-14):** The unit will study Cave temples: eg. Ajanta, Elephanta, Badami: architectural and iconographic programme.


**Suggested Readings:**


**Facilitating Teaching Learning Outcomes:**

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums to help the students acquaint themselves with the materiality of the objects that they study. Besides this they will also be familiarized with the archives of images that they can use as resources for their study. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of early Indian art and architecture.

**Assessments.**

Students enrolled in the course would have their work assessed in two modes.

1) Term Paper/test of 25 Marks

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-NEW COURSE
Open Elective 2
EPIGRAPHIC AND ARCHIVAL RECORDS FOR THE STUDY OF MEDIEVAL INDIAN HISTORY

Course Objective:

The aim of the course is to acquaint students with the latest researches in the field of archival and epigraphical records. Students will know how the archival sources have altered and/or added to our understanding of medieval history of the subcontinent, which is most often studied on the basis of literary sources. It will familiarize them with the state’s actions apparent in issuance of imperial documents and the functioning of religious institutions.

Learning Outcomes:

At the end of the course the students would be:

- Familiar with the major repositories and collections of the archival records from pre-colonial times.
- Able to cull the data from some of the major catalogues, private collections and the religious institutions who have maintained these records.
- Learn about the inscriptive data in Arabic, Persian and Sanskrit spread throughout the sub-continent and the way this data has been compiled by the Archeological Survey of India, other government and research agencies, and independent bodies.
- Learn about the mints, minting techniques and mint towns.
- Learn how to decipher the legends on the coins and the way these have been analysed and interpreted in current scholarship.
- Familiar with major coin hoards in Indian museums and their catalogues.
- Able to develop some interest in the shikasta script, palaeography and codicology.
- Learn about the nature of the large number of records that have survived at different museums, Archives and Libraries across the subcontinent.

Course Content:

Unit 1: (week 1-2): Persian and Arabic manuscripts and inscriptions of the Sultanate period.
Unit 2: (week 3-4): Sanskrit inscriptions.
Unit 3: (week 4-6): Imperial orders and edicts by princes and nobles: farmans, nishans and parwaneas.
Unit 4: (week 7-8): Edicts from the imperial harem.
Unit 5: (week 9-10): Local documents and papers in the qazis’ establishments.
Unit 6: (week 11-12): Documents in the khanqahs and sufi hospices.
Unit 7: (week 13-14): Documents in the temples and maths.

Unit 1: (Week 1-2): This unit will discuss the importance of archives, inscriptions and coins as repository of differing kinds of evidence for historical analysis.

Unit 2 (Week 3-4): This unit shall examine the Sanskrit inscriptions from the regions of Delhi and Gujarat and contextualize them within their socio-political milieu.

Unit 3 (Week 5-6): This unit would focus on the working of the imperial chancellery, the actual procedures for issuing the orders and the internal checks against the possibilities of any fraud.

Unit 4 (Week 7): This unit will look at the position of the women in the imperial households during the Sultanate and Mughal times; their role in the administration through the surviving inscriptions/archival documents and coin hordes.
Unit 5 (Week 8): This unit will discuss the working of the administration at the provincial level and the judicial department through the surviving records from the qazi’s establishments.


Irfan Habib. (1967). ‘Aspects of Agrarian Relations and Economy in a Region of Uttar Pradesh during the 16th century’ in Indian Economic and Social History Review, IV [3], pp. 205-32

Unit 6 (Week 9-10): The unit will look at the surviving manuscript collections and their use by the modern scholars to reconstruct the history of Sufi Institutions.


Unit 7 (Week 11-12): Here the emphasis will be laid on the Persian archival records at the various temples and maths in the upper Gangetic valley and will discuss some case studies undertaken by the modern scholars.


Suggested Readings:

- Selected Volumes of Epigraphica Indo-Moslemica now Epigraphica Indica Arabic and Persian supplement Selected Volumes of the Memoirs of Archaeological Survey of India.
Department of History, University of Delhi


Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

There are three modes of assessing students who take this paper.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-New Course
Open Elective
POLITICAL PROCESSES AND SOCIO-CULTURAL FORMATIONS
c. 1000-1400

Course Objective:

The course focuses upon local and trans-regional experiences in social and political formations in north India and Afghanistan and the ways in which these textured the making of Sultanate regimes based in Delhi. The course also unravels the early histories of the Muslim communities in the subcontinent, their backgrounds, gradual expansion and modes of socialisation. It studies different groups of people that comprised the Delhi Sultanate and how changes in their composition textured Muslim society and the state. It pays close attention to the sources that provide information on these processes, studying the discursive practices, authorial location of the literati, and how their investments in state and society produced an unusual synchronic reportage filled with elisions.

Learning Outcomes:

At the end of the course, students would be:
- Familiar with the different kinds of sources available for writing histories of various aspects of life during the 13 – 15th centuries
- Have a firm grasp on the politics and major events in the history of the slave, Khalaji and Tughluq regimes.
- Learn the various historiographical interventions in the study of this period and their epistemological locations.
- Discover the multiple nodes of power that shaped Muslim society and the heterogenous nature of medieval society.
- Learn that politics and authority are an integral aspect of social and cultural life.
- Investigate how medieval taxonomies are quite different from modern ones, and learn how notions of family, social networks, service, freedom/unfreedom, for instance, were quite different in the 13-15th centuries.

Course Content:

Unit 1: (Week 1-2): Historiographical debates regarding ‘transitions’ to the Sultanate period.
Unit 2: (Week 3-4): Overview: geopolitical contexts; continuities and changes in the 13th and 14th centuries
Unit 3: (Week 5-6): The ahl-i qalam (people of the pen), their social-intellectual backgrounds; their narratives of the Muslim community and the Sultanate.
Unit 4: (Week 7-8): The military elites, their social and political backgrounds, cultures of political service, aristocratic aspirations and new identities
Unit 5: (Week 9-10): Sufis, Sufism and their structures of authority
Unit 6: (Week 11-12): Political economy of the Sultanate, regional solidarities, endogenous histories of Islam and the Muslim community
Unit 7: (Week 13-14): Contextualizing the Sultanate in the History of India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of the essential readings for this course are available online, see:
https://sites.google.com/site/lmudellhisultanate/
Unit 1: (Week 1-2): This unit will cover the historiographical background of the Delhi Sultanate

Unit 2 (Week 3-42): The Ghurid context and its implications on the early Delhi Sultanate will be discussed in this unit

Unit 3: (Week 5-6): The background of the early Persian ahl-i qalam, their social and intellectual contexts and their writings will be discussed in this unit:

Unit 4: (Week 7-8): This unit will discuss the Sultan, his military slaves and the political culture of the 13th century
Kumar, Sunil. (1994). “When Slaves were nobles: The Shamsi bandagan in the early Delhi Sultanate”, *Studies in History* vol. 10, pp. 23-52,

Unit 5: (Week 9-10): This unit will introduce students to Sufis, their mystical fraternities and their organisational forms


Unit 6: (Week 11-12): This unit will discuss the political economy of the Sultanate during the fourteenth century, the period of its greatest influence


Unit 7: (Week 13-14): This unit will discuss the significance of late 14th century developments on the social and political life of the Sultanate and the manner in which the Delhi Sultanate seized a narrative space in latter-day histories of India.


**Suggested Readings:**


**Facilitating Teaching and Learning Outcome:**

The course will enable students to underline the multi-layered dynamics of Sultanate politics. It will help learners appreciate the processes and complexities involved in the making of Muslim identity, modes of dispersal of authority across ethnic and service classes and identify complex interplay of religion and politics across thirteenth and fourteenth century. The students would be encouraged to read Persian texts (in translation) so that they begin to recognize the ‘voice of the author’ and are trained to understand historiographical interventions that inflect the history writing of this time period.

**Assessment:**

Students enrolled in this course will be evaluated according to two modes:

1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Ideally the subject they choose to write about should not be derived from one of the historians read in this course; it should follow themes that are of interest to them in their personal life. Term papers will build upon aspects of social and cultural life that concern students and as they develop them they would be asked to explore two related but different aspects: a) how medieval taxonomies mean reorienting the modern assumptions of students and b) learn how the political suffuses different dimensions of the social and the cultural. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their
papers would be based. This essay will be marked out of 25 marks.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-New Course
Open Elective 4
FORMS OF POPULAR RESISTANCE IN NORTHERN INDIA, c. 1560-1740

Course Objectives:

The course introduces students to the varied forms of protest movements and rebellions that surfaced in the political landscape of North India from the mid-sixteenth to the mid-eighteenth century. It underlines the divergent patterns of protest in Mughal India, ranging from ‘everyday forms of resistance’, to the ‘recalcitrance’ of elite service classes, revolts under the stewardship of sectarian leaders and armed peasant revolts. It also explores the memory of these revolts in oral traditions and folklores.

Learning Outcomes:

At the end of the course, the students would:

- Identify with the ‘history from below’ approach with reference to medieval India.
- Appreciate how social history and voice of the marginalised can be researched by differential reading of source material.
- Understand the concept of everyday forms of resistance and the ways in which it has transformed our understanding of ‘politics’, making the ordinary life of subalterns’ part of historical studies.
- Analyse how such mobilizations throw epistemological challenge to disciplines that traditionally focus on already identified structures of power, collective actions, or political processes.
- Be able to appreciate the historiographical shifts in the understanding of the popular forms of resistance.
- Be able to examine and understand the early modern South Asian histories of resistance in terms of cultural domination and subversion.
- How popular literature helps in reconstruction of the marginalized resistance.

Course Content:

Unit 1: (Week 1-2): Historiography of popular resistance.
Unit 2 (Week 3-4): The Revolts of the nobility: Changing complexion of the ruling class, c. 1560-1740;
Unit 3 (Week 5-6): Peasant Revolts: Nature of peasant revolts in Mughal India; Modes of protest; Response of the State.
Unit 4 (Week 7-8): Zamindars’ Revolts: Zamindar and the Mughal administration, local uprisings and their consequences for the Mughal polity. Nature and power of the new zamindars; Revolts of Jats.
Unit 5 (Week 9-11): Religious forms of resistance: Raushani Movement (1585, 1611-16, 1628); Satnami revolt (1672), Sikh revolts.
Unit 6 (Week 12-14): Merchant forms of resistance.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1: (Week 1-2): This unit would explain to the students the historiography, sources and the concept of everyday forms of resistance especially non-violent form of resistance, understanding of infra politics and how it challenges the existing scholarship on popular dissent and protest.


Unit 2 (Week 3-4): This unit analyses the political formations and revolts of the nobility and princes as well as their role in shaping the nature of Mughal-centered political culture and institutions.


Unit 3 (Week 5-6): Beyond the conventional understanding of peasant resistance this unit would emphasise upon the recent understanding of peasant challenges to the cultural forms of dominance.


Habib, Irfan. (1984). ‘Peasant and Artisan Resistance in Mughal India’ *Studies in
Unit 4 (Week 7-8): This unit would engage with the position and working of the institution of zamindari in terms of agrarian relations and hierarchies and its tension and conflict with the state.


Unit 5 (Week 9-11): In this unit the students would deal with certain sectarian and religious movements, their ideological flavor, resulting sites of subversion and conflicts with the state.


the Sikhs and Other Local Groups in the Punjab’).


Unit 6 (Week 12-14): This unit focuses on the forms of merchant resistance, its nature and the specificities of protest and its consequences for the political system.


Hasan, Farhat. (2004). State and Locality in Mughal India Power Relations in Western India, c. 1572-1730, Cambridge: Cambridge University Press, pp. 52-70 (Chapters, ‘Order and Disorder’)


Suggested Readings:

Department of History, University of Delhi

- Mayaram, Shail, *Against History, Against State: Counter Perspectives from the Margins*, (New Delhi: Permanent Black, 2004).

**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course aims at developing a rational insight with a focused objective of comprehending the course content.

**Assessment:**

Internal Assessment will be a continuous process based on threefold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-New Course
Open Elective 5
CITIES OF EMPIRES: ISTANBUL, ISFAHAN, AGRA-DELHI

Course Objectives:

In the sixteenth and seventeenth centuries the magnificent capitals of the Ottoman, Safavid and Mughal Empires at Istanbul, Isfahan, Agra and Delhi were feted – if not always positively – as representative of the wealth of their regimes and their despotic, wasteful, intolerant and traditional character. This course challenges these interpretations and intersects with a more recent historiography on “connected histories” to understand the complex relationships of these cities and their respective regimes within a larger geopolitical canvass. The exchange of goods, people and ideas between Asia’s emerging ‘universal’ empires reshaped continental networks leading to the creation of new connections and new forms of alterities. The course will also take the “area studies” approach to understand specific structures and ideologies of the respective regimes in comprehending the urban morphologies as well as the economic and cultural lives of the people.

Course Outcomes:

At the end of the course, the students would

- Know the concepts, methodology and problems of ‘Connected Histories’.
- Explore the ways in which polities and societies in these empires engaged with and produced alternative imagined visions of interaction beyond given geographies.
- Develop understanding of how people in the past themselves understood and sought to influence patterns of long-distance interaction, and of how contemporaries drew comparisons between widely-separated parts of the world.
- Consequently, through the circulation and mobility of men, ideas and goods across the time and space the course will instruct students on trajectories of growth, interdependent relationships and the emergence of universal forms of knowledge across seemingly vast geographical expanses.
- Able to synthesize the histories of three empires through trade, migration and cultural encounters.
- How connected history helps in locating South Asia globally during the early modern period.
- Extend scope of connected histories into the realm of language, court cultures and power.
- Be acquainted with various sources for writing connected histories.

Course Content:

Unit 1: (Week 1-2): Understanding “Connected Histories”.
Unit 2: (Week 3-4): Sovereignty and Millennium Across the Empires.
Unit 3: (Week 5-6): The Movement of People, Circulation, and Travel Across the Empires.
Unit 4: (Week 7-8): Exchange Networks, Trade and Empires.
Unit 5: (Week 9-10): Histories of the Royal Household and the Politics of the Harem.
Unit 6: (Week 11-12): The Diffusion of Culture and Connected Metaphors Across the Empires.
Unit 7: (Week 13-14): Europeans in Asian Empires, accounts of the encounters.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will explain the theoretical and methodological framework of ‘Connected Histories’.

Unit 2: (Week 3-4): This unit would help students to understand connected notions of ‘millenarian sovereign’ and the importance of lost epistemies of predictive sciences, occults and magic in shaping a new form of kingship across these Empires.

Unit 3: (Week 5-6): This unit would help students in understanding circulation and mobility of people (largely elite, intellectuals and professionals) as important vectors of connected histories and the resultant cultural encounters.

Unit 4: (Week 7-8): This unit would help the students to appreciate growth of exchange networks, trade and commerce beyond the narrow technicalities of Imperial economy, and the interconnections between trade and state.

Unit 5: (Week 9-10): The nuances of royal household and harem would allow students to understand gender as an important if still narrowly explored window into connected histories.
Unit 6: (Week 11-12): This unit would discuss the diffusion of culture and cultural metaphors through visual representations of the universal monarch and its implications on the Safavid and Mughal empires.


Unit 7 (Week 13-14): European engagement with these empires through trade and diplomacy and their travelogues will be the focus of this unit.


Suggested Readings:


Facilitating Teaching Learning Outcome:

Primary sources and modern historiographical debates will be introduced to students in weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
ELECTIVE COURSES
MA PART I
HSM-02
Philosophy and Methods of History

Course Objectives:

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

Learning Outcomes:

Having successfully completed the course, students should be
• thoroughly familiar with how historians work
• how different historians pursue research in contrasting ways
• what comprises the historians’ craft
• how contending ideas about the nature and possibilities of historical knowledge can be understood
• learn the more advanced methods of historical practice and knowledge

Course Content:

Unit 1: (Week 1-2): Philosophy of History; what is history and historian's craft; subject matter of history; the knowability of the past; critical and speculative explanations in history; causation
Unit 2: (Week 3-4): Historical sources, evidence, facts and their interpretation; the question of objectivity, verifiability, generalization and historical imagination
Unit 3: (Week 5-6): Indigenous traditions of history-writing in India; Sanskrit, Persian and vernacular histories
Unit 4: (Week 7-8): Challenges to the writing of modern professional/academic history; religion, competitive ideologies, and the writing of history
Unit 5: (Week 9-10): Debates over contested identities and historical truth; history as a weapon in popular politics of public domain
Unit 6: (Week 11-12): Oral history, historical memory and the abuses of history
Unit 7: (Week 13): Intersection between literature, gender and history; the women's question and sexual minorities in history
8. Unit 8: (Week 14): Historical Processes and the Problems of Periodization; premodern/modern/postmodern distinctions

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce students to the theoretical debates on philosophical and practical protocols of the writing of History

**Unit 2: (Week 3-4):** This unit will look at the critical apparatus of verifying and interpreting historical sources and evidence and presenting the findings in a narrative form that is devoid of any biases and prejudices


**Unit 3: (Week 5-6):** The vast corpus of historical writings in precolonial India in a variety of forms and languages will be introduced to the students in this unit


**Unit 4: (Week 7-8):** This unit will examine the challenges to the writing of modern professional or academic history from the protagonists of religion and competitive ideologies leading to continuous debates and occasional wrangling among historians and other stakeholders

Unit 5: (Week 9-10): Debates over contested identities and historical truth; history as a weapon in popular politics of public domain

Unit 6: (Week 11-12): This unit will further examine public debates on questions of identity, historical memory and the abuse of history

Unit 7: (Week 13): Intersection between literature, gender and history; the women’s question and sexual minorities in history

Unit 8: (Week 14): This concluding unit will appreciate current concerns regarding conventional periodization, overlapping chronologies and difficulties with regard to time, place and sources for better understanding of independent and connected historical processes

**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around Weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

**Assessment:**

There will be two modes of evaluating students enrolled in this course:
1) The two term papers, 12-15 pages each, along with the presentations, will be marked out of 25 marks.
2) There will be an end semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer four out of eight questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course will teach students how the past is narrated, recorded and remembered with a particular focus on the colonial archive. Using examples from around the world, we will think about how societies produce authoritative historical narratives about their pasts. How does power operate in the making and recording of history? Whose stories are told, whose are silenced? What constitutes authoritative historical evidence, and how do historians critically read primary sources? Students will study how the ordering of colonial archival systems determined the credibility of particular historical narratives even as they reflect the complicated, even uncertain nature of colonial knowledge and governance. We look at seminal work that has engaged with the issue of the retrieval of submerged voices from the official archive. We will consider how empires and nations remember and represent themselves through museums, memorials and other spectacles. The course ends with a consideration of non-documentary archives, focusing in particular, on the visual in the form of photography.

Learning Outcomes:

By the end of the course, students will:

- Read seminal historiographical interventions on critically reading the archive.
- Appreciate the importance of understanding the archive not as a neutral repository of data but as knowledge, embedded in value laden power relations.
- Unpack the complexities of the colonial archive.
- Understand the relationship between history and memory with a particular focus on institutions and practices of national commemoration and remembrance.
- Understand the importance of non-documentary archives by focusing on photography as an example of visual sources used by historians.

Course Content:

Unit 1: (Week 1-2): Reading the colonial archive
Unit 2 (Week 3-4): Gender and the archive
Unit 3: (Week 5-6): The archive and colonial rule
Unit 4: (Week 7-8): The archive and collective memory I: commemorations
Unit 5: (Week 9-10): The archive and collective memory II: monuments
Unit 6: (Week 11-12): Museums and History
Unit 7: (Week 13): Spectacle and Empire
Unit 8: (Week 14): On Photography

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will study key historiographical and methodological interventions
on reading the colonial archive


Unit Two (Week 3-4): This unit will discuss the use of the archive by historians to discuss the historical archive in relation to issues of gender and sexuality.


Unit 3 (Week 5-6): This unit will focus on the construction of the colonial archive and the role of native intermediaries in the process.


Unit 4 (Week 7-8): This unit will study the role played by commemorations in the making of national identities.


Princeton University Press, pp. 3-26, 64-89, 105-126.


**Unit 5 (Week 9-10):** The unit looks at the relationship between monuments, official and popular memory.


**Film:** Stumbling Stones for my Family, 2017. https://youtu.be/FeQOuQvAi8E

**Field Work:** Visit to Coronation Park, North Delhi.

**Unit 6 (Week 11-12):** This unit studies the role of museums in the articulation of national histories.


Winter, Jay.(date?). "Museums and the Representation of War," in Muchitsch Wolfgang (ed), Does War Belong in Museums? The Representation of Violence in Exhibitions, Bielefeld: Transcript Verlag, pp. 21-38.

Shaw, Wendy. (2007) "Museums and Narratives of Display from the Late Ottoman Empire to the Turkish Republic." Muqarnas 24, pp. 253-79.


**Unit 7 (Week 13):** This unit looks at the role spectacles played in the consolidation of imperial
ideology and rule.


**Unit 8 (Week 14):** This unit will look at seminal literature on photography as a technology of empire.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The class will be based on Weekly lectures along with class discussions based on the readings.

**Assessment:**
There are three modes of assessing students who take this course:

1) 10 marks for participation in class discussions which will be assessed through the term.
2) 15 marks for a research paper. The student will be asked to analyze a primary source consisting of a document/image/monument of her choice based on her reading of secondary sources.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a total of 75.
Course Objectives:

The object of the paper is to introduce students to the History of history writing in the Modern West. It teaches students about the evolution, growth and emergence of history writing as a discipline in the Modern West from Greco-Roman to post-modernism. To attain knowledge and understanding about various trends and schools in history writing.

Learning Outcomes:

At the end of the course, students would be:

- Able to distinguish the level of historical consciousness and types of history writing at different junctures of time in Europe and the West.
- Able to recount the different schools of history writing, their legacy and contribution in establishing history as an important discipline.
- Have knowledge of the essential characteristics of history writing, important concepts such as objectivity, authenticity, verifiability, truth, etc and complexities around such conceptions.
- Students would also have learnt the problems and limitations in some of these historiographies and the debates surrounding them.
- Students will be familiar how history as a modern discipline is different from history writing in the past.

Course Content:

Unit 1. (Week 1-2): Greco-Roman historical consciousness and History writing.
Unit 2. (Week 3): Changing historical consciousness from Christian age to enlightenment.
Unit 3. (Week 4-5): Positivism in History writing and the problem of objectivity.
Unit 4. (Week 6-7): Hegel and Marx, world spirit, historical materialism and Marx’s contribution to Historiography.
Unit 5. (Week 8-9): Narrative and History writing
Unit 6. (Week 10-11): Annales, total history and Braudel’s conceptualization of time.
Unit 7. (Week 12-13): Michel Foucault’s key ideas, concepts and their usefulness in history writing.
Unit 8. (Week 14): Post Modernism, Eurocentricism and critique of modernity.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1-2): This unit will discuss meaning and definition of History, characteristics and limitations of Greco-Roman historiography and individual historians of this age and their art of history writing.

Unit 2. (Week 3): This unit will discuss historical consciousness where influence of religion dominated on history writing. Legacy, contribution and limitations of Christian age historiography will be discussed. At the end renaissance and enlightenment historians will be covered.


Unit 3. (Week 4-5): Nature, characteristics and limitations of positivist historians will be critically analyzed.

Unit 4. (Week 6-7): Hegel and Marx contribution in the history writing will be discussed. This unit will be limited to some of the basic but fundamental concepts of Marx and Hegel.
Unit 5. (Week 8-9): This unit will discuss the construction of the historical narrative, its important ingredients, similarities and dissimilarities between historical and fictional narrative.


Unit 6. (Week 10-11): The concept of “total history” and Braudel’s reconceptualization of time will be discussed.


Unit 7. (Week 12-13): Key categories of Foucault’s knowledge-power framework and their implications on history writing will be discussed keeping the book “Discipline and Punish” in the centre of discussion.


Unit 8. (Week 14): nuances of post modern history will be discussed.

Suggested Readings:

- Selections from Ranke, Buckle, Droysen, Fustel de Coulanges, Mommsen, Bury and Acton in Frits Stern ed. *The Varieties of History*, New York 1973

Teaching Learning Outcome:
The course is organized around Weekly lectures and reading assignments. Students will be asked to take part in the class discussions which will be based on the prescribed readings. Short class presentations based on the class readings will also be organized regularly. The aim and objective of the exercise will be to inculcate oratory and analytical skills among the students.

Assessment:

Students taking the course will be assessed in two modes:

1) They will be asked to submit two term papers each consisting of 12.5 marks each. Everyone will be allowed to submit term paper on the theme/topic of their choice after necessary consultation and approval from the course instructor.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objective:

This course will cover a long chronological span from the pre-historic to the historical period. It will deal with some representative ancient societies of Africa, Asia and Europe. The focus of the course will be on the gender analysis of the socio-political and religious setup.

Learning Outcome:

At the end of the course, students would:

- Understand historiographical intervention in writing women into history thus visibilizing them as subjects.
- Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
- Patriarchal constructions of masculinity and femininity with reference to case study of various ancient societies.
- Structures of polity, society, economy and religion in the ancient world and the extent and nature of women’s participation therein.
- Spaces within the structures where women had both agency and voice.

Course Content:

Unit 1 (Week 1-2): Introduction: Women’s history. Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies.
Unit 2 (Week 3-4): Prehistoric Ancient world: Technology, Social organization and Religious beliefs with special reference to Female Principle.
Unit 3 (Week 5-6): Ancient Egypt: Different Dynastic periods, Hellenistic Egypt.
Unit 5 (Week 9-10): Ancient India: Bronze Age, Vedic to first Millennium CE.
Unit 6 (Week 11-12): Ancient Greece: From Archaic to Classical up to Hellenistic periods.
Unit 7 (Week 13-14): Ancient Rome: Pre-Roman Etruscan. From Republic to Empire. Early Byzantium.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): Scholarly interventions regarding methodological and theoretical issues involved in writing New women’s history and gender history.
Department of History, University of Delhi

Press, (Chs.1-2).

Unit 2: (Week 3-4); Analysis of women in material remains of prehistory with emphasis on evidence for Goddess cults

Unit 3 (Week 5-6): Women in dynastic and later Hellenistic Egypt

Unit 4 (Week 7-8): Women in Bronze Age culture of Sumer and Akkad and in later Assyrian Babylonian phase.

Unit 5 (Week 9-10): Readings in this unit will look at ancient Indian women from goddess to whores. Issues of inheritance, power, work, sexuality will also be analysed from gender perspective.
Department of History, University of Delhi


**Unit 6 (Week 11-12):** Readings in this unit will look at women and gender relations in ancient Greece.


**Unit 7 (Week 13-14):** Readings will focus on women of ancient Rome from Etruscan to early Byzantian phase. We will also examine the complexities of gender relations.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome**

The course will be organised around Weekly lectures and class discussions based on essential readings.

**Assessments:**

There will be two modes of evaluating students in this course.
1) There will be an internal assessment exam held mid-semester where students will be marked on their essay out of 25 marks.
2) End of term semester exam will be of 3 hours duration and students will be marked out of 75 marks.
HSM-07
Society and Culture in Early Cities: Mesopotamia, China, Greece, Rome

Course Objectives:

This course offers a theoretical introduction to urbanism in history, to the variety of approaches to the phenomenon, and to the ‘endemic problem of definition’. It discusses the multiplicity of roles of cities across time and space. It then offers a select survey of the character and forms of urbanism in the ancient civilizations of Mesopotamia, Greece, Rome, China and South-East Asia. The focus will be on a cultural profiling of historical cities as physical, behavioural, ideological and symbolic spaces and an understanding of how ‘ancient’ cities have been studied and researched.

Learning Outcomes:

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

Course Content:

Unit One (Week 1-2) Definition(s) of Urbanism and Diverse Approaches to Early Urban History.
Unit Two (Week 3-4) Functions and roles of cities in ancient history, factors in economy of ancient cities.
Unit Three (Week 5-6) The origins of Mesopotamian cities
Unit Four (Week 7-8) Earliest Urban patterns in China: Prehistoric to Shang period
Unit Five (Week 9-10) Classical Greece: Economic, social, political and cultural facets of Athens, Sparta and Delphi.
Unit Six (Week 11-12) Hellenistic cities: Hellenistic ‘empires’ and urbanization.
Unit Seven (Week 13) Rome: General History: Kingdom, Republic, Origins of a megapolis.
Unit Eight (Week 14) Roman Empire; Rome, Pompeii, Herculaneum.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit One (Week 1-2): The unit will explore diverse definition(s) of Urbanism and problems related to Early Urban History: the archaeologist’s, geographer’s, sociologist’s, and historian’s approach will be studied.


Unit Two (Week 3-4): The unit focuses on discussions on the functions and roles of cities in ancient history, factors in economy of ancient cities, how they were different from ‘modern’ cities, Weber’s and MI Finley’s notions of ‘consumer’ cities.


Unit Three (Week 5-6): The students will trace the origins of Mesopotamian cities- The ecological and cultural backdrop, emergence of city-states, the social, cultural features of early city states upto the Sargonid period.


Unit Four (Week 7-8): The unit will focus on early Urban patterns in China; Aspects of
urbanism (Proto historic to Shang Period) religious and ceremonial centers, Anyang.

**Unit Five (Week 9-10):** In this unit the focus will be on Classical Greece; Greek city-states; Athens, Sparta, Delphi; Economic, social, political and cultural facets of urbanism (slavery, democracy, the arts and letters).


**Unit Six (Week 11-12):** Students will get an overall introduction to Hellenistic cities and study the relationship between Hellenistic ‘empires’ and urbanization, taking up the specific case studies of Priene, Ephesus and Pergamon.

Nijf, Onno M. Van, Alston, Richard ed. (2011) *Political Culture in the Greek City after the Classical Age*, Leuven: Peeters Publishers

**Unit Seven (Week 13):** This unit will cover the General History Rome from the kingdom, to the Republic, to the transition from the Republic to the Empire. Students will also learn about the early Roman sources on urbanism and the megapolis.

Unit Eight (Week 14): Students will learn about the Roman Empire the economic and political bases of urbanism, Pax Romana, international trade and arts and letters.


Gibbs, Matthew; Nilolic, Milo; Ripat, Pauline (2013) Themes in Roman Society and Culture, Oxford University Press.


Suggested Readings:


Facilitating Teaching Learning Outcome:
The course is organized around Weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

In this paper students will learn about the period from about 9000 BCE to 1800 BCE. The material culture and social practices of ancient Mesopotamian societies will be the main focus. This would include an exploration of archaeological remains of prehistoric and proto historic rural and urban sites, based on archaeological, anthropological and art-historical sources. Along with the detailed reading of various bodies of archaeological evidence the course will entail a study of theoretical approaches and concepts used to study Ancient Mesopotamia. The course seeks to develop an understanding of ancient societies and their material culture, with the help of particular interpretative theories using interdisciplinary approach. Using this approach themes related to political histories, social ideas and institutions and religious and cultural practices Mesopotamia will be examined.

Learning Outcomes:

At the end of the course, students would:

- Should be able to relate archaeological evidence with geographical and environment changes.
- Should be able to understand the origin of agriculture in the ‘Fertile Crescent’.
- Analyse the role of advanced Neolithic cultures in the processes that led to rise of civilizations.
- Trace the various factors that led to urbanization especially in southern Mesopotamia.
- Comprehend the ideologies and institutions that were instrumental in the creation of complex societies and states.
- Appreciate the cultural traits associated with ancient Mesopotamian societies.

Course Content:

Unit 1. (Week 1-2). Climatic and geographical contexts of ancient Mesopotamia. Theories and debates regarding the origins of agriculture.

Unit 2. (Week 3-4). Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: Case-study of Jarmo and other settlements on the Zagros mountains and Jericho and other settlements in the ‘Fertile Crescent’.

Unit 3. (Week 5-6). Advanced Neolithic settlements and the cultures that represent them Hassuna, Samarra and Halaf Cultures.

Unit 4. (Week 7-8). Processes of urbanization in Mesopotamia, Ubaid Culture.

Unit 5. (Week 9-10). Urbanization and social complexity (a) A case-study of the Uruk period: c. 4000 to 3100 BCE. (b) Jemdet Nasr period: c. 3100 to 2900 BCE.

Unit 6. (Week 11-12). Emergence of new institutions of power: Ceremonial centers and state formation in southern Mesopotamia during the 4th millennium BCE.
Unit 7. (Week 13). Ideology and representations of power: religion and legal system in Mesopotamia.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1-2). Climatic and geographical contexts of ancient Mesopotamia. Theories and debates regarding the origins of agriculture.


Unit 2. (Week 3-4). Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: Case-study of Jarmo and other settlements on the Zagros mountains and Jericho and other settlements in the ‘Fertile Crescent’.


Unit 3. (Week 5-6). Advanced Neolithic settlements and the cultures that represent them Hassuna, Samarra and Halaf Cultures.


**Unit 4. (Week 7-8).** Processes of urbanization in Mesopotamia, Ubaid culture

**Unit 5. (Week 9-10).** Urbanization and social complexity
(a) A case study of the Uruk period: c. 4000 to 3100 BCE. (b) Jemdet Nasr period: c. 3100 to 2900 BCE.

**Unit 6. (Week 11-12).** Emergence of new institutions of power: Ceremonial centers and state formation in Southern Mesopotamia during the 4th millennium BCE:

**Unit 7. (Week 13).** Ideology and representations of power: religion and legal system in Mesopotamia.
              


Suggested Readings:

Facilitating Teaching Learning Outcome:

This course focuses on introducing students to a very critical development in world history, the beginnings and origins of agriculture, the rise of urbanization and civilization with the concomitant evolution of state systems and complex societies. In order to ensure that students are able to assimilate various strands of archaeological, art historical and theoretical approaches, classes will be based on lectures and presentations both. The students will have to familiarise themselves with archaeological material cultural remains as well as secondary readings on the subject.

Assessment:

The performance of students will be assessed in 3 modes in this course:
1.) Students are expected to write a class test for 10 marks
2) There will also be a take home assignment for 15 Marks
2.) There will be an end of semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

The objective of this course is to help students understand the evolution of historical writing in the ancient and medieval worlds, and the intervention of historians in developing history as an academic discipline. A close study of the translated excerpts of the primary sources will be used to train students. The objective is to engage students in an in depth understanding of central issues in ancient and medieval Historiography.

Learning Outcomes:

At the end of the course students would be able to:

- Understand the historiographical traditions of different ancient and medieval civilizations of the world.
- Understand how the study of past events implies a dialogue with the modern language of historians. The narratives for the learning of History and its different interpretations do not come ready-made. The study of the past also provides a window to understand the modern world.
- Understand the perspective, method, style, content and historical context of historical traditions from different parts of the world in ancient and medieval times.
- Appreciate how various cultures looked at their pasts and responded to other cultures.
- Learn the art of story-telling, narration and construction of the past
- Learn how to analyse, evaluate and use texts and relate to style and content in pre-Modern historical literature
- Consider the manner in which authority and its role has been discussed in historical literature.
- Understand the methods of writing history and place texts within their historical contexts.

Course Content:

Unit 1: Week 1-2: Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history.

Unit 2: Week 3-4: The Graeco-Roman historiographical traditions

Unit 3: Week 5-6: China: dynastic, institutional and ‘private’ histories

Unit 4: Week 7-8: Early India: traditional history, biographies, history

Unit 5: Week 9-10: Medieval western historiography: Biblical histories; contacts with Byzantine and Arab historiography

Unit 6: Week 11-12: Arab and Persian historians; translation and the flows of language

Unit 7: Week 13 -14: Medieval India: Persian chronicles; vernacular historical traditions
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (1-2 Week): This unit will cover Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history.


Unit 2- (Week 3-4): In this unit the Graeco-Roman historiographical traditions will be discussed. The basic features of histories of Herodotus Thucydides, Polybius, Xenophon, Arian, Levy, Tacitus and other historians in relation to the history and the literature of the Greek and Roman world will be analysed and evaluated.


Unit 3- (Week 5-6): In this Unit China’ dynastic, institutional and ‘private’ histories will be evaluated


**Unit 4: (Week 7-8):** In this unit Early India: traditional history, biographies, history will be discussed.

Thapar Romila, (1992), *Ideology and Interpretation of Early North Indian History, in idem, Interpreting Early India, New Delhi*, pp. 1-22

**Unit 5: (Week 9-10):** In this Unit Medieval western historiography: Biblical histories; contacts with Byzantine and Arab historiography will be analysed.


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Unit 6. (Week 11-12): This unit will discuss Arab and Persian historians; translation and the flows of Language.


Unit 7 (Week 13-14): This unit will discuss Persian chronicles; vernacular historical traditions of Medieval India.

Mukhia Harbans, (2017), Historians and Historiography During the reign of Akbar, reprint Delhi : Aakar Books

Suggested Readings:

- Mukhia Harbans, (2017), *Historians and Historiography During the reign of Akbar*, reprint Delhi : Aakar Books
- Nicholoson, Emma Lousie, *The nature of Ancient Greek Historiography and bias with Polybious Histories*, Newcastle University, Conference Paper(PDF available) at Researchgate, pp. 1-6.
Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

Students who take this paper will be assessed in two modes:
1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Term papers will build upon aspects of historiography that concern students and as they develop them they would be asked to explore two related but different aspects. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. This essay will be marked out of 25 marks.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out
of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 10
Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)

Course Objectives:

This objective of this course is to underline the importance of moving beyond insular histories by investigating networks of interaction between South and Southeast Asia. This course undertakes a study of southern Asian connected histories through the lens of visual remains. Students will be guided to focus on the motivations and modes of communication across the Indian Ocean, highlighting early cross-cultural relationships in intra-Asian contexts. The course emphasizes three methodological objectives—the use of visual sources in historical interpretation, moving from insular to connected histories of art, and moving away from Euro-centric legacies by examining the deep histories of intra-Asian contacts.

Learning Outcomes:

• This paper will teach students about an ancient interconnected Asian world, as distinct from insulated histories, that has not been deeply investigated and theorised.
• Students usually study South Asian connections with Europe and the Mid-East. This will give them new information about Intra-Asian connections during ancient times.
• Since it comes through the discipline of Art, Architecture and History, it will introduce them to shared ideas in the South and South East Asian region which are fascinating and extremely important.
• The students will learn to examine and integrate visual and textual sources for a more comprehensive understanding of the dynamics of exchange.

Course Content:

Unit 1: Week 1: Introduction: Sources for the study of South & Southeast Asian encounters.
Unit 2: Week 2-3: Historiography of interactions between South and Southeast Asia. Debates on Indianization, Sinicization and Localization in the context of connected histories.
Unit 3: Week 4-5: Religion and popular beliefs: Spread and localization. Itinerant monks and brahmins; Hinduism, Buddhism and the beginnings of Islam.
Unit 4: Week 6-7: Trade and the emergence of early Southeast Asian polities – Funan and Srivijaya: Factors determining their rise and decline.
Unit 5: Week 8: The rise of Angkor – political formations and temple-based economy of Angkor.
Unit 6: Week 9-10: Early architecture and its transformations in Southeast Asia: archetypes, experimentation and innovation.
Unit 8: Week 13: Sculpture and architecture of the mainland kingdoms 2: Cambodia. Pre-Angkorian art, Hariharālaya, Banteay Srei, and Angkor Wat – architecture and narratives.
Unit 9: Week 14: Art & architecture of the maritime kingdoms: Central and East Java:
Borobudur, Prambanan; jatakas, Buddha’s biography, and epic narratives beyond borders.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This is an introductory rubric that sets the span for understanding pre-modern Asian cultural interaction.


Unit 2 (Week 2-3): This part contextualizes the course through a discussion of the historiography of interactions between South and Southeast Asia.


Unit 3 (Week 4-5): This section examines the subject of religion and popular beliefs: their spread and localization in Southeast Asia.


Unit 4 (Week 6-7): This unit focuses on the role of trade and the emergence of early Southeast Asian polities, Funan and Śrīvijaya.

Unit 5 (Week 8): This unit studies the factors leading to the rise of Angkor and examines the political formation and temple-based economy of Angkor.


Unit 6 (Week 9-10): This unit investigates the early architectural landscape of Southeast Asia, its archetypes and transformations.


Unit 7 (Week 11 & 12): This unit dwells on the sculpture and architecture of ancient Champa-Vietnam, specifically the sites of Mỹ Sơn and Đồ Dàng.


Unit 8 (Week 13): This unit focusses on the pre-Angkorian and Angkorian sculpture and architecture of ancient Cambodia.


Sahai, Sachchidanand (2012). *The Hindu Temples in Southeast Asia. Their role in social,*. 100


Unit 9 (Week 14): This unit studies the art & architecture of the maritime kingdoms: Central and East Java:


Suggested Readings

- सिंह, रघुनाथ, दक्षिण पूर्व एशिया (कम्बुज, थाई, बर्मा, मलाया). वाराणसी: ज्ञानमंडल लिमिटेड.
- Chutiwongs, Nandana, 2002 [1984]. The Iconography of Avalokiteśvara in Mainland Southeast Asia, Delhi: Aryan Books International and IGNCA.
Department of History, University of Delhi


**Facilitating Teaching Learning Outcome:**

The course is structured around lectures and discussions based on select readings. The students need to be thorough with the essential readings. Regular presentations and participation in classroom discussions will be a necessary component of the course to ensure that students are able to develop the necessary visual and literary skills to interpret the varied dimensions of the connected histories of pre-modern Asian cultural encounters.

**Assessments**

There will be two modes of assessing students in this paper:
1) Students will be required to submit a term paper of approximately 3500 words, complete with citations and bibliography on a pre-discussed relevant theme. This term paper will be marked out of 25 marks.
2) An end of term semester examination of 3 hours duration will take place wherein marks will be awarded out of a maximum of 75 marks.
HSM 11
Medieval Societies: The Central Islamic Lands ca. 600-1300

Course Objectives:

The objective of the course is to chart the history of the Muslim communities in the Central Islamic Lands from 600-1300 CE, developing the internal history of the Muslim community and its larger geo-political contexts. While teaching students about the changes within the Muslim community it focuses upon the contexts in which transitions could be appropriated within relatively stable revelatory and exegetical traditions. The material contexts in which these debates concerning society and belief were located provide the larger frame of analysis for the course.

Learning Outcomes:

At the end of the course students would be able to:

- Recount the chronology of the major political formations that impacted the history of the Central Islamic Lands across 600-1300 CE.
- They would be able to contextualise these developments within larger transitions in the religion of Islam and the Shari’a from its revelation to its scholastic explorations in the ninth and tenth century.
- They would learn how these scholastic traditions and the politics of Empire reoriented an early Arabic exclusiveness to a more inclusive Islamic orientation.
- They would learn how to consider questions relating to ideological and social multiplicities and adherence to scriptural traditions whose histories are sometimes obscured.
- The paper also teaches students some of the great contradictions faced by Muslim jurists – the question of sovereignty and temporal authority in Islam, or the possibilities of continuing interpretation of the Holy Law.
- Debate how subjects pertaining to religion, ideology, culture are not epiphenomenal to material structures that reproduce social formations.

Course Content:

Unit 1: (Week 1-2): The Arabian peninsula in the seventh century, Qur’anic revelation and the Rashidun Caliphate.
Unit 2: (Week 3-4): The Marwanid settlement and the ‘Abbasid Caliphate.
Unit 3: (Week 5-6): The expansion of the Muslim community:
Unit 4: (Week 7-8): The Evolution of the Shari’a and establishing a new socio-political order.
Unit 5: (Week 9-10): Unity in the face of political divisions – the rise of Sultanates.
Unit 6: (Week 11-12): Social formations in the 9th through the 13th centuries – the city and the countryside.
Unit 7: (Week 13): Changes in the central Islamic lands with the intrusion of the Mongol-Steppe order.
Unit 8: (Week 14): Overviews: Towards a Comparative Study: Islamdom and western Christendom in the 12th century.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of these readings are available online, see: https://sites.google.com/site/duma1centralislamiclands/

Unit 1: (Week 1-2): This Unit will consider the bedouin traditions of pre-Islamic Arabian peninsula, its mercantile links and larger geo-political, Semitic and Iranian contexts of the region. It will also focus on the revelation of the Quran, the role of the Propher, the creation of the ummah, migrations, and Sufyanid tribal political formulations.


Unit 2: (Week 3-4): This unit will consider the Marwanid political arrangement; the Abbasid takeover; the "revolution" and its participants; ‘Abbasid absolutism; political hegemony and material prosperity.


Unit 3: (Week 5-6): This unit will introduce the complex adjustments of the early Muslim Community to the temporal governance of the Marwanids and ‘Abbasids. the processes of acculturation and conversion, and the challenge posed by the *Shu‘ubiyya*; and the *mihna*.

Unit 4: (Week 7-8): This unit will discuss the long evolution of the Shari’a, the context of the juridical debates, the piety-minded opposition; the emergence of the science of jurisprudence (‘ilm al-fiqh), the four schools of law madhabs, and taklid; the ‘ulama, and the conundrum facing ‘Abbasid authority.


Unit 5: (Week 9-10): This unit will discuss the rise of the Sultanates and the new role for the ‘Abbasids in the Ummah: al-Mawardi’s theory of the Caliphate. It will also discuss what historians describe as the Shi’i century; the different Turkish Sultanates: Ghaznavids and Seljuqs; and the emerging administrative structures and social transformations: ghulams, iqta’, madrasa.

Tor, D. G. (Nov. 2002). “Historical Representations of Ya’qūb b. al-Layth: A
Reappraisal” *Journal of the Royal Asiatic Society*, vol. 12, No. 3, pp. 247-275;

**Unit 6: (Week 11-12):** This unit will discuss the social and cultural life under the Sultanates with a primary emphasis on the areas historically known as Sham (Syria), Jazira (Iraq), Khurasan, Transoxania and Afghanistan. It will focus on interpretations of the cultural hegemony of the town, city life, agrarian relations and the delicate balance of power between the Amir and the Ra‘is (the urban notables).


**Unit 7: (Week 13):** This unit will discuss the challenge posed to the Central Islamic Lands by the Mongol invasions and the nature of the new ordering of the Pax Mongolica.


**Unit 8: (Week 14):** This unit will review the modes in which historians sometimes carry out comparative analysis and a historiographical warning in the carrying out of such analysis innocent of the politics involved.

Chicago Press, pp. 329-68;

Suggested Readings

The course is organized around Weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. There is a lot in this course that will be new to students – in terms of information (names, places, Arabic terms), concepts (notions of authority, service, associations, knowledge, beliefs) and historiography (orientalism, prosopography) – and the readings will need to be carefully contextualized with the lectures. Hodgson’s work is a lot more than a text-book; it charts out a method on how to study Islamicate societies (for the meaning of the term, see Hodgson). Read it carefully. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

Students enrolled in this course will be evaluated according to three modes:

1) The first will be a class quiz worth five marks, in mid-September. This will consider the new Arabic vocabulary that was taught in the first 6-8 Week of the course. Students will be asked to
explain the meaning of the terms and their historical significance. The quiz will ask for the meanings of 10 terms/names and will be out of 5 marks.

2) The second will be a ‘take home’ essay on one specified question (no choices) immediately after the mid-term break, worth twenty marks. Students will have 48 hours to write their essay of 1500 words (there will be negative marking for longer and shorter essays). Essays will not be accepted after the deadline. This is an ‘open book’ exam, meaning that students are allowed to consult their books and notes: 20 marks.

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 12
Science, Religion and Techno-communities in Medieval Asia, 1500-1700

Course Objectives:

The objective of the course is to introduce students to various aspects of science and technology in medieval Asia. The paper introduces students to how various communities in Asia engaged with the idea of science, technology and medicine. This course moves away from the conventional Eurocentric narratives and brings into discussion the non-European societies that had cultivated their own language of rational thoughts and knowledge production. The objective of the course is to familiarize students with developments in the field of science and technology in the medieval period. It will also teach them about the economic and ideological contexts within which science and technology came to be defined and understood in the non-European world and before the colonial era.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with a number of geo-political regions that include medieval Turkey and early modern China. The scientific and technological developments in these regions will be very useful to make a comparative historical analysis of human thinking and knowledge production.
- Able to understand how medieval societies perceived science and technology.
- In a position to locate the social and cultural histories of medieval period through the prism of ‘science’ and ‘rationality.’
- Familiar with a variety of ‘science communities’, cutting across religion and ethnicities.
- Learn about the social and intellectual engagements with ‘distant’ communities within Asia and their interconnectedness and ‘familiarity’ across regions and communities.
- Comprehension of a range of diverse readings that deal with a variety of scientific, technological and social turns in the medieval period that led to the birth of ‘modern’ science, technology, and medicine.

Course Content:

Unit 1 (Week 1-2): History of Science and Technology: A Theoretical Understanding
Unit 2 (Week 3-4): Translation and Transition: Exchange of Ideas in the Medieval World
Unit 3 (Week 5-6): Medicine, Hygiene and Body in Medieval Asia
Unit 4 (Week 7-8): Privilege and Patronage: Technology and Empire Building
Unit 5 (Week 9-10): Religion, Science and Society in Arab World
Unit 6 (Week 11-12): Technology in the Indian Ocean: Trade, War and Power in South Asia.
Unit 7 (Week 13): Accommodation and Assimilation: Science and Technology in Plural Societies.
Unit 8 (Week 14): Review Week

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

**Unit 1: (Week 1-2):** This unit will introduce students to the historiography of science and technology in the Middle Ages.

- George, Sarton,. (1955). *Introduction to the History of Science; A History of Science; Appreciation of Ancient and Medieval Science During Renaissance (1450-1600)*, New York: Barnes and Noble, pp. 1-84.

**Unit 2: (Week 3-4):** This unit discusses how scientific ideas circulated in medieval and early colonial world


**Unit 3: (Week 5-6):** This unit discusses various traditions of medicine, hygiene and body in medieval and Early Modern Asia.

Unit 4: (Week 7-8): It discusses the relations between state, royal patronage and science knowledge in medieval Asia.


Unit 5: (Week 9-10): It discusses the relationship between religion and sciences in medieval Arab World.


Unit 6: (Week 11-12): This unit will discuss different kind of maritime and war technologies in the Indian Ocean littoral.


Unit 7: (Week 13): It discusses how science knowledge and technological developments influenced plural societies in medieval south Asia.

Unit 8: (Week 14): This review unit will focus on the latest historiographical and intellectual developments in the field of history of science, technology and medicine and students will be encouraged to engage with the contemporary social and political discussions around the subject matter.

Suggested Readings:


**Facilitating Teaching Learning Outcome:**
This course is organized around lectures and class room discussions, largely based on the readings as mentioned above. Students are expected to participate in class room discussions and make short theme based presentations and brief write ups that can help them to polish their language, communication skills and method of articulation.

**Assessment:**

Students who take this course will be assessed according to two modes:
1) Students are required to submit a theme based research paper (2500-3000 words) on a topic that they are free to choose from the course, with the help of the teacher. This term paper is marked out of 25 marks.
2) The end of term semester examination covers the full content of this course. The examination will be of 3 hours duration and students are required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 13
History of North Africa and Spain, ca. 8th -15th Century

Course Objectives:

This course explores the spread of Islamic Civilization and its development in North Africa and Spain from 8th -15th Century A.D. It will examine the state of affairs in the North Africa and Spain before the Islamic conquest, the socio-economic and political history during the period of the Umayyads and Abbassids. It will have special focus on the society and culture of Islamic Spain, and its impact on Europe in different walks of life. The students would be introduced to the achievements of philosophers, scientists and mystics of this era along with historiographical debates and questions reflecting the modes of interpreting the events that had such an important role in shaping the western European world.

Learning Outcomes:

At the end of the course, students would be:

- Able to have a broad understanding of the politics and key events in the history of various dynasties ruling North Africa and Spain.
- Understand that knowledge travels between cultures and that the Medieval Islamic World was diverse, advanced, connected and influenced the world as we know it today.
- Introduced to Jewish, Christian, and Muslim intercultural relations in Spain under the Muslim rule, the Muslim rulers’ preference for religious tolerance and collaboration and coexistence among these communities.
- Appreciate the developments made in the fields of knowledge (ilm) of Science, technology, Philosophy, mysticism, art and architecture, music etc. in the Medieval Islamic world. How did scientific inventions of the Medieval Arabic world make their way to Europe and how did they eventually contribute to shaping the world? How was knowledge preserved and how did it travel through the ages?

Course Content:

Unit 1: (Week 1-2): Introduction: The Maghreb: Historical Geography. Arab conquest and the establishment of Muslim rule in North Africa.
Unit 2: (Week 3-4): Islamization and Arabization of the Maghrib: The Berbers, The Idrissids and The Fatimids.
Unit 4: (Week 7-8): The Muslim conquest of Spain: the Damascus Caliphate and the independent Umayyad Emirate.
Unit 5: (Week 9-10): The Decline and collapse of Arab rule and establishment of Christian rule in Spain.
Unit 6: (Week 11-12): A comparative study of the Society of al-Andalus and Christian Spain:
Muslims, Christian and the Jews.

**Unit 7: (Week 13):** Islamic thought in Spain: The philosophy of Ibn-Rushd, Ibn- Tufayl; mysticism and the rise of Ibn-Arabi.

**Unit 8: (Week 14):** The significance of Andalus & its Arts: Islamic legacy & influence in Spanish literature, Science, technology. Origin and development of Music; influence on European art, literature and culture.

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

**Unit 1: (Week 1-2):** This unit will cover the historiographical backdrop of the Arab conquest and the establishment of its rule in North Africa


**Unit 2: (Week 3-4):** This unit will examine the process of Islamization and Arabization of the Maghrib


**Unit 3: (Week 5-6):** This unit will focus on the discontent and rebellion against the Arab rule and the establishment of indigenous polities in Maghrib


**Unit 4: (Week 7-8):** The conquest of Spain and the formation of sovereign Andalusian Umayyad Emirate will be studied in this unit


**Unit 5: (Week 9-10):** This unit will examine causes and consequences of the collapse of Arab rule in Spain


**Unit 6: (Week 11-12):** The unit will have a comparative study of the Society of al-Andalus; Jewish, Christian, and Muslim intercultural relations and coexistence


**Unit 7: (Week 13):** This unit will initiate students to mystical Islamic thought in Spain particularly the philosophy of Ibn-Rushd, Ibn- Tufayl and Ibn-Arabi


**Unit 8: (Week 14):** The unit will discuss the significance and cultural greatness of Andalus and its influence on European art, literature and culture (Renaissance).


**Suggested Readings:**

Department of History, University of Delhi

- Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Christians and Jews Created a Culture of Tolerance in Medieval Spain.*

**Facilitating Teaching Learning Outcome:**

The course is structured around Weekly lectures and discussions based on the readings. Students will be required to make presentations in the class on the themes and topics of the course intended to promote verbal communication expertise and acquire competence to handle the readings efficiently.

**Assessments:**

1) There will be an internal assessment test held around mid-semester, marked out of 10 marks.
2) The students are required to write and present a research paper in the class (with full citations and bibliography) on the themes of the course identified by the teacher, marked out of 15 marks.
3) There will be an end of semester examination that will cover the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-14 --
Central Asia: Politics, Society and Warfare from Chingiz Khan to Timur

Course Objective:

This is a survey paper designed to acquaint the students with major developments in Central Asia between 13th to 15th centuries. The rise of Mongols under Chingiz Khan laid the foundations of the political structures of the region, creating new structures of authority and command. In addition to slaughter and destruction which every Mongol raid invariably unleashed, they also promoted unhampered trade and commerce and ensured safety on the great silk route. The diffusion of military technology and the techniques like making of paper were their ‘gift’ to the civilized world. The students will have a holistic view of the Mongol phenomenon that goes beyond the paradigm of brutality and annihilation of the victims.

Learning Outcome:

At the end of the course the students would be:

- Familiar with the nomadic and tribal structures of the Mongols prior to the rise of Chingiz Khan
- Familiar with the efforts of Chingiz Khan as to how through sheer discipline and bravery he was successful in creating one of the largest empires of the pre-modern times
- Understanding the weaknesses creeping the system in the urban way of life compared to the nomadic ways of the tribal people
- Learning about the Mongol discipline and mobilization of the combating forces as the largest and most mobile military unit during the pre-modern times
- Learning how the Mongols, besides promoting trade and commerce, have also been a great patron for the liberal arts and Persian poetry. It will be interesting to see that mysticism developed as the most powerful social philosophy under the patronage of various Ilkhanid Mongol Princes

Course Content

Unit 1: (Week 1-2): Sources: Persian and Mongol.
Unit 2: (Week 3): Geographical demarcation of Central Asia.
Unit 3: (Week 4-5): Rise of the Mongols: political and economic dimensions; social and cultural life, Chenghis Khan and the Mongol State.
Unit 4: (Week 6-7): Central Asia in 12th and 13th centuries: Turko-Persian states; First phase of Mongol expansion in China, Central Asia, Delhi Sultanate, Persia and Eastern Europe, Causes of their success.
Unit 5: (Week 8): Impact of Mongols campaigns. Response of Delhi sultanate to Mongol invasions
Unit 6: (Week 9): Second phase of Mongol campaigns: End of the Ismailis of Almut and
Abbasid Caliphate; Rise of Chaghatay and Ilkhanid states in Central Asia and Persia

Unit 7: (Week 10): Cultural Efflorescence of Persia under Ilkhanids: Persian Poetry, *Tasawwuf* and other liberal arts

Unit 8 (Week 11-12): Division of Chaghatay state, Rise of Timur.

Unit 9: (Week 13-14): Mongols as agents of change; Advances in Military Technology and patronage to trade and commerce.

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

**Unit 1: (Week 1-2):** This unit will familiarize the student with the source material available on the subject with the critical analysis.


**Unit 2 (Week 3):** This unit will examine the geographical region of Central Asia and Khurasan which faced the Mongol fury along with its history and the state formations.


**Unit 3 (Week 4-5):** This unit would focus on the rise of the Mongols under Chengiz Khan, the tribal organisation of the Mongols and the consolidation of Mongol power.

- Haqqi, S.A.H. (2010). *Chingiz Khan: The Life and Legacy of an Empire Builder*, Delhi, pp. 1-84. (Chapters 1, 2, 3)

**Unit 4 (Week 6-7):** This unit will examine Central Asia in 12th and 13th centuries: and the first phase of Mongol expansion in China, Central Asia, Delhi Sultanate, Persia and Eastern Europe.
Unit 5 (Week 8): This unit will trace the impact of the Mongol campaigns in central Asia and Delhi Sultanate.


Unit 6 (Week 9): In this unit discussion will revolve around the later phase of the Mongol campaigns and the eventual rise of Chaghatay and Ilkhanid states in Central Asia and Persia.

Lewis, Bernard. (1968). *The Assassins*, New York, Chapter 4,5,6- pp. 64-140.


Unit 7 (Week 10): Here the emphasis will be laid on the cultural efflorescence of Persia under Ilkhanids with reference to Persian poetry, tasawwuf and Islam.


Unit 8 (Week 11-12): Division of the Chaghatay state and the subsequent rise of Timur would be discussed in this unit.


Unit 9 (Week 13-14): This unit will look at the aspects of the ‘blessings in disguise’, the way diffusion of gunpowder, firearms and other military techniques spread out and the protection extended to the traders and merchants at the trans-continental level.


Suggested Further Readings:

- Bosworth, C. E., *The Ghaznivids: Their Empire in Afghanistan and Eastern India: 994-1040*
- Hodgson, Marshall, *the Venture of Islam, Volume I-III.*
- Jackson, Peter, ed., *Cambridge History of Iran, Volume III-VI*
- Manz, Beatrice Forbes, *The Rise and Rule of Tamer Lane.*
- Dughlat, Mirza Haider. (1895). *Tarikh-e Rashidi*, trns. E.Denison Ross, Patna reprint..
Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Students enrolled in the course will be evaluated in three ways:
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 15
THE OTTOMANS FROM THE 14-17th CENTURIES

Course Objectives:

The objective of the course is to acquaint the students with a non-European imperial formation, from the 13th to the 18th centuries. It will teach students the major historiographical interventions in Ottoman history, and how they have changed our understanding of the empire. With a focus on the Ottomans, the course will help students appreciate the complex network of alliances, and forms of communication that sustained and reproduced empires in the late medieval and early modern period. The course has a comparative edge, and will push the students to compare the Ottoman empire with the other contemporaneous empires, in particular the Safavids and the Mughals.

Learning Outcomes:

At the end of the course, students would:

- Understand the broad debates and historiographical interventions in modern Ottoman historiography
- Realize how empires reproduce themselves in pluralistic and divergent socio-cultural settings
- Appreciate the deep cultural and intellectual affinities that the Ottoman empire had with the Mughals in India and the Safavids in Iran.
- See how identities were constructed and contested in the early modern Islamic empires.

Course Content:

Unit 1: (Week 1-2): Asia Minor Before the Ottomans: An Overview
Unit 2: (Week 3-4): The Early Ottomans: The idea of frontier and gazi.
Unit 3: (Week 5-6): Disintegration and Reintegration: Fall of Constantinople / Conquest of Istanbul (1453).
Unit 4 (Week 7-8): Centralisation and its discontents: key institutions
Unit 5 (Week 9-10): Harem and Imperial Sovereignty
Unit 6 (Week 11-12): Gender Relations in Household Spaces
Unit 7 (Week 13): Literary Trends in Ottoman court culture
Unit 8 (Week 14): Interpretations of Ottoman Economy

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): The objective of this unit is to acquaint the students with the political culture in the region before the emergence of the Ottoman empire

Vryonis, Speros Jr. (1971). *The Decline of Medieval Hellinism in Asia Minor and the Process of Islamization from the Eleventh through the Fifteenth Century*. Berkeley:
Unit 2: (Week 3-4): This unit covers the early history of the Ottoman empire, focusing on the conquests and the ideologies of warfare


Unit 3: (Week 5-6): This unit covers the developments up till the fall of Constantinople, and looks at the socio-political consequences


Unit 4: (Week 7-8): This unit covers the administrative institutions in the Ottoman empire, and examines the technology of rule


Unit 5: (Week 9-10): This unit will focus on the political process, and see how gender served to reproduce imperial sovereignty.


Unit 6: (Week 11-12): This unit will look at gender relations in routine lives of ordinary subjects.


Unit-7: (Week 13): This unit examines the cultural trends and literary culture in the Ottoman empire


Unit 8: (Week 14): This unit looks at the economic developments in the Ottoman empire, and examines the historiography on the empire’s economic relations with Europe


Inalcik, Halil and Donald Quataert. (Eds.). (1994). *An Economic and Social History of the Ottoman Empire*. Cambridge: CUP.

Suggested Reading:


Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Assessment of students who take this course will be in 3 modes:

1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks?
3) There will be an end of term semester examination that will cover the contents of the entire
course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 19
South East Asian History and Anthropology

Course Objectives:

This paper will examine some of the important studies in the anthropology and history of South-East Asia in their geographical and methodological dimensions. The course will cover the period of colonial history and address themes in political economy and culture that pertain to this period. While focusing on historical specificities of different regions, the idea is to introduce historical themes to students through interdisciplinary perspectives from anthropological theory and history.

Learning Outcomes:

This course will require students to read a range of rich historical and anthropological work on a region that is unlikely to be familiar from their previous education in history. Many of these texts are interdisciplinary, drawing upon the archive as well as in ethnographic material to explore dominant themes in South East Asian history. These include the structure of peasant resistance, the plantation industry and colonial law, the character of the colonial state and concepts of the social and the political in the pre colonial period. Students will be expected to read the texts circulated in class and participate in class discussions and presentations by their peers.

Course Content:

Unit 1: (Week 1-2): Anthropology as Method
Unit 2: (Week 3-4): Rethinking ‘South East Asia’: alternate spatial paradigms
Unit 3: (Week 5-6): The Political Economy of Subsistence I
Unit 4: (Week 7-8): The Political Economy of Subsistence II
Unit 5: (Week 9-11): Peasants and Protest
Unit 6: (Week 12-14): Plantations, Race and Resistance

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce students to Anthropology as a discipline and method and its affinities with the discipline of History.


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Unit 2: (Week 3-4): This unit will critique the model of Area Studies and explore historical writings on alternate spatial paradigms for South East Asia


Unit 3: (Week 5-6): This unit will introduce some key concepts in anthropology (reciprocity, redistribution, segmentation, prestige, gift economy, debt, obligation) that are essential for studying highland economies of South East Asia


Unit 4: (Week 7-8): This unit will focus on the role of the colonial state and market in transforming the peasant economies of lowland South East Asia.


**Unit 5: (Week 9-11):** This unit will study the structure of peasant protest in South East Asia under colonialism with a specific focus on the Depression Rebellions.


**Unit 6: (Week 12-14):** This unit will study the plantation economies of South East Asia, their structured, racial violence embedded in colonial law, and the resistance from workers.


**Suggested Readings**

- Sadan, Mandy Review of *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, published in *Reviews in History* (https://www.history.ac.uk/reviews/review/903)
Facilitating Teaching Learning Outcome:
The course is organized around Weekly lectures and reading assignments. Students will have to read the Weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

Assessments:
There are three modes of assessing the work of students in this course:
1) Each student will have to make a class presentation on a text and theme that will be arrived at after discussion with the Course Instructor. These presentations will be marked out of 10.
2) Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire
course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course deals with social formations in medieval Europe, with a particular emphasis on Western Europe. It charts the intersecting impact of the Church, Germanic traditions and the entrenched elites from antiquity. Themes will provide a broad outline of European medieval history from an analysis of social and economic structures to the history of the Church, significant political developments and an understanding of the medieval worldview. It follows the religious and spiritual trajectory of this society and considers why the period might be labelled ‘medieval’.

Learning Outcome:

At the end of the course, students would:

- have learnt about the history of the societies of Western Europe during the period between the sixth and the fourteenth centuries.
- Understand historiographical debates around periodization in history.
- Students would be able to respond why this period is referred as medieval? What were the concrete progresses made in the field of culture, commerce, science and technology?
- Students will survey the conditions of material life and changing social and economic conditions in medieval Europe with reference to the comparative context of contemporary civilizations.
- The study the specific factors, both institutional and technological, which have contributed to the emergence of modernity and capitalist growth in Western Europe in contrast to the trajectories followed by the other major medieval societies will provide students a comparative insight.
- A rich understanding of these aspects would prepare the students to engage with the substantive issues of change and continuity during this period.

Course Content:

Unit 1: (Week 1-2): Issues of Periodization and Middle Ages in Western Europe.
Unit 2: (Week 3-4): Late Roman Antiquity and Barbarian Europe.
Unit 3: (Week 5-6): Medieval Institutions and Tripartite Society.
Unit 4: (Week 7-8): Growth of Medieval European Economy and Urban Life.
Unit 5: (Week 9-10): The World of Medieval Mentalities and Gender.
Unit 6: (Week 11): Cultural Practices and Religious Order.
Unit 7: (Week 12): Science, Technology and Environment.
Unit 8: (Week 13): Fourteenth Century Crisis and Peasant Rebellions.
Unit 9: (Week 14): The World of Ideas and Knowledge.
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit 1: (Week 1-2):** Taking a thematic approach this unit will focus on theoretical and historiographical questions regarding categories of ‘Periodization’ and ‘Middle Ages’ in Europe.


**Unit 2 (Week 3-4):** This unit will map the principal social, political, economic and cultural changes and characteristics of the early middle ages.


**Unit 3 (Week 5-6):** This unit will cover the rise of medieval institutions and tripartite society with special reference to kingship, nobility, clergy and peasantry to question ‘feudalism’ as a category.


**Unit 4 (Week 7-8):** This unit will explore revival of trade, commerce and growth of towns with special focus on merchants and artisans life.


**Unit 5 (Week 9-10):** This unit will investigate the social milieu of medieval society and formation of hierarchies to develop an in depth understanding of medieval family and gender.

Unit 6 (Week 11): This unit will study the institution of medieval Church and papacy within the context of cultural change and continuity.


Unit 7 (Week 12): This unit will assess growth of science and technology in relation to magic and environment.


Unit 8 (Week 13): This unit will focus on agriculture and rural society as a backdrop to study the peasant rebellion and crisis within the feudal mode of production.


Cohn, Samuel Kline, Jr., (Ed. and trans.), (2004). *Popular Protest in Late Medieval Europe: Italy, France and Flanders*, Manchester: Manchester University Press.

Sullivan, Donald. (1981). “The End of the Middle Ages: Decline, Crisis, or

Unit 9 (Week 14): This unit will present the intellectual trends, scholasticism and forms of knowledge with special reference to beginning of Renaissance.

Suggested Further Readings:

- ब्लाख, मार्क, (२०१२) सामंती समाज(दो खंड) नयी दिल्ली: ग्रन्थशिल्पी .
Primary sources and modern historiographical debates will be introduced to students in Weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course will be evaluated in three modes.
1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations around history, nationalism, sexuality and race, and their relationship to gender. Students are required to focus on some pioneering works, which have moulded the ways in which scholars examine these issues in historical contexts. The course will teach how gender enriches our understandings of history and its varied social themes, and will enable students to explore linkages that have hitherto been in relative darkness. While looking at broad historiographical trends in writing gendered histories, students will be required to juxtapose these to trends in writing histories of gender in India. Finally, students will explore select case studies to highlight the connections between gender and history.

Learning Outcomes:

At the end of the course, students would:

• Understand historiographical interventions in the study of gender.
• Appreciate the importance of studying gender as a key category of historical analysis, and how ‘femininity’ and ‘masculinity’ have been culturally constructed in relation to each other in different societies.
• Realise how and why historically ‘gender roles’ have been socially conditioned.
• Have learnt about the ways in which inter-linkages between gender, nation, sexuality and race have been theorised and thought about by historians.
• Understand the intersections between global gendered histories and their meanings for writing history in India.
• Through concrete contexts and case studies, understand how gender brings new dimensions to our understanding of history.

Course Content:

Unit 1: (Week 1-2): Gender in and as History
Unit 2: (Week 3-4): Gender in Indian History
Unit 3: (Week 5-6): Gender, Nation and Nationalism
Unit 4: (Week 7-8): Sexualities: Reading Foundational Texts
Unit 5: (Week 9-10): Sexualities and Indian History
Unit 6: (Week 11-12): Gender, Race and Racism: Black Feminism
Unit 7: (Week 13): Renaissance and Gender
Unit 8 (Week 14): Women in Nazi Germany

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1 (Week 1-2): This unit will cover methodological and theoretical questions regarding the relationship between gender and history.


Unit 2 (Week 3-4): This unit will examine how gender is critical for an in-depth understanding of Indian history.


Unit 3 (Week 5-6): This unit will understand how and why gender is crucial in comprehending nations and nationalism and the gendered nature of the nation itself.


**Unit 4 (Week 7-8):** This unit will focus on, and read, some foundational texts in histories of sexualities.


**Unit 5 (Week 9-10):** This unit will examine how sexualities have been embedded in multiple sites of Indian history.


**Unit 6 (Week 11-12):** The theory and praxis of black feminist thought will be studied in this unit.


**Unit 7 (Week 13):** Through a case study of Renaissance in Europe, this unit will highlight how a gendered perspective brings depth to our understanding of the era.


**Unit 8 (Week 14):** The second case study of this course will study the position of women in Nazi Germany.


**Suggested Readings:**

Facilitating Teaching Learning Outcome:
The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Students enrolled in the course will be assessed in three modes
1) There will be an internal assessment exam held in mid-semester. This will be out of 20 marks.
2) Students will also be asked to make a brief class presentation, which will be out of 5 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

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

Learning Outcomes:

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

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

Course Content:

Unit 1 (Week 1-3) Conquest and Signs
   a. Columbus and Signs
   b. Indians and Signs

Unit 2 (Week 4-6): Conquest and Brutalities
   a. Types of Brutalities and Bartolome de Las Casas
   b. Quantitative aspect of Brutalities
   c. Traces and Transformation

Unit 3 (Week 7-9): Conquest and Philosophical Anthropology
   a. Debates on Barbarian and Slaves in 16th and 17th century
   b. Comparative Ethnology in 16th and 17th century

Unit 4 (Week 10-13): Conquest, Revolts and Emergence of ‘New’ Political Culture
   a. Pattern and Issues of Revolts in 16th and 17th century
   b. Haiti Revolution
   c. ‘New’ Political Culture

Unit 5 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1: (Week 1-3): By the end of this unit, students will learn about history of identity and problem of recognition in process of cultural confrontation. Also, It will examine historical context of self and other


Unit 2: (Week 4-6): By the end of this unit, students will learn about brutalities as tool of research and types of brutalities especially w.r.t Bartolome Las casas. Along with impact of genocide, the students will become familiar with changes in society and politics.


Unit 3: (Week 7-9): By the end of this unit, students will learn about historical aspect of debates on understanding Indians from theological and anthropological perspectives.


Unit 4: (Week 10-13): By the end of this unit, students will learn about history of revolts, and its role in shaping evolution of society and politics in America.


Unit 5: (Week 14): Overall Review Week

Select Readings:


**Facilitating Teaching Learning Outcome:**

The course is structured as Weekly lectures and reading assignments. On the one hand, the essential readings build up basic understanding about issues, on the other, the students will be motivated to explore readings beyond those given in the course listing, paving the way for a research orientation and knowledge production. In order to enhance verbal communication skills of students, one paper presentation and group discussion on any two books (one book from essential reading and one relevant book as per choice of student with the permission of the teacher) will be held. Preparation of reports and assignment will enhance writing skills of students.

**Assessments:**

The Assessment is aimed to ensure that students not only acquire knowledge as per themes of paper, but also, develop understanding about reading a text, ability to connect history with relevant issues of society and find new dimensions on themes referred in paper by approaching relevant primary sources in creative ways. Students enrolled in the course will be evaluated in two modes.

1) Three Tests will be held -- two written test and one presentation. Out of this, the best two will be counted for a total of 25 Marks – 12.5 marks each. In case of presentation, the students are required to consult primary sources, and prepare assignment following framework of research paper with proper citations.

2) Finally, the students have to appear in end semester exam (Maximum Marks-75) at the end of semester. The end semester exam will cover all contents of the course and the time duration is 3 hours. Out of 8 questions, the students can attempt any four questions.
Course Objective:

The paper aims to familiarize students with various forms of servitude: slavery, indenture, debt peonage, neo bondage and human trafficking. It will study these forms from a global history perspective. Since freedom and servitude define each other, this course focuses on this conjoint history of servile and "free" forms of labour, beginning with the discovery of the new world ca 1500 till the present era. The development of capitalism and its link with unfree labour will be a key focus area of this course. Forms of labour servitude and their transformations and abolition, and the rich historiography surrounding these issues will be at the centre of the teaching of this course. The course will focus on three key figures of the modern era: The Slave, The Coolie and the “Free” Labour.

Learning Outcome:

On completing the course students will learn the following:

- Know the significance of coerced labour in the making of the modern world.
- Be aware of the relationship between contemporary forms of labour servitude and its historical precedents.
- Understand the different historiographical interpretations of the main issues of servitude and freedom.
- Be able to critically interrogate the dominant Eurocentric perspective on transition from unfree to free labour and its links with development of capitalism on a global scale.
- Have a transnational and trans regional perspective on varieties of labour servitude and their mutual relations.
- Critically engage with the question of historical inevitability and alternative paths in the making of the contemporary capitalist world.

Course Content:

Unit 1: (Week 1-2): An Overview of Freedom and Servitude in the Modern World
Unit 2: (Week 3): Fading Slavery in Europe and Rise of Slavery in the New World
Unit 3: (Week4-5): Racial Slavery and Alternatives
Unit 4: (Week 6): Slavery and the Plantation economy-Brazil, the Caribbean and the US
Unit 5: (Week 7): Capitalism and Slavery-British Industrialisation
Unit 6: (Week 8): Slavery in the Indian Ocean World, ca 1600s-1900s
Unit 7: (Week 9): The Long Abolition: Abolitionist movement in Britain and France
Unit 8: (Week 10): Haitian Revolution and its impact
Unit 9: (Week 11): Abolition and its Aftermath: The Coolie Century 1800s-1900s
Unit 10: (Week 12): The Persistence of Coerced Labour in the 20th Century
Unit 11: (Week 13-14): Post-Modern Slavery: Myth and Reality
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will focus on the conceptual aspects of freedom and servitude.


Unit 2: (Week 3) This unit will familiarise students with the background to the re-vivification of slavery in the New World.


Unit 3: (Week 4-5) This unit will focus on the causes behind the rise of racial slavery in the new world and Africa emerging as a major source of labour.


Unit 4: (Week 6) This unit traces the rise of the Plantation Complex based on Slavery in the New
Unit 5: (Week 7) This unit focuses on the crucial link between Slavery and Industrialisation and its historiography.


Unit 6: (Week 8) This unit will track back to survey the parallel development of slavery in the Indian Ocean world to compare and contrast with Atlantic Slavery.


Unit 7: (Week 9): This unit will focus on the abolitionist movement in Britain and its historiography.


Davis, Brion Davis. (1999). *Problem of Slavery in the Age of Revolution, 1770-1823,*

Unit 8: (Week 10): The unit focuses on the Slave Revolution in Haiti and its enduring Legacy for Modern World of Freedom.


Unit 9: (Week 11): This unit traces the rise of indentured labour regimes in the aftermath of abolition of Slavery and its eventual decline.


Unit 10: (Week 12): This unit will study the continued presence of coerced labour in the 20th century and International efforts at regulation and eradication.


Unit 11: (Week 13--14): This unit will look at contemporary debates on the prevalence of the
‘modern Slavery’ and various forms of human trafficking.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

Teaching of the course is organized around lectures in two Weekly classes of one hour forty minutes duration each. Students will be encouraged to read up the essential readings before the class. Basic interpretation of visual and literary sources and Cartographic knowledge will be imparted wherever possible with the aid of digital instruction tools.

**Assessments**

Students who take this course will be assessed in two modes:

1) They will be assessed on the basis of a mid term examination of one hour duration of twenty five marks in Week 8 of the course.
2) At the end of the semester the students will take an examination of three hours duration for 75 marks. They are required to answer any four out of eight questions.
Course Objectives:

This course will study the English, French and Russian revolutions that are conventionally considered paradigmatic, alongside the Freedom movement in India, to raise questions on the nature of the revolutionary and its relationship with thought and historical change. This study will explore ideas and the relationship between ideas, historical consciousness and political movements, focussing on primary sources.

Learning Outcomes:

At the end of the course, students would:

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

Course Content:

Unit 1: (Week 1-2): Revolution: Concepts and Categories

Unit 2: (Week 3-5): The English Revolution(s): From the Civil Wars to the “Glorious Revolution”: Natural Law, Feudal Law, and Common Law. The Social Contract. The Political and the Eschatological.


Unit 4: (Week 9-11): The Russian Revolution(s): Political Economy and History, Politics and the Vanguard. Class, State and Revolution.

Unit 5: (Week 12-14): The Freedom Movement in India: Ahimsa and Satyagraha and the question of the Revolutionary

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

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


Unit 2: (Week 3-5): This unit will study notions of Kingship, popular sovereignty, natural rights, property, franchise and the contract in the context of the English Civil wars in particular.


Unit 3: (Week 6-8): This unit will study the conceptualization of the relations between Kingship and revolution, popular sovereignty and the contract, History and progress, gender and the notion of the public, and slavery and popular sovereignty in the context of the French Revolution.


Hont, Istavan “The Permanent Crisis of a Divided Mankind: ‘Contemporary Crisis of the Nation-state’ in Historical Perspective” *Political Studies* (1994) XLII 166-231


**Unit 4: (Week 9-11):** This unit will study notions of revolution, the party, the state and political-economy in the context of the historical development of Russia as much as the Bolshevik Revolution.


**Unit 5: (Week 12-14):** This unit will explore the question of revolution in the context of M.K. Gandhi’s political philosophy and practice as well as those of his critics in the context of the Freedom Movement in India.


Suggested Readings:


Facilitating Teaching Learning Outcome:
The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course to develop their persuasive and analytical abilities.

Assessments:
The students will have to make one presentation based on a primary text and write one research paper based on primary and secondary sources. Students will have to inform and seek permission from the teacher on the topics/texts chosen for the presentation and research paper in advance.
1) The presentation will comprise of 10 marks.
2) The written paper will comprise of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 31
The History and Heritage of Animals c. 1600-2000

Course Objectives:

This paper is counterintuitive in nature, in that its focus is not only on humans and their habitats but on the animals and their relationship with human society. The course studies the increasing unequal relationship and the political and economic structures organised by different social groups globally to enforce their writ. The course aims to identify the strands of power and exploitation that allows for the viewing of animals and their contextualisation in the evolving societies and politics of the times.

Course Outcomes:

- Students would learn about historical processes that have shaped the increasingly unequal relationship between animals and humans.
- They would also focus on the craft of history where the primary focus will not be on humans as much as it would be on animals, their habitat, their role in shaping human civilizations.
- Students would learn about the struggle between civilization and what it has defined as the ‘wild’.
- Students would also learn about the gradual and speedy loss of the species which nowadays has become a part of everyday news.

Course Content:

Unit 1 (Week 1-2): Philosophical and historical traditions- Conceptual debates on competing views of animal rights. The fauna icons and competing nationalisms, legacies of hunts -- Cultures, Taxonomy and Nationhood.

Unit 2 (Week 3-4): American Bison- Contests over the West, the European and Indian wars and their after effects, American national icon, the economic capital hanging on animal, near extinction of national icon, contesting for the future- Science and the parks.

Unit 3 (Week 5-6): Elephants -- Elephants in Asia with special reference to India; foe or friend, pre-colonial legacies and their consequences; Protection, extermination and preservation: Ivory, Empire and slavery in Africa.

Unit 4 (Week 7-8): The Big cats in Asian Cultures- The tiger in Asian cultures- religiosity, conflict and survival, Conquest, extermination and sport hunts in Dutch Java and British India, Imperial dominance and Alternative visions. The legacy of the Lion- imperial icon, the royal hunt, sport trophies and endangered species. The hunt chaser - Cheetah.

Unit 5 (Week 9-10): The dromedaries and double-humped camels- The role of camels in Asian Cultures-transport, agriculture, introduction of carts, war feeds, Islamic pilgrimage and animal, breeding, tourism, endangered species, the Indian Saga of camel.

Unit 6 (Week 11-12): The Primates and People- Cultures and traditions, Apes and science, Empire and Nationalism. Incarnation of new empires and Uncertain futures for the great apes.
Unit 7 (Week 13-14): The debate in the British empire- Agrarian expansion, pastoralist and conflicts. The changing perspectives of Ethology, ethics, ecology in the late twentieth century. The ivory debate, Animal products and the Vegan Culture, Environmental and Ecology protection-conservation parks and sanctuaries and save Earth.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will teach students about the philosophical and historical traditions: conceptual debates on competing views of animal rights. The fauna icons and competing nationalisms, legacies of hunts- Cultures, Taxonomy and Nationhood.

Unit 2 (Week 3-4): This unit will teach students about the American Bison and the Contests over the West, the European and Indian wars and their after effects, American national icon, the economic capital hanging on animal, near extinction of national icon, contesting for the future-Science and the parks.

Unit 3 (Week 5-6): This unit will teach students about the Elephants in Asia with special reference to India-foe or friend, pre-colonial legacies and their consequences- Protection, extermination and preservation. The African elephant will be studied in context of the ivory trade, Empire and slavery in Africa.

Unit 4 (Week 7-8): This unit will teach students about the Big cats in Asian Cultures- specially,
the tigers in Asian cultures - religiosity, conflict and survival, Conquest, extermination and sport hunts in Dutch Java and British India, Imperial dominance and Alternative visions. The legacy of the Lions will be studied in context of the imperial icon, the royal hunts, sport trophies and endangered species. The history of the hunt chaser-Cheetah, will also be read.


Unit 5 (Week 9-10): This unit will teach students about the dromedaries and double-humped camels. The role of camels in Asian Cultures - transport, agriculture, introduction of carts, war feeds, Islamic pilgrimage and animal, breeding, tourism, endangered species, the Indian Saga of camel will be the main focus in this unit.


Unit 6 (Week 11-12): This unit will teach students about the various types of relationships that exist between the Primates and People with special focus on the binaries of Cultures and traditions, Apes and science, Empire and Nationalism. The incarnation of new empires and uncertain futures for the great apes will also be looked at.


Unit 7 (Week 13-14): This unit will teach students about the debate that were taking shape in the British empire during the late nineteenth century and the early twentieth century. For example - Agrarian expansion, pastoralist and conflicts. The changing perspectives of Ethology, ethics, ecology in the late twentieth century will also be culled. The ivory debate, Animal products and
the Vegan Culture, Environmental and Ecology protection-conservation parks and sanctuaries and save Earth debates will also be discussed in relation with the major themes of animal history.


Suggested Readings:

Department of History, University of Delhi


Facilitating Teaching Learning Outcomes:

The course is organized around Weekly lectures and reading assignments. During the course participants are expected to write and present reports, participate in class discussions on themes and topics located by the instructor. This exercise is to ensure that students learns to comprehend with the reading material and shall be able to develop their oral presentations and writing skills.

Assessments:

There will be three modes of assessing students enrolled in this course:
1) Students will have to submit two papers (either in Hindi or English) approximately of 10-12 pages (inclusive of bibliographic apparatus) on themes finalised in the class discussions with the mentorship of the instructor. These essays will be marked out of 10 for each easy.
2) Each student is expected to make a presentation (either in Hindi or English) and this will be marked out of Maximum mark 5. The total of all will be taken out of 25 Marks, allotted for Internal Assessment (10x2+5).

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 32
Global Environmental History, 1500-2000

Course Objectives:

The objective of this optional course is to explore human-induced changes in nature on the transnational and global scale. The paper covers general concepts in environmental history, and explores human, non-human actors (including climate and topography), and science and technology as agents in history. In more specialized ways it requires students to interrogate the changing relationship between humans and nature through more global categories of Columbian exchange, migration (including human, animals, plants and disease), colonialism, imperialism and warfare technologies. By exploring transformation of landscapes, rivers and forests, the objective is to make students understand the major turning points in environmental history. While doing so the course also examines the role of governments and states in shaping the modern environment around the world. The reading material for the course places environmental history in global perspective.

Learning Outcomes:

After completing this course, students would be able to –

- Know about the complexities of a ‘general’ history of environment on a transnational scale
- Learn to engage with questions on the changing relationship between humans and nature
- Understand how human-nature relations spans different times and spaces
- Comprehend the role human and non-human actors play as agents in history
- Locate the transformations of landscape, rivers and forests in various parts of the globe
- Examine the role of governments and states in shaping the modern environment

Course Contents:

Unit 1: (Week 1): Emerging field of Global Environmental History
    a. World Without Borders
    b. Environmental Ideas

Unit 2: (Week 2-3): Pre-Industrialised World
    a. Climate Change and the Medieval Age
    b. Little Ice Age

Unit 3: (Week 4): Industrialisation, Technology and Population Growth
    a. Perspectives and debates
    b. Cities

Unit 4: (Week 5-6): Columbian Exchange
    a. Plants, Animals and Disease
    b. Ecological Imperialism
    c. Colonialism

Unit 5: (Week 7-8): Transformation of Landscapes
a. Culture of Capitalism
b. Non-human Agents
c. Migration of Communities

Unit 6: (Week 9-10): Transforming Rivers:
   a. Water governance
   b. Large scale Hydraulic Engineering
   c. British colonial projects in Egypt and South Asia
   d. TVA model

Unit 7: (Week 11): Agricultural transformations
   a. Colonial science and agronomy in Asia and Africa
   b. Coming of the Green Revolution
   c. Slow violence of agricultural progress in Australia

Unit 8: (Week 12-13): State for nature conservation
   a. Soviet science and conservation in the Stalin era and after
   b. Chinese case under Mao

Unit 9: (Week 14): Anthropocene
   a. Dating Anthropocene
   b. Climate Change

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): At the end of this unit students would learn about the major concepts in the emerging field of Environmental History

Unit 2: (Week 2-3): The peculiarities of the Pre-Industrialised World in the context of climate shaping the course of history in the Medieval Age will be discussed in this unit
   Richards, John F. (2003). The Unending Frontier: An Environmental History of Early
Unit 3: (Week 4): The major historiographical debates on Industrialisation and technological achievements, and their connection with population growth will be discussed in this unit


Unit 4: (Week 5-6): The premise of Columbian Exchange and the biological expansion of European colonies will be discussed in this unit


Unit 5: (Week 7-8): The way culture of capitalism along with some non-human agents have transformed landscapes will be discussed through the case studies of the Great Plain of the United States and the Caribbean Islands


Lübken, Uwe. (2012). “Chasing a Ghost? Environmental Change and Migration in
History”, in Global Environment: A Journal of History and Natural and Social Sciences, No.9, pp. 1-25.

Unit 6: (Week 9-10): The way humans have governed water through large-scale hydraulic engineering and its implication on river system will be discussed in this unit

Unit 7: (Week 11): The science of agriculture and its implication on society and human health will be discussed in this unit

Unit 8: (Week 12-13): The attempts to impose ordered and unitary policies by the powerful states in history will be discussed in this unit through two case studies from Russia and China

Unit 9: (Week 14): The unit will discuss the concept of Anthropocene and its relation with climate change


**Suggested Readings:**

Facilitating Teaching Learning Outcome:

The course is thematically organized and would involve reading resources and writing assignments. Students would be shown a few documentaries on relevant themes. They would be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

Students enrolled in the course will be assessed in three modes.
1) Students will have to submit a term paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme identified by the instructor. It will be marked out of 12.5 marks.
2) The second assignment will be in the form of a book review essay. The instructor would decide the text. This essay will be marked out of 12.5 marks.
3) There will be an end of term Semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 33
History of Modern France I (1760-1815)

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

Learning Outcomes:

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

Course Content:

Unit 1 (Week 1): Some Aspects of Old Regime France at the eve of transition.
Unit 2 (Week 2-3): Critical Assessment of various Historiographical Approaches for the study of French Revolution of 1789.
Unit 3 (Week 4-6): Political formations during French Revolution of 1789: constitutional monarchy, radical republicanism (Girondins, Jacobins and Sans Culottes) and restoration of monarchy under Napoleon.
Unit 5 (Week 11-13): Enlightenment, Revolution and Social Movements for Rights and Liberation.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1 (Week 1): This topic will focus on certain aspects of the history of France just before the Revolution of 1789, such as the king and his body; courtly culture; social classes; administration; law and justice; the Church and the religious minority communities; the evolution of the theory and practice of Absolutism; and different historiographical explanations regarding the nature of absolutist state in France.


Unit 2 (Week 2-3): this topic aims to familiarize students with different historiographical perspectives adopted by scholars during 19th to 21st century for the study of French Revolution of 1789. Following two books provide good gist of the arguments of different historiographical positions, however, for the detailed analysis of these historians, students may select further references from the list of suggested readings given below.


Unit 3 (Week 4-6): The below mentioned readings mainly deal with different phases of state formation during French revolution. They would focus on the historiographical perspectives on the nature of the interventions, identity and objectives of Girondins, Jacobins and Sans Culottes.


Unit 4 (Week 7-10): Following readings would be helpful to learn about the Meaning, chronology, main characteristic features and leading philosophers of French Enlightenment; different historiographical contentions regarding the connection between Enlightenment and Revolution—various factors and agencies which helped the dissemination of new ideas—such as
the role of printing; education; academies, masonic lodges, salons and theaters; and paintings, festivals and music etc.


Unit 5 (Week 11-13): In order to assess the significance of French Enlightenment and Revolution, we will deconstruct these events every year with the help of some specific social questions, such as the rights of women and gender relations; religious tolerance and equality; and the ban on slave trade and the abolition of slavery etc.


Unit 6 (Week 14): In this topic, we will study some key indices of French economy; condition of different sectors; and Major Historiographical perspectives about its nature and capitalist potentials. Unit may often juxtapose French case with other nations, particularly with Great Britain.

Suggested Readings:

- Brinton, Crane. (1928) “Political Ideas in the Jacobin Clubs” *Political Science Quarterly*, 43, pp. 249-64


**Facilitating Teaching Learning Outcome:**

The main method of teaching this course is through lectures, however, certain texts will be specified for each unit in advance for students to read so that they can learn through participatory discussion method. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

**Assessments:**

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.
Course Objectives:

The course aims to introduce students with various trajectories of turbulent post-Napoleonic years and charts the contrasting pulls of conservatism and revolution. It focuses upon an expanding public arena of political activism and the new political, intellectual, art and literary movements and other socio-economic developments which shaped revolutionary as well as reactionary contexts of the 19th century France.

Course Outcomes:

- The course would introduce students with the growth of various political, intellectual and literary currents of 19th century France;
- Learners in this course would come to know of various perspectives to comprehend different conflicting forces that shaped the socio-economic development of France during the 19th century;
- The specific understanding of French historical developments could be also useful in the general survey of various trends in European history, particularly in the era of different patterns of capitalist growth, intellectual and political history.

Course Content:

Unit 1 (Week 1-2): Restoration.
Unit 2 (Week 3-4): Revolution of 1830.
Unit 3 (Week 5-6): Revolution of 1848.
Unit 4 (Week 7-8): From the Second Empire to Third Republic.
Unit 5 (Week 9): Education in France.
Unit 6 (Week 10-11): French foreign policy and colonialism.
Unit 7 (Week12-14): French Economy.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will focus on the manufacture and perpetuation of revolutionary traditions (republicanism, social democracy, anarchism) and counter revolution; age of Romanticism (art, the emergence of ‘Bohemia’) under Restoration (1815-1830).


France, 1815–1830, University Of California Press.

Unit 2 (Week 3-4): This unit will focus on the origins, nature and outcomes of the revolution of 1830 in France.

Unit 5 (Week 5-6): Under this unit, we will examine the role and conflicts of elites and masses, the capital and the country and the origins and terms of Napoleonic dictatorship in context of the revolution of 1848,

Unit 4 (Week 7-8): This unit will deal with state, ideology, changing institutions of communication and culture in the period of Second Empire leading to the Third Republic.
Unit 5 (Week 9): In the backdrop of the legacy of Enlightenment and Revolution, this unit examines the kind of education system developed in France in terms of the role of state, modernity, religion, Liberalism and social inequalities etc. in the 19th century.


Unit 6 (Week 10-11): Under this unit, we will study imperial expansion, ideas and practices; uses of empire; French and the natives; and colonial culture in France.

Unit 7 (Week-12-14): Under this unit, we will examine the main trends and historiographical positions with regard to French economy during 19th century.
1995


**Suggested Readings:**

- Furet, Francois. (1992) *Revolutionary France (1770-1880)*, Blackwell,

**Facilitating Teaching Learning Outcome:**
The main method of teaching this course is through lectures, however, certain texts will be specified for each unit in advance for students to read so that they can learn through participatory discussion method. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

**Assessment:**

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.
1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.
HSM-35  
History of Modern France III, 1871-1945

Course Objectives:

The course follows HSM 34 and tracks the making of Modern France after Bismarck’s intervention and into the two World Wars. It considers the politics engaging civil society and its refashioning of the self sometimes with spatially distinct identities.

Course Outcomes:

By the end of this course, students would be intimately familiar with some of the most sophisticated attempts to understand the history of modern France during the period between 1871 and 1945.

They would also learn to engage with a history of the civil society and its relationships in France with the conceptualisation and articulation of the self.

Course Content:

Unit 1 (Week 1-3): Conflicts and compromises, 1870-1914.
Unit 2 (Week 4-5): Transformations of rural and urban France c. 1860-1914.
Unit 3 (Week 6-7): Republic, empire and the mission civilisatrice (to 1930).
Unit 4 (Week 8-9): Modernity and modernism.
Unit 5 (Week 10-11): War, economy and society 1914-40.
Unit 6 (Week 12-14): The nation and (old and new) French identities, 1919-40.

Essential Readings:

Unit 1 (Week 1-3): This unit will study the Paris Commune, 1871; Catholicism and republican secularism; republican, conservative, anarchist and social democratic mobilizations; feminism, suffrage and the politics of gender etc.

Unit 2 (Week 4-5): This unit will explore the ways in which different regions and sections of French society, for instance peasants and workers were modernized and moulded into Frenchmen. What does it tell us about the meanings of economic modernity?


Unit 3 (Week 6-7): This unit explores the ways in which French empire under Third Republic embarked upon a "Mission to Civilize" the colonized people (‘Mission Civilisatrice’). What it reflects about French Cultural Policy? How notions of race, class, modernity, and otherness shaped these efforts? And, how these efforts reflected Regeneration of France itself through Empire?


Unit 4 (Week 8-9): Within this unit, we will study French arts and culture, c. 1880-1940.


Unit 5 (Week 10-11): This unit deals with the economy and society of the period of two World Wars. It engages with questions of national security and the European colonial order during the 1920s and ‘30s; from Popular Front to ‘Strange Defeat’ etc.


Unit 6 (Week 12-14): Under this unit, we will examine the manner in which different, often
paradoxical and conflicting elements, tendencies and identities, old and the new, liberal and authoritarian shaped the nature of French nationalism and political life.


Suggested Readings:

- Furet,François.(1992)Revolutionary France (1770-1880), Blackwell.

Facilitating Teaching Learning Outcome:

The main method of teaching this course is through lectures, however, certain texts will be specified for each unit in advance for students to read so that they can learn through participatory discussion method. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.
HSM-36
Social History of Britain, 1815-1914

Course Objectives:

The objective of this paper is to study the intersecting implications of some critical social changes in Britain during the heyday of colonialism and imperialism. The paper guides the students through a social history of Britain from 1815 to 1914, which is considered a century of untrammeled power in the making of the British empire. It does so by focusing on questions of overseas expansion, gender, class, labour, health, rural society and justice through certain key and new texts and readings, which provide an overview and fresh insights into the various debates on socio-economic issues that were emerging in Britain in this critical period. Each unit has one full book as its first and main reading.

Learning Outcomes:

At the end of the course, students would:

- Have fresh insights into the social history of Britain in this period.
- Understand gender, class and labour dynamics in British society during the heyday of its Empire.
- Comprehend that while this century marked a period of great expectations, there were also flashpoints of resistance.
- Be able to appreciate the simultaneous trends of making of bourgeois and oppositional ideologies in the period.
- Appreciate nuanced layers of social history of England by reading eight full length books and supplementary readings on each topic.

Course Content:

Unit 1: (Week 1-2): British Overseas Expansion
Unit 2: (Week 3-4): Rural Society, Poor and the Clergy
Unit 3: (Week 5-6): Health, Medicine and Society in Victorian England
Unit 4: (Week 7-8): Friendship and Marriage in Victorian England
Unit 5: (Week 9-10): British Labour Movement
Unit 6: (Week 11-12): Women and Suffrage
Unit 7: (Week 13): Work and Gender
Unit 8 (Week 14): Race and Justice under British Rule

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover conflicting interpretations regarding British foreign policy and overseas expansion.

**Unit 2 (Week 3-4):** This unit will examine the relationship between Church and rural society in Britain.


**Unit 3 (Week 5-6):** This unit will understand the history of medicine in Victorian Britain and the drive towards professionalization of health issues.


**Unit 4 (Week 7-8):** This unit will focus on the centrality of women’s relationships in mainstream British life.


**Unit 5 (Week 9-10):** This unit will examine the British labour movement and the emergence of trade union politics in Britain.

Unit 6 (Week 11-12): The struggles and movements of women to get the right to vote will be studied in this unit.


Unit 7 (Week 13): This unit concerns itself with women’s lives, working conditions and activism in Britain in late nineteenth, early twentieth century.


Unit 8 (Week 14): This unit focuses on the different kinds of treatment the British Crown showcased towards the ‘natives’ and Europeans in the colonies, and interpersonal homicide in the Empire.


Suggested Further Readings:

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on any one of the main books of the course, and analyse the strengths and weaknesses of them, so that they can understand how to read and review a book and also comprehend the readings of the course better.

Assessment:

There are three modes of assessing students enrolled in this course.
1) There will be an internal assessment exam held in mid-semester. This will be out of 20 marks.
2) Students will also be asked to make a brief class presentation, which will be out of 5 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 39
Emergence of Modern South Africa, 1650s to 1948

Course Objectives:

The objective of this survey course is to examine the history of modern southern Africa, and the historical processes leading to the formation of the Union of South Africa in 1910. It aims to explore the consequences of colonial intervention, the colonization of the Cape region, focussing on the period during which it was under the Dutch East India Company, and the subsequent ascendancy, from the beginning of the nineteenth century, of the British in the region. The impact of Dutch and British colonialism in South Africa, on African societies, leading to the subjugation by the last quarter of the nineteenth century of their polities constitutes a major theme of the course. It seeks to enable students to understand some of the problems of historiography, influenced as it was for much of the twentieth century by racism, reinforced by the ideology of the apartheid state, and which began to be contested in the last quarter of the twentieth century. The ways in which colonialism was intertwined with racism is an important issue of interest for this course. The student would be able to understand the linkages between extractive industries, imperialism and racial segregation while studying this course, and appreciate the nature of the long and difficult struggle against racism in South Africa.

Learning Outcomes:

At the end of the course, students would be:

- Acquainted with the long-term impact of institutionalized racism, reinforced by the ideology of the apartheid state, on the writing of histories of modern South Africa.
- Familiar with the historical processes whereby colonialism, Dutch and British, subjugated the people of South Africa, dislocating Black African societies.
- Comprehend the connections between colonialism, gold mining, search for cheap labour, and racial discrimination, which in turn laid the foundations of the apartheid state that came in to existence in 1948.
- Grasp the implications that ideas of race had for the non-white people of South Africa, and the manner in which these ideas led to extreme forms of exclusion and exploitation.
- Understand the contradictions between Afrikaners and British imperialism, and the articulation of Afrikaner nationalist identity in which the Afrikaans language was accorded a special place.
- Appreciate the significance of resistance against racial discrimination, and the difficult struggle against racist policies in which during the formative phase Mahatma Gandhi played a crucial role.

Course Content:
Unit 1: (Week 1-2): Introduction to the course and discussion on the problems of racist historiography on modern South Africa.

Unit 2: (Week 3-4): Early European presence in the Cape, c. 1650-1800; the Khoi-Khoi and San

Unit 3: (Week 5-6): British colonial governance in the Cape; the ‘Great Trek’; colonial expansion

Unit 4: (Week 7-8): Zulu and Xhosa societies; subjugation of African polities

Unit 5: (Week 9-10): Articulation of Afrikaner identity; evolution of Afrikaans; Afrikaner-British tensions

Unit 6: (Week 11-12): Rise of extractive industries; South African Wars; British colonialism to 1902

Unit 7: (Week 13): Formation of Union; racism, politics and society, 1910-1948

Unit 8 (Week 14): Resistance: role of Mahatma Gandhi; African National Congress, and other organizations

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce the course and discuss the problems of racist historiography, of the apartheid era, on modern South Africa


Unit 2 (Week 3-4): This unit will examine early European presence in the Cape, c. 1650-1800, focussing on Dutch colonialism, and look at the disruption of Khoi-Khoi and San societies


Unit 3 (Week 5-6): This unit will discuss British colonial governance in the Cape in the early nineteenth century, and examine the historical processes leading to the ‘Great Trek’, the formation of new Afrikaner republics, British responses and conflicts with African polities

Unit 4 (Week 7-8): This unit will focus on Zulu and Xhosa societies in the nineteenth century, and the subjugation of African polities, especially focussing on the Anglo-Zulu War (1879)

Unit 5 (Week 9-10): The articulation of Afrikaner identity, c.1870s onwards, language, the evolution of Afrikaans, nationalism, and British-Afrikaner tensions, will be studied in this unit.

Unit 6 (Week 11-12): This unit will examine the rise of extractive industries, capital and labour in the gold and mining industry, and discuss the First and Second South African wars and their outcomes.
Unit 7 (Week 13): This unit will discuss the formation of Union of South Africa (1910), the constitutional framework, racism and exclusion, politics and society between 1910 and 1948 and the rise of the National Party.


Unit 8 (Week 14): This unit will focus on resistance to racist policies and exclusion, racist legislation, conditions of Indian migrants, and the role of Mahatma Gandhi in the struggle against racial discrimination. It will examine the rise of organized resistance with special reference to the African National Congress and Indian and other organizations.


Suggested Readings


**Facilitating Teaching Learning Outcome:**

The course is organized around Weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students are expected to regularly spend some time every Week to consult readings in libraries accessible to postgraduate students. They would also be required to engage in dialogue in the class on themes being discussed by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills. They would also be encouraged to consult relevant material available online, for which the department provides computer facilities. Students are encouraged to consult political maps of southern Africa, which are also used for teaching in the classroom.

**Assessments:**

There are two modes of assessing students enrolled in this course.

1) There will be an internal assessment exam held in mid-semester. This will be out of 25 marks. This will consist of two parts: i) one essay on a topic to be selected from 2 or 3 topics given beforehand to the students; and ii) brief and precise notes or comments on some selected issues discussed in class, which will allow evaluation of regularity and comprehension in the classroom, and ability to write succinctly.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course studies the theoretical literature that analysed the processes of imperialism in different areas of the world. To this end it considers Marxist as well non-Marxist explanations. The students in this course would stand informed about epistemological issues involved in the processes of colonisation of a large part of the world. They would also have engaged with diverse historiographic perspectives on these issues both from the colonised and the European partS of the world. Discussion of the origins of nationalism in the nineteenth century and its evolution in the twentieth century will provide a thorough grounding in the central concepts and major theories of nationalism to give students a comprehensive view of the ideas of key issues. The course will convey the need to understand nationalism in the context of long-term, historical social change. Identifying the major characteristics evident in the way imperialism was manifest in select colonies with a specific review of the Indian subcontinent is also an objective.

Learning Outcomes:

At the end of the course, students would:

- Learn about the histories of imperialism and nationalism during the period between 1850 and 1964 in considerable theoretical and empirical variations.
- Discover that how the colonial processes of social and economic change could feed into the making of an Imperialist regime and vice versa would be known to them from a variety of perspectives.
- Have a better understanding of the impact of European imperialism on global history, which should, in turn, provide them with some historical context for understanding the contemporary world.
- Appreciate the nature of the major nationalist resistance movements towards the decolonization of the global south.
- Simultaneous engagement with theoretical and historical perspectives would enrich their skills in deploying varied ideas in reconstructing histories of themes and areas that might not be directly related to the ones discussed here.

Course Content:

**Unit 1: (Week 1-2):** Definitions and problems of the categories of ‘imperialism’ and ‘Nationalism’ in a conceptual and historical perspective.

**Unit 2: (Week 3-4):** Theories of imperialism arising from Marxist-historical materialist traditions.

**Unit 3: (Week 5-6):** Non-Marxist theories and explanations of imperialism.
Unit 4: (Week 7-8): Imperialism in the late nineteenth century; Cultural politics of knowledge and imperialist rivalries; ‘scramble for Africa’.

Unit 5: (Week 9-10): Understandings of nation, nationalism; nation-state.

Unit 6: (Week 11-12): Protest movements against imperialism; crystallization of protests into anti-colonial/nationalist movements.

Unit 7: (Week 13): Colonialism and nationalism in India: historiography; ideas about the nation; national movement.

Unit 8: (Week 14): Changing forms of imperialism in the twentieth century and beyond.

ESSENTIAL READINGS AND UNIT BASED TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will examine the concepts and theories of Imperialism to interpret them in the global & national contexts.


Unit 2 (Week 3-4): This Unit will take a historical overview of the analysis of Marxist Engagement with imperialism arising from historical materialist traditions.


Unit 3 (Week 5-6): This unit will assess the nature of political interventions of Non-Marxist theories and explanations of imperialism.


**Unit 4 (Week 7-8):** This unit moves around power of imperialism in the late nineteenth century along with its connections to the culture that both reflected and reinforced it.


**Unit 5 (Week 9-10):** This unit will examine terminologies like nation, nationalism and nation-state along with their conceptual differences and practices.


**Unit 6 (Week 11-12):** This unit unfolds inherited determinants of resistance movements to offer explanation of social origins of National Movements against imperialism.


Unit 7 (Week 13): The anti-colonial nationalism and the historiography of Colonialism and Nationalism in India are the main concerns of this unit.


Unit 8 (Week 14): This unit traces histories of changing forms of imperialism in the twentieth century and its contemporary machinations.


Suggested Readings:

Department of History, University of Delhi


Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. There are three modes of assessing students enrolled in this course.
1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course underlines the rise and fall of ultra-nationalism in Europe and Asia in the context of its 19th Century background, the two World Wars and the crisis in international capitalism manifest in the Great Depression. The overall objective of the course is to acquaint the students with the historical trajectories taken by some European and Asian countries in the first fifty years of the 20th Century and to reflect on their significance in the making of nationalism in the contemporary world.

Learning Outcomes:

- The students who opt for this course will learn about the theory and practice of ultra-nationalism as a phenomenon produced by modern European history.
- The course will teach them about the connections between Feudalism, Capitalism, Socialism, Racism, Colonialism and Ultra-Nationalism.
- They will also learn about generic Fascism and country specific ultra-nationalism in relation to cultural comparisons across the countries chosen.
- One important outcome of the course will be a greater understanding of the cause and effect relationship between ultra-nationalism and the two World Wars.
- Finally, the students will be able to understand the ideological and historical connections between the currents of World History in the period 1900-1945 and the contemporary Post War world.

Course Content:

Unit 1 (Week 1): Course Orientation and Introduction to Fascism and National Socialism.
Unit 2 (Week 2): Theories of Fascism and National Socialism - Marxist, Weberian and Fascism Studies.
Unit 3 (Week 3): Prehistory of Fascism in France, Germany and Italy.
Unit 4 (Week 4): Fascism as ultra-nationalism; anti-Semitism and Racism.
Unit 5 (Week 5): Grassroots Fascism in Germany and Japan.
Unit 6 (Week 6): Impact of the First World War.
Unit 7 (Week 7): Failures of the German Left.
Unit 8 (Week 8): The Fascist State, its domestic and foreign policies.
Unit 9 (Week 9): Nazi policies and crisis of full employment.
Unit 10 (Week 10): The Second World War and the end of the Fascist regime.
Unit 11 (Week 11): Impact of the First World War and Dictatorship of General Primo de Rivera 1923-1930.
Unit 12 (Week 12): The Republic and Civil War; the victory of Franco.
Unit 13 (Week 13): Japanese Nationalism and Militarism in the 1920s and 1930s.
Unit 14 (Week 14): Japan in the Second World War 1941-45.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): The course will be introduced and the contemporary and historical relevance of the concept will be explained to the students.


Unit 2 (Week 2): Marxist, Weberian, Liberal and Nationalist theories of Fascism and Nazism will be explored.


Unit 3 (Week 3): The students will be introduced to the historical background of Fascism in France, Germany and Italy.


Unit 4 (Week 4): This unit will show how ultra-nationalism, anti-Semitism and Racism are integral to Fascism.


Unit 5 (Week 5): In this unit the students will be acquainted with popular Fascism.


Unit 6 (Week 6): In this unit students will examine the rise of Fascism in the context of the First World War.

Mussolini (Doctrine of Fascism pdf online)

Unit 7 (Week 7): This unit will analyse the reasons and implications of the failures of the German Left.


**Unit 8 (Week 8):** This unit will be concerned with the overall nature of the Fascist state and its policies.
Deshpande, A. (ed.). (2011), *Beesween Shatabdi mein Vishwa Itihas ke Pramukh Mudde*, Delhi, HMKN, Delhi University, pp. 121-134

**Unit 9 (Week 9):** The unit comprises an analysis of the economic crisis and formation of the Third Reich.

**Unit 10 (Week 10):** This unit surveys the Second World War and the fall of Italian Fascism and the Third Reich.

**Unit 11 (Week 11):** The students will study the impact of the First World War on Spain and the dictatorship of General Primo de Rivera.

**Unit 12 (Week 12):** This unit will analyse the Spanish Republic and Civil War.

**Unit 13 (Week 13):** The students will learn about various aspects nationalism and militarism in Japan.
Deshpande, A. (ed.). (2011). *Beesween Shatabdi mein Vishwa Itihas ke Pramukh Mudde*, Delhi, HMKN, Delhi University, pp. 154-172
Unit 14 (Week 14): This unit will examine the role of Japan as an Axis Power during the Second World War and the collapse of Japanese Imperialism.

Verma, L. B. (2013). *Adhunik Vishwa ka Itihas*, Delhi, HMKN, Delhi University, pp. 392-408;

Suggested Readings


Facilitating Teaching Learning Outcome:

Teaching will involve lectures and class discussions and the showing of select films and documentaries if possible. This will ensure the development of the all round communication skills.

Assessment:

The assessment modalities for this paper will be in two parts:
1) The students will submit ONE term paper in proper academic format numbering 15-20 pages (roughly 4000 to 5000 words inclusive of footnotes and bibliography) in *either* English *or* Hindi. The marks will be awarded to the students on the basis of both the content and form of the term papers from a maximum of 25 marks. These term papers will be considered an important step in the evolution of a student’s capability of producing a narrative worthy of publication.

2) There will be an end of semester examination of three-hour duration in which students will answer 04 out of 08 questions.
HSM 43
Approaches to Global History 1492-2001

Course Objectives:

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

Learning Outcomes:

At the end of the course, students are expected:

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

Course Content

Unit 1 (Week 1): Open interaction with prospective students
Unit 2 (Week 2-3): Global historiography: European tradition & non-European traditions
Unit 3 (Week 4-5): Emergence of the early modern world in Spain, the Netherlands, the German states, and England
Unit 4 (Week 6-7): Political revolutions of the 18th century: absolutist France and colonial America
Unit 5 (Week 8-9): A cultural history of the world during the 19th century: Europe, Asia and Africa
Unit 6 (Week 10-11): The New Deal and the post-War world order
Unit 7 (Week 12-13): The global shape of Capitalism in the West and the East
Unit 8 (Week 14): Ancient Polis and modern Cities in world history
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): The first Week will be devoted to open interaction of course teacher with prospective students who are interested in enrolling in the course. The teacher will answer questions regarding any of the themes listed in the syllabus and the nature of evaluation to be followed in this course. Preparations will be made for enrolment of students for an interactive online classroom at https://piazza.com/ where reading materials can be uploaded and downloaded.

Unit 2 (Week 2-3): This unit will introduce historiographical issues related to the writing of world history (global history) both in the European and non-European context.


Unit 3 (Week 4-5): This unit will introduce the political history of early modern Europe by tracing the career of the absolutist states as they emerged in Europe during the course of the 16th and 17th centuries.

- J.H. Elliott (1963/2002) *Imperial Spain*, London: Penguin [Ch.1 Union of the Crowns; Ch.2 Reconquest & Conquest; Ch.3 The Ordering of Spain].

Unit 4 (Week 6-7): This unit will discuss the pursuit of glory by absolutist states in Europe in the age of Enlightenment and the political and economic revolutions that shook the old regimes during the course of the 18th century.


**Unit 5 (Week 8-9):** This unit will discuss period-specific global histories can be written by taking the 19th century as a case study.


**Unit 6 (Week 10-11):** This units take the chronology of world history into the 20th century that has been shaped by both the United States and China.


**Unit 7 (Week 12-13):** This unit focuses on cultural and economic roots of Capitalism


**Unit 8 (Week 14):** This unit will show how a select theme – here the City –has been treated by historians on either a global or regional scale. And the same approach would also apply to various other themes such as food, cotton, environment, etc.


**Suggested Readings**

Department of History, University of Delhi


Facilitating Teaching Learning Outcome

Unit 2 is devoted to historiographical problems related to global history. Units 2 - 11 of the course are organized chronologically starting from the 16th to the 20th century; but Units 12 - 15 are organized more thematically (Capital & the City) while retaining some chronological sense within individual themes.

Assessments:

There will be two modes of assessing students enrolled in this course:

1) For the purpose of Internal Assessment (carrying 25 marks), students are encouraged to write a term paper on a topic of their choice that has either comparative perspective or global approach to a specific theme. Alternatively, students will be given a set of readings consisting of both primary and secondary sources. They will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words with the help of the resources provided by the course teacher. Students are required to have verbal presentation of their written assignment in small groups of their own formation.

2) End-semester examination of three-hour duration will assess the student’s understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.
HSM New Course-
Histories of Modern Sexualities and Masculinities

Course Objective:

The objective of the course is to teach students histories of modern sexualities and masculinities, which have emerged as a critical component for understanding gender histories of different societies and cultures. Students will be taught diverse themes and concepts on the historical constructions of sexualities and masculinities in the modern world, which will be justaposed and compared to modern Indian histories. The course will be thematic rather than chronological, and will examine broad debates and theoretical formations around sexualities and masculinities. Students will study some pioneering works, which have moulded the ways in which we examine these issues in historical contexts, both in the world and in India.

Learning Outcomes:

At the end of the course, students would:

- Understand histories of sexualities and masculinities.
- Realise the significance of recovering lost or ignored histories and experiences, and in inventing and reinventing gender history.
- Appreciate ways of writing about sexuality, masculinity, gender and the body in a historical framework.
- Know that sexualities and masculinities are not stable concepts but shift over time and space, and acquire distinct meanings in different societies.
- Grasp meanings of hegemonic and subordinate masculinities.
- Be able to juxtapose historical evolution of sexualities and masculinities with debates and questions on it in an Indian context.

Course Content:

Unit 1: (Week 1-2): Sexual Identities and History: Reading Foundational Texts
Unit 2: (Week 3-4): Regulation of Sexualities Since 1800
Unit 3: (Week 5-6): Understanding Masculinities Historically
Unit 4: (Week 7-8): Colonialism, Nationalism, Sexualities and Masculinities in India
Unit 5: (Week 9-10): Hegemonic Masculinities and Violence
Unit 6: (Week 11): Subordinate Masculinities: Race, Caste, Class and Religion
Unit 7: (Week 12): Same Sex Relations: Queer Politics and Homosexuality
Unit 8 (Week 13-14): Historical Debates on Prostitution; Visual-Cultural Representations of Masculinity in History

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will study some of the foundational texts and readings on histories
of sexualities.


**Unit 2 (Week 3-4):** This unit will examine the regulation of sexualities, particularly from 1800. 


**Unit 3 (Week 5-6):** This unit will focus on some seminal texts, which help us in understanding masculinities historically in the world and in India.


**Unit 4 (Week 7-8):** This unit will examine the intersections between colonialism, nationalism, sexualities and masculinities in India.


Hinduism and Nation in Bengal’, *Comparative Studies of South Asia, Africa and Middle East*, 26 (3), pp. 476-90.


**Unit 5 (Week 9-10):** The relationship between hegemonic masculinities, violence and discipline will be the focus of this unit.


**Unit 6 (Week 11):** Subordinated masculinities will be examined in this unit through the lens of race, caste, class and religion.


**Unit 7 (Week 12):** This unit will focus on histories of same sex relations in the world and India.


Unit 8 (Week 13-14): This unit will understand historical debates on prostitution. It will also examine visual-cultural representations of masculinity in modern histories.


Suggested Readings:


**Facilitating Teaching Learning Outcome:**

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessment:**

There will be three modes of assessing students enrolled in this course.

1) There will be an internal assessment exam held in mid-semester. This will be out of 20 marks.
2) Students will also be asked to make a brief class presentation, which will be out of 5 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM New Course
Religion and Ritual Practices in Ancient Societies: Select Themes and Perspectives

Course Objectives:

The course provides an interdisciplinary perspective on studies on religion and early societies. The social, cultural and political context of religious beliefs and ritual practices in ancient societies of Eastern Mediterranean, North Africa and parts of Asia and Europe will be explored. The course will begin with tracing the context and the manner in which studies on religion have emerged and then trace the manner in which historians of early societies have worked with different types of archaeological, material, epigraphical and textual evidence to construct various perspectives on the beliefs and religious practices of ancient societies. Moving across a broad canvas from prehistoric practices in the Eastern Mediterranean and regions of West Asia, Mesopotamia, Egypt, Classical Greece and Rome, the course will culminate with an exploration of the milieu in which sects within Judaism and early Christian communities existed in close geographical proximity- and yet with sharply defined contours.

Learning Outcomes:

- Students will learn how religion and ritual practices are deeply imbedded in the cultural, social and political history of regions and how communities’ identities have historical contexts.
- Students will understand the importance of historiographical perspectives with an interdisciplinary approach towards the study of religion and how cultural practices reflect social complexities.
- Students will have experience on working on different types of sources and material evidence.
- They will be able to co-relate and work out the points of commonalities and divergences between different religious and cultural practices and how they may have contributed towards social diversities.
- They will understand the intersections between regions, social-cultural histories and the formation of regional and cultural identities.
- Through the study of specific case studies, students will understand how religion and religious practices bring new dimensions to our understanding of history.
- Reading, writing and discussion will build up comprehension and analytical skills of the students.

Course Content:

Unit 1(Week 1-2) Historiographical backdrop- Studies on society, religion and ritual practices.
Unit 2 (Week 3-4) Prehistoric Beliefs, Rites and Funerary Practices-specific case studies from Anatolia (Turkey) and Levant (Eastern Mediterranean, Middle East and West Asia).

Unit 3 (Week 5-6) Myths, cults and religious practices in City states of early Mesopotamia.

Unit 4 (Week 7-8) Religious beliefs, conceptualizations relating to death and afterlife in Early Egyptian Society.

Unit 5 (Week 9-10) Religion, mythology, culture and society in Classical Greece.

Unit 6 (Week 11-12) Religious cults and ritual practices in Rome, strategies of inclusion and exclusion.

Unit 7 (Week 13) Judaism and the emergence of Christianity.

Unit 8 (Week 14) Early monasticism and the Christian community (upto 400 C.E.).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2). This unit will cover the major historiographical works related to studies on religion and cultural practices of ancient societies.


Unit 2. (Week 3-4) The unit will introduce students to prehistoric practices in the specific context of the regions of Anatolia and Levant.


Catling, Christopher and Paul Bahn, eds. (2012 edition) Archaeology: Theories, Methods

Unit 3 (Week 5-6) This unit will trace the myths and ancient cults of Mesopotamia in the backdrop of the earliest urban centers, the early state and the complexities of early Mesopotamian society in the Early Dynastic period.


Unit 4. (Week 7-8) The unit will introduce students to the complexities of Egyptian religious practices, their monumental funerary architecture and myths behind them in the context of the emergence of the early Egyptian state and society.


Unit 5 (Week 9-10) This unit will focus on the mythology, ritual practices and philosophical development of Classical Greek city states, how the polis engaged with religious cults, the social context of the different city states and their varied practices, with special emphasis on Athens.

Unit 6 (Week 11-12) This unit will explore Roman religious practices in the context of the expansion of Rome from a republic to an empire, the cult of the emperor, the heterogeneous nature of religious practices and the manner in which inclusive practices were accompanied with exclusion.


Unit 7 (Week 13) This unit will discuss the manner in which Judaism evolved and how its varied sects impacted the societies of the region of West Asia, and the emergence of Christianity.


Unit 8 (Week 14) This unit will discuss the manner in which Christian sects evolved and engaged with the states and societies, early Monastic practices and their interaction with other
religious sects.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around Weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessment:**

There will be three modes of assessing students enrolled in this course.

1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-301
Theories and Methods in Archaeology

Course Objective:
Archaeology is the study of past cultures and societies through their material remains. In this course we will explore different varieties of archaeology and examine the theories, methods and techniques used by archaeologists in investigating, reconstructing, preserving and in general learning about the past. As part of this course we will focus upon the development of archaeology, from its roots in the distant past, the rise of antiquarianism, and the development of archaeology as a distinct discipline. To enable the students to understand the basic theories and methods of archaeology, an important source of writing history and means for understanding and preserving heritage. The students may be shown an ongoing excavation or explore any site/sites.

Learning Outcomes

At the end of the course students would:
- Understand the development of archaeology as a distinct discipline as practiced by scholars of the humanities and social sciences.
- Be able to describe basic archaeological skills, such as how to locate, record, investigate and analyse archaeological sites and data, and be familiar with the distinct vocabulary of archaeology.
- Students understand the relative and absolute dating and Chemical treatment and preservation of Archaeological finds.
- Students understand the Characteristics and Chronology of cultural deposition; and significance of pottery.
- Understand and be able to discuss the professional values and ethics of archaeology, and its role in preserving the archaeological record.
- Critically analyze ethical issues pertaining to heritage management and the roles of professional archaeologists in the different facets of cultural heritage.

Course Content:

Unit 1: (Week 1-2): History of ideas, methods and discoveries in archaeology. History of Archaeology in India.
Unit 2: (Week 3-4): Definition of archaeological data, their nature and quality. Categories and contexts of archaeological evidence.
Unit 4: (Week 6-8): Field methods: the development of field techniques. Breakthroughs in
archaeological science, extensive and intensive site exploration; definition, nature and conditions of sites. Excavation techniques. Underwater archaeology, remote sensing.

Unit 5: (Week 9): Post-excavation analysis: examination, classification and analysis of evidence.

Unit 6: (Week 10-11): Relative and absolute dating methods.

Unit 7: (Week 12-13): Diversity of theoretical perspectives in interpreting archaeological evidence and their implications: diffusionist explanations, processual approaches, Marxist perspectives, post-processual interpretations.


ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): History of ideas, methods and discoveries in archaeology. History of Archaeology in India.


White, Nancy, (2000). Introduction to Archaeology, University of South Florida, pp. 1-78

Unit 2: (Week 3-4): Definition of archaeological data, their nature and quality. Categories and contexts of archaeological evidence.


Unit 3: (Week 5): Natural and cultural formation processes. Survival of evidence, threats and pressures, remedial measures - official and non-official


**Unit 4: (Week 6-8):** Field methods: the development of field techniques. Breakthroughs in archaeological science, extensive and intensive site exploration; definition, nature and conditions of sites. Excavation techniques. Underwater archaeology, remote sensing.


**Unit 5: (Week 9):** Post-excavation analysis: examination, classification and analysis of evidence.


**Unit 6: (Week 10-11):** Relative and absolute dating methods.


**Unit 7: (Week 12-13):** Diversity of theoretical perspectives in interpreting archaeological evidence and their implications: diffusionist explanations, processual approaches, Marxist perspectives, post-processual interpretations.


**Unit 8 (Week 14):** Understanding the complementarity of theory and practice. Changing trends, issues and prospects.


**Suggested Readings:**

Facilitating Teaching Learning Outcome:

Through lectures, field trips, slides and power point presentations students would have learnt the basic practice of archaeology. The course would have also taught them how archaeology can inflect the study of different questions concerning the environment, subsistence practices, production and consumption as well as more abstract subjects like religion, ritual and cognition. In order to ensure that students are able to assimilate various strands of archaeological, historical and theoretical approaches, classes will be based on lectures and presentations both. The students would have learnt about field work, field techniques, the classification of data and interpretive techniques. Students have to visit archaeological sites/museums to understand the settlement pattern and other aspects of past society.

Assessments.

Students enrolled in the course would have their work assessed in three modes.
1.) Students are expected to write a class test for 10 marks.
2) There will also be a take home assignment for 25 Marks
3.) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

The objective of this course is to lead students towards an understanding of the ways in which India’s ancient and early medieval past has been imaged in visual arts and the visual archive. Students will be encouraged to investigate how visual language was structured in ancient and early medieval India and how it has been communicated and received since. They will learn to interpret meaning in the visual arts and its relationship to history. The overarching objective of the paper is to familiarize the student with methods of visual interpretation and their importance to the discipline of history.

Learning Outcomes:

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

Course Content:

Unit 1, Week 1-4: Indian art historiography and methods: Building and interpreting the visual archive:
   i. (Week 1) ‘Picturesque’ views; early surveys and surveyors of sites and antiquities; institutional and individual efforts.
   ii. (Week 2) Shared beginnings of archaeology and architectural history; Processes of documentation and meaning-making, Terms and taxonomies: racial, religious, dynastic, regional;
   iii. (Week 3) European reactions to Indian art and architecture; the Nationalist response;
   iv. (Week 4) Extending and re-interpreting the visual archive in independent India.

Unit 2: Week 5-8: Select issues and debates in art interpretation:
   i. (Weeks 5-6) Form and Style: Region, Period and Patronage.
ii. (Week 7-86) Origins and Antiquity, with special ref. to the Buddha Icon;

Unit 3: Week 9-12: Word as ‘image’ and image as ‘text’: Text-Image relationships:
  i. (Week 9) Word and Image in the creation and reception of art
  ii. (Week 10) The treatise (śāstra) in relation to art practice (prayoga);
  iii. (Week 11) Representing iconic art: Iconography & Semiotics
  iv. (Week 12) Visual narratives: religious and historical

Unit 4: Week 13-14: Authorship & Agency, Gender & Sexuality in Art:
  i. (Week 13) Artists and Patrons
  ii. (Week 14) Gender and Sexuality

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1, Week 1: The first part in the Historiography Unit will be on ‘Picturesque’ views -- their intent and reception; and early surveys and surveyors of sites and antiquities.

Unit 1, Week 2: A discussion of early surveys and surveyors of sites and antiquities; institutional and individual efforts. Shared beginnings of archaeology and art history.

Unit 1, Week 3: Understanding European reactions to Indian art and the Nationalist response.
Unit 1, Week 4: Building, extending, and re-interpreting the visual archive in independent India.


Unit 2, Weeks 5 - 6: Issues and Debates: Temporal and Regional Basis of Style; Confluence of styles.


Unit 2, Weeks 7 & 8: Issues and Debates in Indian Art History: Origins and Antiquity. Case study of the debate surrounding the Buddha image in Indian art.


Unit 3, Week 9: This part focuses providing the students with a brief introduction to the creation and reception of art in Indian aesthetic theory.
Unit 3, Week 10: The focus in this section will be on the ways in which textual discourse on artistic creation reveals itself in actual art practice.


Unit 3, Week 11: This section places emphasis on text-image relationships: Inter-weaving visual and textual sources in relation to iconic art.


Unit 3, Week 12: This section places emphasis on text-image relationships: Inter-weaving visual and textual sources, in relation to narrative art.


Unit 4, Week 13: This section will concern itself with the creators and patrons of Indian art.


National Museum Institute, pp. 101-110.
“Peregrinations of Artists,” and “The Artists at Work,” The Hoysala Temples, Vol. I,
Bangalore and Dharwad: Kala Yatra and Karnatak University, pp. 83-143.

Unit 4, Week 14: Gender & Sexuality: This part will examine the role of gender and sexuality in
the representation and reception of early Indian art.
Dehejia, Vidya (1997). Representing the Body: Gender Issues in Indian Art. New Delhi:
Kali for Women in association with the Book Review Literary Trust, pp. 1-41.
Bawa, Seema (2013). Gods, Men and Women: Gender and Sexuality in Early Indian Art,

Suggested Further Readings

- Coomaraswamy, Ananda, 2007 [1946]. “A Figure of Speech or a Figure of Thought?” In
Figures of Speech or Figures of Thought: The Traditional View of Art. Revised edition,
- Gupte, R.S. (1972). Iconography of the Hindus, Buddhists and Jains, Bombay: D.B.
Taraporevala Sons and Co.
Concept of Buddhadarśanapūnya, Studies in Buddhist Art of South Asia, ed. A.K. Narain,
Weatherhill.
- Kramrisch, Stella, (1928). The Vishnudharmottara: A Treatise on Indian Painting and
Advanced Study.
81.
Princeton University Press.
Facilitating Teaching Learning Outcome:
The course is structured around lectures, visual analysis, and discussions based on select readings and images. The students need to be thorough with the essential readings. Regular presentations and participation in classroom discussions will be a necessary component of the course to ensure that students are able to develop the necessary visual and literary skills to interpret the varied dimensions of the arts in history writing.

Assessments  This will be in two parts:
1) Students will be required to submit a term paper of approximately 3500 words, complete with citations and bibliography on a pre-discussed relevant theme. This term paper will be marked out of 25 marks. The term paper will have a strong visual component and the interpretation of visual art objects through the disciplinary tools of art history.
2) An end of term semester examination of 3 hours duration will take place wherein marks will be awarded out of a maximum of 75 marks.
HSM-306
Social History of Early Indian Art and Architecture:
Themes, Debates and Contexts, (ca 300 BCE to 1200 CE)

Course Objectives:

The objective of this paper is to analyse the relationship between art, history and society in ancient India. Major historiographical interventions and developing areas of study are incorporated into the teaching of the course. It instructs students on the chronological evolution of visual culture as manifested in largely religious contexts. It also examines select themes relating to gender, urbanism etc. The students are exposed to the idea of an idealised and lived reality at certain historical moments as reflected in and through art. This is done through understanding the processes that influenced cultural production and consumption.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the major historiographical debates on the nature of Indian art and the ideologies that impacted their formulations
- Understand the relationship between social and cultural factors that impelled not only the production but also the consumption of art and ‘artefacts’.
- Consider and analyse varied impact of different patterns of patronage
- Should be able to discern the manner in which social categories, especially the engendering of men and women are represented
- Should have an introduction to lived reality through the discourse of leisure as represented in narrative art of early India.
- Have an understanding of how art responded to, re-presented and even shaped historical forces and changes through visual medium.

Course Content:

Unit 1: Week 1) Introduction to the course and historiography of Indian art with special reference to writing social histories of art: concepts and ideologies.

Unit 2: Weeks 2-3: Shilpa and Kala in Indian societies with special focus on artists and their activities and its relationship to patronages.

Unit 3: Weeks 4-5: Imperial, Popular and Local in ‘Mauryan’ and Post Mauryan Sculpture and Architecture; Representing social classes and gender relations through visual narratives.

Unit 4: Weeks 6-7: The evolving pantheons: sectarian and popular cultic art remains at Mathura, Gandhara and Amaravati.
Unit 5: Weeks 8-9: Changing urban milieu: Gender, Sexualities and Discourse of Leisure as represented in visual sources

Unit 6: Weeks 10-11: Terracotta and their social contexts with reference to cross cultural and regional dispersals.

Unit 7: Weeks 12-13: Temple Art & Architecture: Emerging ritual and religiosity

Unit 8: Week 14: Contextualizing Transculturality, Art and Archaeology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: Weeks 1: Introduction to the course and historiography of Indian art with special reference to writing social histories of art: concepts and ideologies.


Unit 2: Weeks 2-3: Shilpa and Kala in Indian societies with special focus on artists and their activities and its relationship to patronage


Unit 3: Weeks 4-5: Imperial, Popular and Local in ‘Mauryan’ and Post Mauryan Sculpture and Architecture: Representing social classes and gender relations through visual narratives.


World, E.J. Brill, Leiden.

**Unit 4: Weeks 6-7:** The evolving pantheons: sectarian and popular cultic art remains at Mathura, Gandhara and Amaravati:

**Unit 5: Weeks 8-9:** Changing urban milieu: Gender, Sexualities & Discourse of Leisure as represented in visual sources.

Unit 6: Week 10-11: Terracotta and their social contexts with reference to cross cultural and regional dispersals.

Unit 7: Week 12-13: Temple Art & Architecture: Emerging rituals and religiosity
Unit 8: Week 14: Contextualizing Transculturality, Art and Archaeology.


Suggested Readings

- Bawa, Seema, 2011, ‘Gender in early Indian art: Tradition, Methodology and Problematic,’ in Historiography and Methodology of Indian Art, ed. P P Dhar, D K Printworld and National Museum Institute, Delhi, pp. 111-120
- Majumdar, et al, eds. The History and Culture of the Indian People, Bharatiya Vidya Bhavan, Bombay, Vols. I-V (Relevant Chapters)
- Michell, George, (1977). The Hindu Temple : An Introduction to its Meaning and Forms,
Harper and Row, New York.


**Facilitating Teaching Learning Outcome:**

Since the course is based on visual histories of India, the instruction will be centred around lecture presentations in class, and the reading materials associated with it. The students are expected to familiarize themselves with the visual and textual primary and secondary readings. There will also be field trips to relevant museums and sites so that students can experience the art and artefacts to facilitate a better understanding of the contexts within which these were produced. The students will be encouraged to present their views on each topic not only through interactions but also formal discussions and presentations.

**Assessments:**

There will be two modes of assessing students taking this course:

1) Term Paper/test of 25 Marks
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-307
Prehistory and Protohistory of India

Course Objectives:

This course takes the student through the earliest and longest period of the human past i.e. pre and proto history and will study the journey from scavenger to hunter-gatherer and from hunter-gatherer to farmer. The course tries to explain the emergence of various cultures in India from Palaeolithic times down to Iron Age. The cultural difference that exists in different geographical zones of India would be studied to understand the various controlling factors that shaped the Indian culture. It deals with the structure of early Indian society and the nature of economic transformation.

Learning Outcomes:

At the end of the course, students would:

- Critically evaluate the knowledge of Paleo-environment during Stone Age in Indian subcontinent especially from- Sohn, Narmada, Godavari valleys and Madras region.
- Familiarize with the Lower to Upper Palaeolithic and Mesolithic cultures of India distribution, typo-technology of tools, subsistence, art, chronology, evidences from important sites.
- Understand the Neolithic culture of India and evidences from various regions.
- Students familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- Students gained knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Uttar Pradesh and Gujarat.
- Students understand the Characteristics and Chronology of Chalcolithic cultures in different regions.
- Critically analyse about Copper Hoard - OCP, antiquity of Iron associated with PGW and Megalithic Culture in India.

Course Content:

Unit 1: (Week 1-2): Introducing Prehistory and Protohistory: terminology and scope; Pleistocene and Early Holocene environments; History of Prehistoric and Protohistoric Research in India.
Unit 2: (Week 3-4): Hominid Fossils and earliest stone tools. Palaeolithic sites, sequences and materials in the northwest, Punjab and Haryana, Rajasthan and Gujarat, Central India,
Eastern India.


**Unit 4: (Week 7-8):** Beginning of food production. Multilineal character of early agriculture; issues connected with early domestication; Mehrgarh and its significance; beginning of rice cultivation in the Ganga Plain.

**Unit 5: (Week 9-10):** Growth of villages (upto c. 2600 BCE): Baluchistan and the Northwest; Indus-Hakra Plain, Punjab and Haryana, Rajasthan and Gujrat; Peninsular India.

**Unit 6: (Week 11-12):** Harappan Civilization: terminology and chronology; understanding the transition from Early Harappan to the Mature form of the Harappan Civilization; distribution and extent; town planning and architecture. Economic and social features: agriculture, animal husbandry, trade, arts and crafts, technology; social organization, writing, seals and sealings; funerary customs. decline and collapse; nature of contemporary and successor cultures; character of Harappan legacy.

**Unit 7: (Week 13):** Neolithic and chalcolithic cultures in non-Harappan India; regional patterns and multiple traditions from Kashmir to Tamil Nadu; interactions with Harappan sites.

**Unit 8: (Week 14):** Beginning and development of iron technology; early appearance of iron as a smelted metal. ‘Iron Age’ cultures and their chronological spectrum; major production centres.

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

**Unit 1: (Week 1-2):** This unit will introduce students to the terminology and scope of concepts like Prehistory and Protohistory.


Unit 2: (Week 3-4): This unit will introduce students to hominid Fossils, the earliest stone tools and palaeolithic sites.


Unit 3: (Week 5-6): This unit will introduce students to the specialized hunter gatherers of the Mesolithic age and the Microliths in the Pleistocene.


Unit 4: (Week 7-8): This unit willl introduce students to the beginning of food production, the multilineal character of early agriculture and issues connected with early domestication.


Unit 5: (Week 9-10): This unit will introduce students to the growth of villages (upto c. 2600 BCE) in different regions of the subcontinent.


Unit 6: (Week 11-12): This unit will introduce students to the transitions in the Harappan civilization, its distribution, extent, characteristic features, decline and legacies.


Unit 7: (Week 13): This unit will introduce students to Neolithic and chalcolithic cultures in non-Harappan India, its regional patterns and multiple traditions from Kashmir to Tamil Nadu.


Unit 8: (Week 14): This unit will introduce students to the beginning and development of iron technology, the ‘Iron Age’ cultures and their chronological spectrum and major production centres.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The students would have learnt the Quaternary environmental change especially in reference to the Indian Subcontinent. The course seeks to impart to the students a comprehensive knowledge and understanding of protohistoric period changes in society and economy. This is the Cultural Period during which humans first learnt to exploit stone, copper, bronze and iron (in that order). Students will be introduced to the sources available for this period which are largely archaeological and vary considerably since the societies that we will consider range considerably in time and space. Lectures, field sites, access to the archaeological materials in the Department Museum will all be a part of the pedagogy used during the course.

**Assessments.**
Students enrolled in the course would have their work assessed in three modes.
1) There will be a class test worth 10 marks
2) There will be a take home assignment for 25 Marks
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course objectives:

This course will provide a detailed study and analysis of important aspects of the history of the subcontinent between the period ca. 200 BCE—600 CE. The period under review will be divided into two chronological phases – c. 200 BCE –300 CE and c. 300 —600 CE. In addition to the study of the social, economic, political, religious, cultural aspects of these two phases, a few selected primary sources will also be taken up for detailed discussion.

Learning outcomes:

After taking this course the student should be able to
- Conceptualize the historical processes through which ancient states and societies were formed
- Demonstrate broad knowledge of historical events of the period and its significance
- Learn about the economic stability through trade organization and agrarian base
- Learn to use the primary literary sources for historical interpretation
- Analyse the art and architecture aesthetically and as material phenomenon that can provide historical insights into the period
- Understand the transregional cultural connections of the subcontinent with Central and South East Asia and trade relations with the Mediterranean regions, and China.

Course Content:

Unit I. Historiography and sources. Assessing the Mauryan Legacy; going beyond the stereotypes of ‘Dark Ages’ and ‘Golden Ages’

Unit II. Changing polities: the proliferation of state society; political and administrative structures

Unit III. Economic Processes: agrarian Structure; urban developments, money; craft and guilds, trade within the sub-continent; long distance trade interaction between the subcontinent, Asia and Europe.

Unit IV. Social structure: varna, jati, gender and idea of varna shankara will be analysed.

Unit V. Religious Doctrines and practices: the emergence and intensification of theistic trends; Puranic Hinduism-Vishnuism, Saivism, and Shatkism; the Mahayana schools, the Svetambara-Digambara tradition; yaksha and naga cults; emergence of Tantra.

Unit VII. Literary and Technical works in Prakrit and Sanskrit.
Unit VIII. Cultural interaction between India and Asia, with special reference to East Asia and South east Asia

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: (week 1): This unit will analyse and evaluate the Historiography and sources, and Assess the Mauryan Legacy; going beyond the stereotypes of ‘Dark Ages’ and ‘Golden Ages’


Puri, B.N. (1994), Ancient Indian Historiography, Delhi, Atmaram &sons

Unit II: (weeks 2-3): Changing polities: the proliferation of state society; political and administrative structures will be discussed in this unit.


Unit III: (Week 4-6): This unit will cover economic processes viz. agrarian structure; urban developments, money; craft and guilds, trade within the sub-continent; long distance trade interaction between the subcontinent, Asia and Europe

Chakrabarti, Ranabir. (Ed.) (2010), Trade in Early India, Delhi: Oxford University Press. pp. 5-100


Sharma, R.S. (2007). *India’s Ancient Past*, Delhi: Oxford University Press, pp. 221-229

**Unit IV: (Week 7):** In this unit the social structure viz. varna, jati, gender and idea of varna Shankara will be analysed.

Sharma, R.S., (1983), *Social changes in Early Medieval India (C, AD 500-1200)*, Peoples Publishing House, pp. 1-28

**Unit V: (Week 8-9):** Religious Doctrine and practice: the emergence and intensification of theistic trends; Puranic Hinduism-Vaisnavism, Saivism, and Sakism; the Mahayana schools, the svtambara-Digambara tradition; yaksha and naga cults; emergence of Tantra.

Unit VI: (Week 10-12): Art and Architecture: religious architecture and sculpture -- form and patronage; early Hindu Temples, Buddhist Stupas, Buddhist and Jain cave and shrines, Gandhara and Mathura School of Sculpture; terracotta art; painting.

Craven, C, Roy. (1976), *A Concise History of Indian Art*,(1976), New York, pp. 51-66, 81-110
Anand, Mulk Raj,(1989), *Chitralakshana:Story of Indian Painting*, National Book Trust, Delhi, pp.17-24

Unit VII: (week 13): Literary works in Prakrit and Sanskrit.

Unit VIII: (week 14): Cultural interaction between India and Asia, with special reference to East Asia and South east Asia.

Sharan Shyam,ed. (2018), *Cultural and civilizational link between India and South East Asia: Historical and Contemporary Dimensions*, Asean-India Centre, pp. 1-16, 181-192, 253-274, 325-345

Suggested Readings:


• Shyam, Sharan. (Ed.). (2018), Cultural and civilizational link between India ans South East Asia: Historical and Contemporary Dimensions, Delhi: Asean-India Centre.
• Singh, Upinder. (2009), A History of Ancient and Early Medieval India from the stone age to the 12th century. Delhi: Pearson Longman. Chaps. 8 and 9

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

Students who take this course will be assessed in two modes:
1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. This essay will be marked out of 25 marks.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 310
History of Early Medieval India –ca.600-1300 CE

Course Objectives:

The aim of this paper is to analyse the different historiographical interpretations of the seventh-thirteenth centuries and to see how this period can be situated in the long-term history of India. The paper attempts to familiarise students with the society, economy, and polity of the period with a focus on the regions and their making, as also the transactional networks in the socio-cultural world with reference to varied locations and junctures. Through the study of different social processes that shaped the early medieval period, students will be introduced to the different strands that constituted regional and trans-regional societies.

Learning Outcomes:

At the end of the course, students should be able to:

- Understand the various historiographical interventions in the study of this period.
- Appreciate the emergence of multiple nodes and interactions among them that shaped Indian society and its pluralistic inheritance.
- Understand that India is a combination of peculiarities of regional societies and cultures, and through time, these experienced hierarchies and differences.
- Comprehend that regional frontiers were always porous, and the shaping and reshaping of regions was the result of constant interactions within and even beyond their frontiers.

Course Content:

Unit 1: (Week 1-3): Representations of Early Medieval India; Towards the early medieval; and its constituents.

Unit 2: (Week 4-7): Economy: Agrarian Expansion and spread of settlements with reference to the regions; Problems of land-ownership and ‘the village community’; Urbanization, Trade, Money and Markets; Guilds.

Unit 3: (Week 8-10): Society: Caste and social stratification; shaping of regional societies; rise of new groups; gender relations; history of untouchability.

Unit 4: (Week 11-12): Political systems: Conceptions of kingship; structure of polities; and Changing forms of legitimation.

Unit 5: (Week 13-14): Cultural Processes and transactional networks: Puranic Hinduism, Tantricism, temples, mathas, viharas, tirthas; Spread of sastric-epic-puranic ideas; patronage; Portrayal of the other; weaving of the local/autochthonous, regional and transregional cultural flows.
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-3): Largely focuses on historiographical issues relating to the period of the course.


Mukhia, H. ‘Was there Feudalism in Indian History?’, H. Kulke (ed), The State in India, 1000-1700, New Delhi: Oxford University Press, pp.86-133.

Unit 2 (Week 4-7): Political economy of the period.

Sharma, R. S. (2001), Early Medieval Indian Society – A Study in Feudalism, New Delhi, Orient Blackswan, pp. 77-162.

Nandi, R. N. ((2000), State Formation, Agrarian Growth and Soccial Change in Feudal South India, Delhi, Manohar, pp. 61-132..


Sahu, B. P. (ed), Land System and Rural Society in Early India, Delhi, Manohar, (Introduction and select essays).


Chakrabarti, R. (2002), Trade and Traders in Early India, Delhi, Manohar, (select chaps).


Unit 3 (Week 8-10): Changing dimensions of Society, including regional societies.


Gupta, C. (1983), ‘Writers Class of Ancient India’, *Indian Economic and Social History Review*, vol. 20,

**Unit 4 (Week 11-12):** The unit charts the multilayered political systems and courtly ideology of the times.
Sahu, B.P. and H. Kulke (eds), (2015), *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*, Delhi, Manohar, (“Introduction” and select chaps).
Subbarayalu, Y. (2012), *South India under the Cholas*, New Delhi, Oxford University Press, pp. 207-60.

**Unit 5 (Week 13-14):** This unit will analyse cultural interactions, movement of ideas and people and the shaping of vibrant, plural and inclusive societies.

**Suggested Readings**

Facilitating Teaching Learning Outcome:

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of the period.

Assessment:

Students enrolled in the course would have their work assessed in two modes.
1) Term Paper/test of 25 Marks
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-311
Art and Architecture in Early Medieval India (ca. 600-1300 CE)

Course Objectives:

The objective of this course is to acquaint students with the vastness and variety of architecture, sculpture, and painting in early medieval India and to situate these artistic manifestations within the larger historical milieu. Representative material from northern and southern India will be approached through a range of perspectives to understand the variety, complexity and diversity that characterized the art forms of this period. The overarching purpose is to engage with processes that shape representation and reception in the visual arts and the manner in which art becomes an index of the region-and-period-specific histories.

Learning Outcomes:

- Through examples of art and architectural production in North and South India during one of the most productive periods in Indian art, students will gain a detailed and textured knowledge about art and architectural history.
- They will learn about different regional styles, their temporal characteristics and the distinctive details that characterize them.
- They will also learn how to contextualise this artistic expression within larger historical developments.
- Students will learn to employ different art historical methods—style, iconography, iconology, semiotics, etc—to understand the historical creation and reception of art and architecture.

Course Content:

Unit 1: Week 1: The ‘Early Medieval’ in India: A brief survey of the historical processes at work.
Unit 2: Week 2-7: The early medieval temple in Southern India: regional and sectarian specificities in art and architecture: Each sub-unit in this section will consider issues of iconography, style, narrative, patronage, and wherever available, the signatures of artists.
  i. Weeks 2 and 3: Excavated monuments: Caves, Rock-cut or monolithic temples, with special reference to Ellora and Māmallapuram.
  ii. Week 4: Drāviḍa from the Pallava period, with special reference to Kailāsanātha-Kanchipuram.
  iii. Week 5: Vesara from the Early Western Chalukya period in the Deccan, with special reference to Bādāmi, Aihoḷe and Paṭṭādakal groups.
Week 6: Ritual, Power, and Religion: Drāviḍa from the period of Chola dominance in South India, with special reference to Taṅjāvūr Bṛhadīśvara.

Week 7: Artists, Patrons and Narrative cycles: Vesara from the Hoysaḷa period in Karnataka.

Unit 3: Week 8-12: The early medieval temple in Northern India: regional and sectarian specificities in art and architecture: Each sub-unit in this section will consider issues of iconography, style, narrative, patronage and wherever available, the signatures of artists.

i. Week 8: Understanding Nagara style from Eastern India – Kalinga, with special reference to the Bhubaneswar group;

ii. Week 9: Iconological and text-image studies of temple architecture and sculpture: the Central Indian region;

iii. Week 10: The temple’s biography: Diachronic frames: Ambika-Jagat, Rajasthan, Western India;

iv. Week 11: Geography, Region and Cross-culturalism: Kashmir temples;


Unit 4: Week 13-14: Architecture, sculpture and painting traditions of Buddhism and Jainism in early medieval India

i. Week 13: Buddhist Stupas, Monasteries and associated artefacts – Bodhgaya or Nalanda; Jaina Monumental Complexes and sculptural remains – Ellora.

ii. Week 14: Early medieval painting: Mural paintings of South India: Materials and techniques; narrative content and aesthetics; Buddhist mural paintings and stucco of the Himalayan region with special reference to Alchi: Materials and techniques; narrative content and aesthetics;

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1, Week 1: This section surveys the larger historical processes at work in early medieval India to provide a context to the theme of the paper.


Unit 2, Weeks 2-3: This part will introduce the architecture of the rock-cut monoliths at Mamallapuram and Ellora.


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Unit 2, Week 4: This unit will discuss early Drāviḍa iconography and architecture of the Tamil region.

Unit 2, Week 5: This unit discusses monuments of the Early Western Chalukya period in the Deccan.

Unit 2, Week 6: This unit discusses religious architecture and the rituals of power during the period of Cholas in South India.

Unit 2, Week 7: This unit discusses the Hoysaḷa art, with special reference to issues of artistic
agency and patronage and the epic narratives on some Hoysaḷa temples.


Unit 3, Week 8: This unit introduces regional and sectarian specificities in art and architecture of the Nagara temples, taking the Kalinga idiom as a starting point.


Unit 3, Week 9: This unit discusses text-image relationships and iconological concerns with reference to some Central Indian temples, especially at Khajuraho.


Unit 3, Week 10: This unit discusses the iconography and after-life of some Western Indian temples, especially Ambika, Jagat, Rajasthan.


Unit 3, Week 11: This unit approaches issues of geography, region and cross-culturalism through the temples of Kashmir.


Unit 3, Week 12: Form and Transformation: This unit zeroes in on the constituent elements of early medieval Indian architecture, their proliferations and typologies.


Unit 4, Week 13-14: This unit explores the Buddhist and Jaina heritage of Western and Eastern India during the early medieval period. It also elaborates upon the mural painting traditions of the Himalayan regions and South India.


Suggested Readings:


**Facilitating Teaching Learning Outcome:**

The course is structured around lectures, visual analysis, and discussions based on select readings and images from the art history of early medieval India. Regular presentations and participation in classroom discussions will be a necessary component of the course to ensure that students are able to develop the necessary visual and literary skills to interpret the varied dimensions of the early medieval Indian arts in history writing.

**Assessment:**

Students enrolled in the course would have their work assessed in two modes.

1) Students will be required to submit a term paper of approximately 3500 words, complete with citations and bibliography on a pre-discussed relevant theme. This term paper will be marked out of 25 marks. The term paper will have a strong visual component and the interpretation of visual art objects through the disciplinary tools of art history.

2) An end of term semester examination of 3 hours duration will take place wherein marks will be awarded out of a maximum of 75 marks.
Course Objectives:

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

Learning outcomes:

At the end of this course, students will be able to understand:

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

Course Content:

Unit 1: (week 1-2): Understanding Dynamics of Religions
Unit 2: (week 3-5): Religions of hunters, gatherers and food producers: Palaeolithic, Neolithic to Chalcolithic Times
Unit 3: (week 6-7): Study of Vedic religion
Unit 4: (week 8-10): Development of religious ideas and practices in the Gangetic Valley during c.700 to c.200 BCE : Early Buddhism, Jainism, Materialism
Unit 5: (week 11-12): Development of Vaishnavism and Shaivism during circa 200 BCE to circa 500 CE
Unit 6: (week 13-14): Emergence of Mahayana Buddhism, development of Jainism and popular cults (*circa* 200 BCE to *circa* 500 CE)

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

**Unit 1: (week 1-2): Understanding Dynamics of Religions**
- Bhattacharji, Sukumari, *The Indian Theogony*, 1970
- Kosambi, D.D., Myth and Reality: *Studies in the Formation of Indian Culture*, 1962,

**Unit 2: (week 3-5): Religions of hunters, gatherers and food producers**
- Encyclopaedia of Religions, Jones, Lindsay(ed.), *Encyclopaedia of Religion* (15 Volumes ), 2005: Selected articles:
- मुंडा, रामदयाल एवं मानकी, रतनसिंह, ‘आदि- धरम :भारतीय आदिवासियों की धार्मिक आधाराएँ’ (2009)

**Unit 3: (week 6-7): Study of Vedic religion**

**Unit 4: (week 8-10):** Development of religious ideas and practices in the Gangatic Valley during c.700 to c.200 BCE : Early Buddhism, Jainism, Materialism

Bhattacharyya, N. N., *Buddhism in the History of Indian Ideas*, 1993
Bhattacharya, H., *Anekantavada*

**Unit 5: (week 11-12):** Development of Vishnuism and Shivaism during circa 200 BCE to circa 500 CE

Gonda, Jan, *Vishnuism and Shivaism : A Comparison*, 1970

**Unit 6: (week 13-14):** Emergence of Mahayana , development jainism and popular cults (200 bc to 500 ce)

Encyclopaedia of Religions, Jones, Lindsay(ed.), *Encyclopaedia of Religion* (15 Volumes ), 2005: Selected articles:
Ajivikas, Animism, Anthropomorphism, Asceticism, Carvakas, Popular Religion,

**Suggested readings:**

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Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

Assessment:

The assessment modalities for this paper will be in two parts:
1) Students will be required to write two term papers (12-15 pages each), along with the presentations. These will be marked out of 25 marks.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-313
History of Early Indian Art and Architecture (up to ca. 600 CE)

Course Objectives:

The objective of this paper is to trace the evolution of art and architecture in ancient India. The main focus of this paper will be on chronological and stylistic developments in their historical contexts. The paper will also examine the interrelationship between architecture, sculpture and paintings in terms of their underlying essence, themes and styles. Given the nature of material and textual remains, the paper will further analyse these within the complex of religion, arts and society through multi-disciplinary approach. The course looks at art and architecture from the prehistoric and proto historic beginnings to a continuum from post Mauryan times to the ‘classical’ phase upto c. 600 CE.

Learning Outcomes:

At the end of the course, students would be:

- Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history.
- Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
- Able to trace the intertwined nature of art, religion and society in the period.
- Able to analyze art on basis of its materiality.
- Recognise the patterns of patronage and related developments.

Course Content:

Unit 1: (Week 1): Introduction to the course. Analysing sources: material, epigraphic, textual. Materiality and art; provenance of styles; tools and techniques of artists; signatures of artists.

Unit 2: (Week 2): Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form.

Unit 3: (Weeks 3-4): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, toys.

Unit 4: (Week 5): Early forms of architecture (up to 400 CE): Architectural types as evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, palace remains, bodhigharas, shrines, etc.

Unit 5: (Weeks 6-7): Monumentality and Stupas, chaityas and viharas: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Pitalkhora, Karle,
etc.)

**Unit 6: (Weeks 8-9):** Early temples in stone: Form, Iconography and Ritual, c.400-600 CE. Evolution of Structural temples through select case studies

**Unit 7: (Week 10):** Cave temples: eg. Ajanta, Elephanta, Badami: architecture and iconographic programme

**Unit 8: (Weeks 11):** Origins and Modes of representation in early Indian sculpture, c. 320 BCE-600 CE: Evolution of iconography of gods and humans, Bodhisattvas and Buddhas; Jaina tirthankaras. mukhalingas, anthropomorphic Brahmanical deities; early attempts at royal portraiture.

**Unit 9: (Week 12):** Local cultic deities, yaksha-yakshi, shalabhanjika, and mithuna images.

**Unit 10: (Week 13):** Shilpashastras and Vastushastras: development of the aesthetic canon: relationship of text to practice.

**Unit 11: (Week 14):** Paintings: Ajanta and Bagh: context, content, technique, and form.

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

**Unit 1: (Week 1):** Introduction to the course. Analysing sources: material, epigraphic, textual. Materiality and art; provenance of styles; tools and techniques of artists; signatures of artists.


**Unit 2: (Week 2):** Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form


**Unit 3: (Weeks3-4):** Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, jewellery, toys.

Unit 4: (Week 5): Early forms of architecture (up to 400 CE): Architectural types as evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, free-standing pillars, palace remains, *bodhigharas*, shrines, etc:

Unit 5: (Weeks 6-7): This unit will discuss Monumentality and *Stupas, chaityas and viharas*: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Pitalkhora, Karle, etc.)
Unit 6: (Weeks 8-9): Early temples in stone: Form, Iconography and Ritual, c.400-600 CE. Evolution of Structural temples through select case studies.


Unit 7: (Weeks 10): The unit will study Cave temples: eg. Ajanta, Elephanta, Badami: architectural and iconographic programme.


Unit 8: (Weeks 11): This unit will study origins and Modes of representation in early Indian sculpture, c. 320 BCE-600 CE.


Unit 9: (Week 12): This unit will study local cultic deities, *yaksha-yakshi, shalabhanjika*, and *mithuna* images. Motifs, symbols and their meanings

Varanasi.

Unit 10 (Week 13): This unit will study Shilpashastras and Vastuashastras and the development of the aesthetic canon: relationship of text to practice.

Unit 11 (Week 14): This unit will study the context, content, technique, and form of Paintings through the case study of Ajanta and Bagh.

Suggested Readings:

Department of History, University of Delhi


Facilitating Teaching Learning Outcomes:

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums to help the students acquaint themselves with the materiality of the objects that they study. Besides this they will also be familiarized with the archives of images that they can use as resources for their study. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of early Indian art and architecture.

Assessments.

Students enrolled in the course would have their work assessed in two modes.
1) Term Paper/test of 25 Marks
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-314
Early Indian Social Orders: Structures and Processes (1500 BCE - 1200 CE)

Course objectives:

This paper analyses with the help of textual and epigraphic evidence the various strands that go on to make early Indian social order. The course highlights that nothing is immutable rather the society functions through a complex process to give rise to structures while simultaneously providing spaces within them.

Learning Outcomes:

At the end of the course students should be able to grasp:

- Various facets of early Indian society its transition from pre-class to stratified society which is marked by varna and jati division.
- Social formations and social structures were not immutable but were marked by constant flux where forested areas were cleared for settlement (sometimes also abandoned) and jatis rose and fell in status.
- Complexities particularly of a gendered nature of various types of marriages and households as also of social philosophies.
- How has ancient Indian society treated its marginals and ‘Outsiders’? Was there space for negotiations for them or did they remain forever on the periphery?
- To what extent legal system of early India was gendered and varna/jati influenced.
- How have social ethics influenced sexual mores, regulations of body, death rites and other ritual observances.

Course Content:

Unit 1: (Weeks 1-2): From pre-class to class societies: jana, vish, vrata, gana, varna, jati, etc.
Unit 2: (Week 3): Social Formations: Vana and kshetra.
Unit 3: (Week 4): Social Mobility: Kayasthas and Rajputs.
Unit 4: (Week 5): Family: Forms of Marriages, Types of Households.
Unit 5: (Weeks 6-7): Social philosophies: Ashrama, Renunciation, Tantricism, Virashaivism.
Unit 6: (Weeks 8-9): Marginals: Dasa, Vratyas, Mlecchas, Untouchables, widows, prostitutes.
Unit 7: (Week 10): ‘Foreigners’: Yavanas, Turuskas, Tajikas
Unit 8: (Week 11): Social Roots of Legal System: Inheritance (With reference to women), Crime and Punishment (with reference to caste and gender).
Unit 9: (Weeks 12): Social Ethics: Sexuality, regulations of body, consumption of food and drink,

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

**Unit 1: (Weeks 1-2):** Readings will cover transition of early Indian society from pre-class to stratified social order.


**Unit 2: (Week 3):** Readings will analyse nature of social formations in early India.


**Unit 3: (Week 4):** The readings in this section will look at the social mobility of various groups in the background of socio-economic processes.

Unit 4: (Weeks 5-6): Readings will cover the important social institutions of marriage and households


Unit 5: (Week 7): Readings will lay particular stress on the gender element in social philosophies and movements.


Unit 6: (Weeks 8-9): The attempt of the readings will be to recover the history of the marginals.


to 600 AD, Delhi: Munshiram Manoharlal.

Unit 7: (Week 10): We will try to analyse in this section the nature of different existing social groups in the subcontinent and their interaction with new religious and cultural social formations.

Unit 8: (Week 11): The focus in this section would be on how have masculine society dealt with women’s property rights. Also we will try to analyse how has elitist social order impacted its legal norms.
Motilal Banarasidass.

**Unit 9 (Weeks 12):** This unit will deal with issues of sexuality and bodily regulations. We will also focus on socio-religious norms of eating and drinking.


**Unit 10 (Week 13):** Readings in this section will analyse variety of rituals and their gender context.


**Unit 11 (Week 14):** Readings here will look at the social psychology of emotions in the context of ancient India


**Suggested Readings:**

Facilitating Teaching Learning Outcome
The course will be organised around Weekly lectures and class discussions based on essential readings.

Assessments:

There will be two modes of assessing students taking this course
1) There will be an internal assessment exam held mid-semester where students will be marked for their essay out of 25 marks.
2) End of term semester exam will be of 3 hours duration and students will be marked out of 75 marks.
HSM-316
Gender and Women in Early India

Course Objectives:

This course covers a chronological span up to circa 1200 CE and seeks to introduce students to diverse issues and perspectives in feminist history, drawing upon textual, epigraphic and, where possible, archaeological evidence. The course is also intended to convey to what extent the concept of gender has enriched our understanding of history.

Learning Outcomes:

At the end of the course students would:

- Understand historiographical interventions in writing women into history. To go beyond ‘add-women-and-stir’ approach in writing this history so that women become analytically visible.
- Theoretical and methodological issues involved in the writing of new women’s history.
- The complex web of institutions and ideologies which facilitate the functioning of patriarchy.
- The historical context of social construction of ‘gender roles’.
- Spaces within patriarchal structures where women enjoyed both visibility and also had a voice.
- How and why are women treated differently from men and from each other?

Course Content:

Unit 1 (Weeks 1-2): Historiography: women’s issue as analysed in different historiographical discourses, viz. colonial, Nationalist, Marxist and recent trends. Intersection of gender with class, caste, generational hierarchy, and its spatial and cultural context.


Unit 4 (Weeks 7-8): The socio-sexual constructions of womanhood: In different forms of marriage, family and households.

Unit 5 (Weeks 9-10): Women and property – the concept of stridhana. Extent to which women are perceived as property.
Unit 6 (Weeks 11-12): Is there a ‘female voice’? This question will be examined in the contexts of both literary and inscriptive sources.

Unit 7 (Weeks 13-14): Women in the Public sphere -- rulers, patrons and livelihood earners.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Weeks 1-2): Readings in this unit will cover historiographical debates in the writing of feminist history with emphasis on that of early India.

Ramaswamy, V. (2011). ‘Gender and the Writing of South Indian History’ in S. Bhattacharyya (ed) Approaches to Indian History, Primus, New Delhi, pp.199-224.

Unit 2: (Weeks 2-3): The readings in this unit will try to analyse the theoretical and methodological concepts in writing gender history.

Moore, H. (1988). Feminism and Anthropology, St. Paul-Minneapolis: University of Minnesota Press,

**Unit 3: (Weeks 5-6):** Readings in this section will focus on gendered religious systems particularly the masculine sanitisation of the goddess.

**Unit 4: (Weeks 7-8):** Readings will focus on the institutions of family and marriage and how is human sexuality framed within them.

Unit 5: (Weeks 9-10): Readings in this unit will look at women’s relation to material resources and the extent to which they themselves are reified.

Unit 6: (Weeks 11-12): Readings under this rubric will try to analyse whether women have a voice in a social setup that believes in silencing them. What is the nature of these voices?

Unit 7 (Weeks 13-14): Readings in this rubric will cover women in the public sphere as rulers, labourers and as donors.

Suggested Readings:


Facilitating Teaching Learning Outcome:
The course will be organised around Weekly lectures and class discussions based on essential readings.

Assessments:

Students will be assessed in two modes in this paper
1) There will be an internal assessment exam held mid-semester where students will be marked for their essay out of 25 marks.
2) End of term semester exam will be of 3 hours duration and students will be marked out of 75 marks.
Course Objectives:

The objective of this course is to introduce students to the commercial tools and methods of exchange in Ancient India. This course helps students to comprehend ‘money’ not just as metal money but different media of exchange used before the advent of coins. It also helps in developing an understanding about various related topics which affected the economy and money circulation like the fiscal contexts, the commercial economy and differing rights to wealth and resources. It also familiarizes students to how a money based economy is developed.

Learning outcomes:

At the end of this course, students will learn how the:

• Development of money in ancient India contributed towards trade and commerce as well as other aspects of society.
• How the usage of different media of exchange has been developed keeping the economic history of the region and period before advent of metal money as context.
• How fiscal contexts, commercial money, changing land rights and differing rights to wealth and resources affected the society, economy and money circulation.
• The factors which lead to development of money based economy and its effect on development of agriculture and trade network.

Course Content:

Unit 1: (week 1-2): Understanding media of exchange and its need and development in ancient Indian society.
Unit 2: (week 3-4): Advent of metal money in Ancient India.
Unit 3: (week 5-6): Agricultural growth and metal money (circa 600 to circa 200 BCE).
Unit 4: (week 7): Taxation and metal money (circa 600 to circa 200 BCE).
Unit 5: (week 8-9): Trade network and metal money (circa 200 BCE to circa 300 CE).
Unit 6: (week 10): Penetration of Monetary economy (circa 200 BCE to circa 300 CE).
Unit 7: (week 11-12): Changing land rights, differing rights to wealth and resources and their impact on metal money (circa 300 to circa 1300 CE)
Unit 8: (week 13-14): Trade mutations and their impact on patterns of metal money. (circa 300 to circa 1300 CE)
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (week 1-2): Understanding media of exchange and its need and development in ancient Indian society.

Unit 2: (week 3-4): Advent of metal money in Ancient India.
Kosambi, D.D. *Indian Numismatics*, ed. B.D.Chattopadhyaya
Maity, S.K. *Early Indian Coins and Currency System*
Mitchiner, Michael, *The Origins of Indian Coinage* (1973)

Unit 3: (week 5-6): Agricultural growth and metal money (*circa* 600 to *circa* 200 BCE).

Unit 4: (week 7): Taxation and metal money (*circa* 600 to *circa* 200 BCE).

Unit 5: (week 8-9): Trade network and metal money (*circa* 200 BCE to *circa* 300 CE).
Turner, Paula J. *Roman Coins from India* (1989)

Unit 6: (week 10): Penetration of Monetary economy (*circa* 200 BCE to *circa* 300 CE).
Chattopadhyay, Bhaskar, *The Age of the Kushanas: A Numismatic Study* (1967)
Sarima, I.K. *Coinage of the Satavahana Empire* (1980)
Turner, Paula J. *Roman Coins from India* (1989)

**Unit 7: (week 11-12):** Changing land rights, differing rights to wealth and resources and their impact on metal money (*circa* 300 to *circa* 1300 CE)
- Altekar, A.S. *Coinage of the Gupta Empire* (1957)

8) **Unit 8: (week 13-14):** Trade mutations and their impact on patterns of metal money. (*circa* 300 to *circa* 1300 CE)
- Deyell, John S. *Living Without Silver: The Monetary History of Early Medieval North India*, OUP, Delhi, 1990

**Suggested readings:**

- *Analysis of Reasonings in Archaeology:The Case of Graeco-Bactrian and Indo-Greek Numismatics* (1990)
- Gupta, Parmeshwari Lal and Jha, Amal Kumar, eds., *Numismatics and Archaeology*, Indian Institute of Numismatic Studies, Nashik.
- Narain, A.K. *The Indo-Greeks* (1957)
- Rajgor, Dilip, *Punch-Marked Coins of Early Historic India*, Reesha Books International,

- Rapson, E.J., *Catalogue of the Coins of the Andhra Dynasty, the Western Kshatrapas, the Traikutaka Dynasty and the “Bodhi” Dynasty*, (1908; Indian ed.1975)

**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

**Assessment:**

The assessment modalities for this paper will be in two parts:
1) Students will be required to write two term papers (12-15 pages each), along with the presentations. These will be marked out of 25 marks.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 326
Political Processes and Structure of Polities in Ancient India

Course Objectives:

The objective of the course is to familiarise students with some of the issues and debates relating to ideas and practice of state systems in early India up to \textit{circa} 1300. Students are required to focus on some path breaking works, which have moulded the ways in which scholars look at these issues in historical contexts. The course will teach how an understanding of political processes enriches our perspective of Indian history in its varied dimensions. While looking at broad historiographical trends in writing, the course will require students to learn to juxtapose these trends in writing histories of the state with the available sources.

Learning Outcomes:

At the end of the course, students would:

- Appreciate historiographical interventions in the study of political ideas and institutions.
- Understand the importance of studying political processes and structure of polities as an important area of historical analysis.
- Have learnt about the ways in which the inter-relationships between society, economy and polity have been postulated and thought about by historians.
- Through concrete case studies understand how political processes bring new dimensions to our understanding of history.

Course Content:

Unit 1: (Week 1-2): Historiography: From Colonial writings to the Present
Unit 2: (Week 3-4): State formation in northern India; rituals and legitimation
Unit 3: (Week 5-6): The Mauryan Empire
Unit 4: (Week 7-8): Post-Mauryan Polities: Kushanas, Satavahanas and the South
Unit 5: (Week 9-10): The Guptas: Emergence of \textit{samanta} system and administrative reorganization; Extension of State Society
Unit 6: (Week 11-12): ‘Republics’ in early India; Conception of Kingship; Brahmana-Kshatriya relationship; Concept of Dharma
Unit 7: (Week 13-14): Early Medieval Kingship; Structure of early medieval polities.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover historiographical issues.

**Unit 2: (Week 3-4):** It traces the evolution of ideas and institutions between the Rig Vedic times and the middle of the 1st millennium BCE.


**Unit 3: (Week 5-6):** This unit focuses on both the history and historiography of the Mauryan state.


**Unit 4: (Week 7-8):** The Kushanas in the north, Satavahanas in the Deccan and political processes in the south are the basic reference points.


**Unit 5: (Week 9-10):** The focus is on the new political formations and changing forms of ideas and ideology.


**Unit 6: (Week 11-12):** The emphasis is on political ideas in early India.


**Unit 7: (Week 13-14):** Post-Gupta kingship and state are the subjects of study. The rich historiography of the period is also discussed.


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Karashima, N. (ed), (1999), *Kingship in Indian History*, Delhi, Manohar, (select essays).

**Suggested Readings:**

- Sharma, R. S. “The Segmentary State and the Indian Experience’, *Indian Historical Review*, 16 (1-2), pp. 80-108.

**Facilitating Teaching Learning Outcome:**

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of the period.
Assessments.

There are two modes of assessing students in this course
1) Term Paper/test of 25 Marks
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-329
Religion and Society in Ancient Indian Literature and Art
(ca. 1000 BCE to circa 300 CE)

Course Objectives:

The course covers early Ancient History from 200 BCE to 300 CE to discuss the major religions and the social, cultural context in which they emerge through the study of literary traditions, art, sculpture and architecture. Tracing how religious ideologies and practices are articulated in literary and visual sources, the course attempts to introduce students to the social and cultural developments of Ancient India which are reflected in its artistic traditions. The course also intends to look into how class, caste and gender is reflected in the religious traditions of Ancient India.

Learning Outcomes:

At the end of the course students will be able to:

- Students will be able to distinguish forms of religious conceptualizations, rites and forms of worship and how they emerge within the context of different regions and social categories.
- They would have learnt about the history of regions, arts and society and explored the interrelationships within them.
- The course would have taught them the diverse approaches to the study of religious traditions and trace the emergence of major religious cults including Vishnuism, Shaivism, Mahayana Buddhism.
- They would have learnt the social history of art, artists and their benefactors and be able to trace the links between power, ideology, politics and patronage.
- The course’s strong gender component would have allowed students to learn the complexities in understanding gender issues in religious constructs.
- Students will be able to explore the linkages between the elite and popular traditions.
- Through the study of specific case studies, students would have learnt how religion and religious practices brings new dimensions to our understanding of history.
- Readings and discussion would have built comprehension and analytical skills of the students.
- The written assignments will result in the development of rigorous conceptualization and written expression.

Course Content:

Unit 1.(Week 1-2) Historiography on Religion, Art and Society in Ancient India
Unit 2. (Week 3) Survey of Vedic and Brahmánical textual traditions
Unit 3. (Week 4-5) Buddhism, Theravada and Mahayana Traditions; Jïnism
Unit 4. (Week 6-7) Growth of Puranic theism: Viṣṇuism; Śivaism; Śaktiism
Unit 5. (Week 8-9) Social History of Art and religious representations in Visual traditions
Unit 6. (Week 10-11) Representation of women in textual and visual traditions
Unit 7. (Week 12-13) Popular cults and myths in texts and stone-Puranic, Jatakas, Panchatántra
Unit 8. (Week 14) The artists of Ancient India: Ritual and social context

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1.(Week 1-2) This unit focuses on the different approaches adopted for the study of religion, art and society in Ancient India, especially the latest perspectives.


Unit 2. (Week 3) The unit involves a study of the vast corpus of Vedas, Brahmanas, Upanishads, and other early literary traditions.

Unit 3. (Week 4-5) This unit will explore the factors in the rise of cults like Jainism, Buddhism and other cults like the Ājivikas and the social context for the emergence of Theravada and Mahayana Traditions and the reflection of these in art forms.


Unit 4. (Week 6-7) In this unit, students will trace the development of the Itihāsa-Purāṇa traditions and the growth and proliferation of cults around the pantheon of Viṣṇu, Śiva, Śakti.

Unit 5. (Week 8-9) The students will be introduced to the major schools of art in ancient times and how they reflect religious, social and cultural attitudes and traditions.
Unit 6. (Week 10-11) The focus of this unit will be on how gender plays a role in the depiction of women in textual as well as visual traditions.


Unit 7. (Week 12-13) The unit will introduce students to the stories and legends in the Puranas, Jatakas and the Pancatantra, trying to trace actual visual representations of these in architectural and sculptural traditions of Ancient India.


Unit 8. (Week 14) This unit involves an understanding of who the artists of ancient India were, the social context from which they came, the ritual and social status attributed to them and how their art helped in the construct of their social identities.


Suggested Readings:

- Sutherland, G.H. (1992) *Yaksha in Hinduism and Buddhism: The Disguises of the Demon,*
Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Students enrolled in the course would have their work assessed in three modes.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

The course involves an exploration of diverse material from the subcontinent – texts, epigraphs and artefacts – to understand ancient Indian conceptualizations on varied social categories with special emphasis on gender and the relationships/hierarchies that existed between different social categories (and within them). The course will begin with discussions of the representation of women in varied traditions and will move on to an exploration of production and reproduction activities, households, kinship and social linkages and unravel how notions of varna, jati and gender are linked to birth, marriage and work in early traditions.

Learning Outcomes:

By the end of the course students would have:

- Students will learn about gender and normative ascriptions related to gender and social categories in textual and epigraphic traditions of ancient India and learn to recognize that these representations have historical contexts and have contributed to the shaping of gender identities and the perceived roles of social categories and communities.
- Students will understand the importance of historiographical perspectives and having an interdisciplinary approach towards the study of gender and society and how ancient traditions are not monolithic but reflect social complexities.
- Students will have experience of working on different types of sources and material evidence.
- They will have the ability to understand the manner in which ideology and thought may have contributed towards creations of social hierarchies and diversities.
- It will challenge them to search for heterogeneity in gender categories that are monolithic and synchronic and which deprive women of historical agency. They will engage with the manner in which gendered and diverse social categories have constantly negotiated with normative traditions.
- They will understand the intersections between gender, caste, class and how social-cultural histories are created and cultural identities formulated.
- Reading, writing assignments and class room discussions will build up comprehension and analytical skills of the students and will result in the development of rigorous conceptualization and written expression.

Course Content:
Unit 1. (Week 1-2) Historiography related to gender, varna, jati and social conditions in Ancient India

Unit 2. (Week 3-4) Prehistoric and protohistoric societies: Debates relating to gender and archaeology.

Unit 3. (Week 5-6) Representations of women and other social categories in normative traditions:

Unit 4. (Week 7-8) Ritual inclusion and exclusion of women and other social categories

Unit 5. (Week 9-10) Kinship, marriage and households.

Unit 6. (Week 11-12): Women, work and ‘agency’

Unit 7 (Week 13): Proprietary rights, Inheritance and Social hierarchies

Unit 8 (Week 14): The female protagonist: ‘Deconstructing’ the portrayal of women- in myths, epics and literary works.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1-2) This unit focuses on an exploration of the historiography related to gender, ‘Modern’ notions of women in Ancient India, social hierarchies.


Unit 2. (Week 3-4) The unit will explore prehistoric and protohistoric societies and debates relating to gender, archaeology and the specific context of Ancient Indian prehistoric societies.


Unit 3. (Week 5-6) This unit will explore the varied ways in which women and other social categories have been represented in normative traditions and will attempt to trace the multiplicity of voices in varied texts.
Sen, Aloka Parashar.(2004). Subordinate and Marginal Groups in Early India, New Delhi: Oxford University Press.

Unit 4. (Week 7-8) This unit focuses on religious and ritual inclusion (and exclusion) of women and other social categories- especially in Brahmanical, Buddhist and Jaina Traditions.
Unit 5. (Week 9-10) The unit will discuss issues related to kinship, marriage and households, the manner in which marriage reinforced varna and jati categories.


Unit 6. (Week 11-12): Women, work and ‘agency’: The unit will focus on the contributions of women and different social categories towards labour and production.


Unit 7 (Week 13): Proprietary rights, Inheritance and Social hierarchies- The unit will focus on how diverse traditions related to property and inheritance existed in Ancient India and how these reinforces caste and class hierarchies.


Unit 8 (Week 14): The female protagonist: The unit will take up case studies to explore the portrayal of women in myths, epics and literary works and how such portrayals impact social attitudes and norms.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessment:**
Students enrolled in the course would have their work assessed in three modes.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
ELECTIVE COURSES
MEDIEVAL INDIAN HISTORY
HSM 351  
Structures of Authority: The Delhi Sultanate  
and the making of Medieval Society in North India ca. 1200-1400

Course Objectives:

The objective of this paper is to analyse the different historiographical interpretations of the 13th – 15th centuries and to question afresh how this period can be situated in the larger history of India. The paper attempts to guide students to move beyond the epistemologies that framed existing debates, and question afresh the different and changing social and political structures that framed and contested authority in north India during the 13th – 15th centuries. Islam certainly was an important aspect in the making of this world, but since it possessed so many facets and agencies, its many aspects related to society and politics in divergent and sometimes competing ways. Through the study of different structures and processes that shaped the period of the Delhi Sultanate over time, students will be introduced to the different strands that allows for a more integral contextualisation of its evolving society and politics in the history of north India.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the 13 – 15th centuries
- Have a firm grasp on the politics and major events in the history of the slave, Khalaji and Tughluq regimes.
- Learn the various historiographical interventions in the study of this period and their epistemological locations.
- Discover the multiple nodes of power that shaped Muslim society and the heterogenous nature of medieval society.
- Learn that politics and authority are an integral aspect of social and cultural life.
- Investigate how medieval taxonomies are quite different from modern ones, and learn how notions of family, social networks, service, freedom/unfreedom, for instance, were quite different in the 13-15th centuries.

Course Content:

Unit 1: (Week 1): Introduction to the course and contrasting pre-histories of the Delhi Sultanate  
Unit 2 (Week 1): The Politics of writing a history of the Delhi Sultanate  
Unit 3 (Week 2): Islam and its Ghurid-Shansabanid contexts in the 12th century  
Unit 4 (Week 3-4): The early Persian literati and narrativising the origins of the Delhi Sultanate
Unit 5 (Week 5-6): Thirteenth Century Political Culture: the Turks and the Sultan’s servants
Unit 6 (Week 7): Sultan Raziyaa and the Accounts of Men
Unit 7 (Week 8): The Political Economy of the fourteenth century Sultanate
Unit 8 (Week 9): Courts of a Different Order – the Sufis tariqas
Unit 9 (Week 10): Nizam al-Din Auliya
Unit 10 (Week 11): Frontier Feudatories and the Khalaji and Tughluq regimes
Unit 11 (Week 12): Sultanate Settlements, the literati and regime change
Unit 12 (Week 13): The end of the 14th Century – Timur, the Rajputs and the Twilight of the Sultanate?
Unit 13 (Week 14): Contextualizing the Sultanate in the History of India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of the essential readings for this course are available online, see:
https://sites.google.com/site/lmudelhisultanate/

Unit 1: (Week 1): This unit will cover the historiographical background of the Delhi Sultanate

Unit 2 (Week 1): The major historiographical approaches to the history of the Sultanate and their political pre-commitments will be discussed in this unit

Unit 3 (Week 2): The Ghurid context and its implications on the early Delhi Sultanate will be discussed in this unit
Unit 4 (Week 3-4): The background of the early Persian ahl-i qalam, their social and intellectual contexts and their writings will be discussed in this unit:


Unit 5 (Week 5-6): This unit will discuss the Sultan, his military slaves and the political culture of the 13th century


Kumar, Sunil. (1994). “When Slaves were nobles: The Shamsi bandagan in the early Delhi Sultanate”, *Studies in History* vol. 10, pp. 23-52,


Unit 6 (Week 7): The political precommitments of the Persian chroniclers will be discussed through a case study of Sultan Raziyya


‘Isami, *Futuh al-Salatin*, translated A. M. Hasan, Madras, University of Madras, pp. 251-57, the section on Razziya.

Ziya’ al-Din Barani, *Ta’rikh-i Firuz Shahi*, ed. Sayyid Ahmad Khan, excerpted with commentary by Sunil Kumar

Unit 7 (Week 8): This unit will discuss the political economy of the Sultanate during the fourteenth century, the period of its greatest influence

Unit 8 (Week 9): This unit will introduce students to Sufis, their mystical fraternities and their organisational forms

Unit 9 (Week 10): The great impact of Nizam al-Din’s teachings and the writings of his disciples will be covered in this unit
Lawrence, Bruce B. (1986).“The earliest Chishtiya and Shaikh Nizam al-Din Awliya” in Delhi through the Ages, ed. R.E. Frykenberg, Delhi: Oxford University Press, pp. 104-128.
Studies, ed. Muzaffar Alam, Françoise “Nalini” Delvoye, et al., Delhi: Manohar, pp. 18-26

Unit 10 (Week 11): The Khalaji and early Tughluq regimes will be studied in this unit

Unit 11 (Week 12): The history of the Persian literati discussed in unit 6 will be continued into the 14th century in this unit

Unit 12 (Week 13): The unit will discuss the significance of late 14th century developments on the social and political life of the Sultanate

Unit 13 (Week 14): This unit will discuss the contexts and the manner in which the Delhi Sultanate seized a narrative space in latter-day histories of India.


Suggested Readings


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Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:
Students enrolled in this course will be evaluated according to two modes:

1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Ideally the subject they choose to write about should not be derived from one of the historians read in this course; it should follow themes that are of interest to them in their personal life. Term papers will build upon aspects of social and cultural life that concern students and as they develop them they would be asked to explore two related but different aspects: a) how medieval taxonomies mean reorienting the modern assumptions of students and b) learn how the political suffuses different dimensions of the social and the cultural. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. This essay will be marked out of 25 marks.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 352
History of North India, ca. 1400-1550

Course Objectives:

This course focuses on the politics and social history of the long fifteenth century and early sixteenth century. It studies the critical social and cultural formation in the time period that is often regarded as an interregnum between the disintegration of the Delhi Sultanate and the emergence of the Mughal Empire. This course will uncover political formation under Afghans, diffusion of political power under different political regimes of North India, forms of patronage, literary cultures and complex socio-political roles of the piety-minded.

Learning Outcomes:

At the end of the course, students would be:

• Able to comprehend the histories of time periods that are often neglected on account of absence of centralized political formations and lack of availability of ‘literary sources’.
• Familiar with the dynamics of change that are not solely centred on the role of political masters based in Delhi.
• In a position to appreciate the recent historiographical interventions in this time period, which will help in recasting the history of Afghans, Sufis, the process of Islamicisation, socialisation and intellectual production in a nuanced manner.
• Able to understand the plurality of medieval Indian society and the diverse intersections of powers that shaped it.

Course Content:

Unit 1: (Week 1-2): Introductory remark on history and historiography of the period.
Unit 2: (Week 3): Decline of the Delhi Sultanate and regional reconfiguration.
Unit 3: (Week 4-5): Monarchy and governance under the Lodi and Sur Afghans.
Unit 4: (Week 6-7): Political and cultural roles of Sufi orders.
Unit 5: (Week 8-9): North Indian Bhakti traditions.
Unit 6: (Week 10-11): Conversion and Islamicisation.
Unit 7: (Week 12): Religious diversities and social stratification.
Unit 8: (Week 13-14): Vernacular and Persian literary traditions.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will have introductory remark and historiographical trends on the subject


**Unit 2: (Week 2-3):** The decline of the Delhi Sultanate and regional reconfiguration, will be part of study in the unit


Unit 3: (Week 4-5): The students will be introduced to the Monarchy and system of governance under the Lodi and Sur Afghans


Unit 4: (Week 6-7): This unit will highlight the Political and cultural roles of Sufi orders


Unit 5: (Week 8-9): North Indian Bhakti traditions will be studied in this unit

Unit 6: (Week 10-11): This unit will focus on Conversion and Islamicisation.
Aquil, Raziuddin. (1997-8). ‘Conversion in Chisti Sufi Literature (13th-14th Centuries)’, The Indian Historical Review, Vol. 24, Nos 1 & 2, pp. 70-94.

Unit 7: (Week 12-13): This unit will focus on Religious diversity and social stratification

**Unit 8: (Week 14):** This unit will highlight the Vernacular and Persian literary traditions

**Suggested Readings:**

- Erskine, William. (1854). *A History of India Under the two First Sovereigns of the House of*
Timur, Baber and Humayun, Longman Brown, London.


**Facilitating Teaching Learning Outcome:**

The course is structured around weekly lectures and discussions based on the readings. Students will be required to make presentations in the class on the themes and topics of the course intended to promote verbal communication expertise and acquire competence to handle the readings efficiently.

**Assessments:**

There will be three modes of assessment:
1) There will be an internal assessment test held around mid-semester, marked out of 10 marks.
2) The students are required to write and present a research paper in the class (with full citations and bibliography) on the themes of the course identified by the teacher, marked out of 15 marks.

3) There will be an end of semester examination that will cover the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 353
Imperial Sovereignty, Court Culture and Politics in Mughal India, ca. 1526-1748

Course Objectives:

With a broad focus on the Mughal empire, the objective of this course is to acquaint students with the political and socio-cultural developments that provide a backdrop to early modernity in South Asia. The course will teach students about the political processes and, beyond changes in individual incumbents to the throne, it will address issues of structural changes in the system of rule during the 16th-18th centuries. It will also acquaint students with the rich historiography on the Mughal state, and the significant interventions that historians have made in an effort to study the society and culture of the period. During the course of their study, the students will learn about the archive, and the problems historians have in interpreting historical evidence.

Learning Outcomes:

At the end of the course, students would:

- Gain an understanding of the political processes that provide a backdrop to the development of early modernity in South Asian history.
- Appreciate the dynamic changes that were taking place in the social and cultural life in South Asia during the 16th-18th centuries
- Learn to draw continuities and ruptures in the development of the colonial and post-colonial order with the socio-cultural order in the 16th-18th centuries
- See the extent to which contemporary concerns and objectives have shaped the historiography of the period, and our perception of the Mughal empire.

Course Content:

Unit 1: (Week 1-2): Interpretations of the Mughal state
Unit 2: (Week 2-3): Reading the Archive: texts, genres and language.
Unit 3: (Week 4-5): Perspectives on state formation: warfare, ideology and alliances
Unit 4: (Week 5-6): The state in activity: Interrogating Legal Pluralism
Unit 5: (Week 7-8): State and Religion in Mughal India
Unit 6: (Week 9-10): Mughal Imperial Court Culture: norms of manliness, forms of deportment and norms of civility
Unit 7: (Week 11-12): Indo-Persian Literary Culture
Unit 8 (Week 13-14): The Eighteenth Century Transitions and the Shifts in the Political Culture

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1 (Weeks 1-2): This unit will critically address the historiography on the Mughal state, and examine the theories that historians have advanced to grasp its relations with the social force.


Unit 2 (Weeks 2-3): This unit will look at the Mughal archive, with particular attentiveness to its multilingual character. It will also examine the relations of genre to meaning formation.


**Unit 3 (Weeks 4-6):** The concern of this unit is to study the process of Mughal imperial expansion, with a focus on debates concerning military technology, war animals, military labour market and politics of alliances.


**Unit 4 (weeks 6-7):** Focusing on the legal order, this unit is concerned with studying the state in activity, and will look at the judicial system, law and legal pluralism.


Unit 5 (weeks 8-9): In the unit, the students will learn about state initiatives in the field of religion and articulations and transformations of religious identities in the early modern period.


Unit 6 (weeks 10-11): In this unit, we would study the Mughal imperial court culture, and the extent of its reach, and communication with the wider society.

Hanlon, Rosalind. (1999).‘Manliness and Imperial Service in Mughal North India’, *Journal of the Economic and Social History of the Orient*, 42, 1, 47-110.

Unit 7 (weeks 12-13): This unit is concerned with identifying the important strands, and aesthetic standards in the Indo-Persian literary culture


**Unit 8 (weeks 13-14):** This unit is concerned with looking at the socio-economic and political transformations in the 18th century, following the decline of the Mughal empire.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessment:**

Students enrolled in this course will have their work assessed in three modes:

1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course will teach students the period that spans from the later half of Aurangzeb’s period (end of 17th century) to the age of reforms (1820-1830). It will look at changes in economy, society and culture that shaped regions, social groups and individual careers in the period of transition to English Company rule. An important part of this course will be to reorient students' attention from subjects concerning the state and the meta-narrative of its oppression to in-house debates and discussions in the military, legal, medical and commercial cultures that determined the course of politics in the period of transition.

Learning Outcomes:

The course will familiarize students with the following:
- The late 17th century crisis of the Mughal Empire and the ensuing transition: economy, society and politics
- The early 18th century turn to Arabic learning with consequences for the transition to English colonial rule.
- Regional aspirations and politics of assertion
- The rise of the English Company as a political entity in North India and the beginning of colonial rule.
- The transition to colonialism viewed from the perspective of the local, the regional and individual histories. This offers fresh perspective on our methodologies of studying the rise of ‘modern’ India.

Course Content:

Unit 1 (Week 1): The 18th century in Indian History
Unit 2 (Week 2-3): State centric vs Region centric view of 18th century. Emergence of the regional states
Unit 3 (Week 4-5): Discussions on the Mughal successor states: Awadh, Punjab, Bengal, Hyderabad. Discussions on the New Conquest states: Afghans and Rohillas; And the Jats and Marathas
Unit 4 (Week 6-7): Early 18th century and the turn to Arabic learning: communities of religion and medicine
Unit 5 (Week 8-9): The rise of the English East India Company & the European interface. The debate on the transition to colonialism
Unit 6 (Week 10-11): Transition and the Issues of economy and society
Unit 7 (Week 11&12): Transition and the issues of law and governance
Unit 8 (Week 13&14): Military culture and the age of reform.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will introduce students to eighteenth century historiographical issues
Alavi, Seema. (2002). The Eighteenth Century in India, Delhi, Oxford University Press.

Unit 2 (Week 2-3): This unit will introduce students to the political world of 18th century regional states and how their study can alter our understanding of Indian history.

Unit 3 (Week 4-5): Through case studies students will discuss regional states and their basic histories.

Unit 4 (Week 6-7): This unit will study the turn of the literati and professional classes towards Arabic in the eighteenth century and its implications

Unit 5 (Week 8-9): This unit will concern the arrival and interference of the European Trading Companies in the Subcontinent and the nature of their early politics.
Alavi, Seema. (2002). The Eighteenth Century in India, New Delhi, Oxford University Press.

Unit 6 (Week 10-11): The nature of eighteenth century economy will be discussed in this unit
Unit 7 (Week 12-13): This unit will study the questions of law and governance during the eighteenth century


Unit 8 (Week 13-14): This unit will concern itself with the many armies of the 18th century and the culture of military service.


Suggested Readings:

Facilitating Teaching Learning Outcome:
The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:
Students enrolled in the course would have their work assessed in three modes.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-355
Religion and Society in Upper Gangetic Plain: 8th to 18th century

Course Objectives:

This course looks at the intellectual trends, sectarian debates, theological disputations, Sufi thought and moral and political treatises in the Islamic East till the mid-thirteenth century. The course tries to explore some of these linkages in the various state formations in the upper Gangetic valley subsequently. The debates between the Ulema and the Sufis, the patronage extended to them by individuals and the State-for its own legitimacy and also to reach the civil society- would be a part of the course. The Sufi orders and their impacts on the State policies will form a part of the discussion. The Messianic and the Reformist movements arising due to admixture of religious and societal compulsions and their impact on State and society will be taken up for the case studies. The monotheistic thought, Bhakti tradition and the devotional literature in the Indian sub continent will be a part of the study.

Learning Outcomes:

At the end of the course the students would be:

- Familiar with sectarian, philosophical and rationalist debates in the intellectual world of Islam and the way these debates have affected the further progression in the realm of thoughts and movements in Indian sub-continent
- Able to appreciate in a better way the divide between the Ulema and the Sufis in the Indian Sub-continent
- Able to appreciate in a better way the role of religion in the making of various State policies and societal movements.
- Comprehend the roots of pluralistic ethos, composite culture and literary traditions in a better way.
- Equipped to understand the colonial policies vis-à-vis the ma’afi grants in the proper historical background.

Course Content:

Unit 1: (Week 1-2): Muslim sects, socio-religious thought and movements in the Islamic East: theories of governance; Al-Mawardi on caliphate; Nizam al-Mulk Tusi on wizarat; the orthodox religious tradition – the Asharites; the Mutazalites and other rationalists.
Unit 2 (Week 3): Development of Tasawwuf in the Islamic East: Bayazid Bostami, Mansur Hallaj; Awariful Ma’arif, and other sufi texts; Ibn Arabi’s wahdatul wujud; organization of the khanqah; Jalauddin Rumi’s mathnavi.
Unit 3 (Week 4-5): Early Sufi traditions in India: Ghazi Mian- the tradition and legends; Shaikh Ali Hujwiri’s *Kashful Mahjub*; Chishti and Suhrawardi silsilas; Sufi literature; Sufi thought and literature; *qalandars* and *darveshes*.

Unit 4 (Week 6): Naqshbandi tradition and revivalist tendencies: Shaikh Ahmad Sirhindi and his legacy.

Unit 5 (Week 7): Messianic Movements: The Mahdavi; the Roshaniya.

Unit 6 (Week 8-9): Patronage to religious institutions: *futuh, suyurghal, aimma, madad-i ma’ash; waqf* and endowments.

Unit 7 (Week 10-11): The migrant elite, Education and Transmission of knowledge in Medieval India.

Unit 8 (Week 12): Bhakti movement in North and South India.

Unit 9 (Week 13): Monotheistic thought: Kabir, Dadu and Satnamis.

Unit 10 (Week 14): Sikhism: Guru Nanak and the formation of *panth*; Guru Arjun and the compilation of Guru Granth Sahib.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will provide a socio-political background to the emergence of the religious and intellectual debates in the Islamic east and its continuing impact in the Indian sub-continent. Besides talking about the major sects it will also trace the background for the rise of mystical tendencies in the Islamic east.


Unit 2 (Week 3): This unit will examine the early development of religious thought in the Indian sub-continent with special reference to the debates between the *Ulema, Sufis and Danishmands*.


**Unit 3 (Week 4-5):** This unit would focus on the literary and early Sufi- traditions in India.


**Unit 4 (Week 6):** This unit looks into the establishment, ideology and organization of the Naqshbandi Sufis in India and its impact in the subsequent centuries.


**Unit 5 (Week 7):** This unit looks at the Messianic and Revivalist Movements in India during 15th and 16th Centuries.


**Unit 6 (Week 8-9):** The Unit will look at the triangular relationship between state, institutions of learning/ Sufi centres and the agrarian society.


**Unit 7 (Week 10-11):** Here the emphasis will be on the transmission of knowledge and the making of the Indo-Islamic Culture.


**Unit 8 (Week 12):** In this unit the discussion will revolve around the social and political background of the monotheistic thought and movements as well as the traditional Bhakti movement in North and South India.

Habib, Irfan (1965). “Historical background for the rise of the Bhakti Movement in Northern India during 15th and the 16th centuries”, (mimeograph)


Unit 9 (Week 13): This unit looks at the major figures in the monotheistic thought and the impact of their movement in the upper-Gangetic valley.


Unit 10 (Week 14): This unit will look at the evolution the Sikh panth and sects from the contemporary sources.


Suggested Readings:

- Habib, Irfan. (2009), Agrarian System of Mughal India, 1556-1707, Delhi, Oxford University Press [chapter 8]


Lebeskind, Claudia. *Piety on its Knees: Three Sufi Traditions of South Asia*, Delhi: Oxford University Press


Moosvi, Shireen. (2013). ‘Charity, Objectives and Mechanism in Mughal India [16th and 17th centuries]’, in *Proceedings of Indian History Congress*, pp. 335-346.


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessments:**

Students enrolled in the course would have their work assessed in three modes.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-356
The Economic and Social History of India ca. 1200-1800

Course Objectives:

This course will teach students about the economic history of the Indian subcontinent from the thirteenth to the end of eighteenth century. It traces the changing nature of the economy by analyzing the shifts in the nature of agrarian production, assessment and collection of land revenue, the machinery of land revenue collection and history of agrarian classes. It highlights the effects of militarisation and political conflict on the Indian economy. This paper also familiarizes students with the nature of economy, history of trade, urbanization and urban economy in the early modern period.

Course Outcomes:

By the end of this course, students would be able to understand
- The basic strands of economic history in the Delhi Sultanate and Mughal periods.
- They would also be able to appreciate the critical role of economic and social changes in shaping the dynamics of power in the subcontinent.
- They would learn about the importance of medieval technology for irrigation, cultivation and grafting
- They would have a comprehensive knowledge of subject like medieval revenue administration, agrarian life and agrarian production through details of crop patterns, introduction and evolution of new crops.
- The readings and written assignments would help students build their comprehension and verbal communication skill.

Course Content:

Unit 1 (week-1): Economy of the Delhi Sultanate, Non-agricultural production and urban economy.
Unit 2 (week-2): Fiscal measures of Alauddin Khalji and Muhammad Tughluq.
Unit 3 (week-2): Agrarian relations and taxation during the Sultanate period.
Unit 4 (week-3): Population estimates of Mughal India.
Unit 5 (week-3): Agricultural production: Extent of cultivation, agricultural implements and crops.
Unit 6 (week 4): The peasant, village community and property rights.
Unit 7 (week-5): The origin and nature of the zamindari right, political role of the chieftains and zamindars in the Mughal Empire.
Unit 8 (week-6): The machinery of land revenue administration, methods of revenue assessment.
and magnitude of revenue demand.

**Unit 9 (week-7):** Revenue assignments and revenue grants.

**Unit 10 (week-8):** Trade- Inland and foreign, organization and composition of commodity production.

**Unit 11 (week-9):** Advent of European Companies and their impact on Indian economy.

**Unit 12 (week-10):** The monetary system.

**Unit 13 (week-11):** The growth of cities and towns, urban life and regional shifts in urbanization.

**Unit 14 (week-12):** The debate on the nature of Mughal economy.

**Unit 15 (week-13):** The debate on the economy of 18th century.

**Unit 16 (week-14):** Shahjahanabad in eighteenth century, the invasions and their effects on the Indian economy.

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

**Unit 1 (week-1):** This unit will teach students about the economy of the Delhi Sultanate, its non-agricultural production and urban economy.


**Unit 2 (week-2):** This unit will teach students about the fiscal measures of Alauddin Khalji and Muhammad Tughluq.


**Unit 3 (week-2):** Agrarian relations and taxation during the Sultanate period.


**Unit 4 (week-3):** Population estimates of Mughal India.


**Unit 5 (week-3):** Agricultural production: Extent of cultivation, agricultural implements and crops.


**Unit 6 (week 4):** The peasant, village community and property rights.


**Unit 7 (week-5):** The origin and nature of the zamandiri right, political role of the chieftains and zamindars in the Mughal Empire.


**Unit 8 (week-6):** The machinery of land revenue administration, methods of revenue assessment and magnitude of revenue demand.


Gupta, S. P. ‘Methods of Revenue assessment and Realization in Eastern Rajasthan during the 17th and 18th Century’ *Proceedings of Rajasthan History Congress*.


Unit 9 (week-7): Revenue assignments and revenue grants.


Unit 10 (week-8): Trade- Inland and foreign, organization and composition of commodity production.

Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*, (New Delhi: Oxford University Press,


Unit 11 (week-9): Advent of European Companies and their impact on Indian economy.


Unit 12 (week-10): The monetary system.


Prakash, Om. (1988). “On coinage in Mughal India”, *The Indian Economic & Social
Haider, Najaf. ‘The Monetary Integration of India under the Mughal Empire’, in Irfan Habib (Ed.), Aligarh Historians Society, pp. 129-143.

**Unit 13 (week-11):** The growth of cities and towns, urban life and regional shifts in urbanization.


**Unit 14 (week-12):** The debate on the nature of Mughal economy.


**Unit 15 (week-13):** The debate on the economy of 18th century.


**Unit 16 (week-14): Shahjahanabad in eighteenth century, the invasions and their effects on the Indian economy.**


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**
The course is organized around weekly lectures and reading assignments. During the course participants are expected to write and present reports, participate in class discussions. This exercise is to ensure that students learns to comprehend with the reading material and shall be able to develop their oral presentations and writing skills.

**Assessments:**

There will be two modes of assessing students enrolled in this course:
1) Students will have to submit two papers (either in Hindi or English) approximately of 15-18 pages (inclusive of bibliographic apparatus) on themes finalised in the class discussions with the mentorship of the instructor. These essays will be marked out of maximum mark 25 in total, allotted against Internal Assessment.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-357
History of Science, Technology, Body, and Dietary Practices in Pre-colonial India, ca 1500-1700

Course Objectives:

The objective of this course is to examine how pre-colonial Indian societies perceived science, technology, body, and curative practices. This course will train students to analyze the social and cultural history of knowledge production and scientific temper in different geo-political locations in India before modernity. It also explores the complicated process of knowledge transmissions in the realms of body, narcotics, and dietary behavior, responding to different political situations in the pre-colonial period.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the ways in which pre-colonial Indian societies responded to science and technology
- Having a clear understanding of the relationship between bodily practices and cultural formation before colonial modernity in India
- Able to analyse the complex nature of dietary practices and political formation in pre-colonial south Asia
- Familiar with the intersection of state formation and narcotics in pre-colonial court cultures
- Able to find new ways to read a variety of primary sources and formulate new research methodologies for writing history of regions and communities.

Course Content:

Unit 1: (Week 1-2): Introduction to the History of Science, Technology, Body, and Healing
Unit 2: (Week 3-4): State, Man, and the Order of Nature: Pre-colonial Ecological Vision
Unit 3: (Week 5-6): Technology, People and Transmission
Unit 4: (Week 7-8): The Realm of Disease and the Burden of Healing
Unit 5 (Week 9-10): Political and Cultural Construction of Body, Purity and Intimacy
Unit 6 (Week 11-12): Gastro-Diplomacy and Culinary Behavior in the Mughal Court
Unit 7 (Week 13 14): Intoxicants, Narco-Politics and the Medieval Sate.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): The course introduces students to some of the exciting ideas in the history and philosophy of science and technology.
2).Unit 2: (Week 3-4): This unit discusses the relationship between state, people and nature in pre-colonial India.


Unit 3: (Week 5-6): This unit examines the social, cultural and political impact of technologies in the Indian subcontinent before the British colonial period.


Unit 4: (Week 7-8): This unit focuses on a range of beliefs and practices around diseases and healing.


Unit 5: (Week 9-10): This unit examines how different regions, communities and scholars understood the multiple dynamics human ‘body’ in pre-colonial India.


Unit 6: (Week 11-12): This unit covers the narratives and sensibilities around dietary practices in the Mughal State


Unit: 7 (Week 13-14): This unit how drugs and narcotics were used in the political functioning of the Mughal state


Suggested Readings

Facilitating Teaching Learning Outcome:

This course is organized around lectures and class room discussions, largely based on the readings as mentioned above. Students are expected to participate in class room discussions and make short theme based presentations and brief write ups that can help them to polish their language, communication skills and method of articulation.

Assessments:

Students taking this paper will have their word assessed in two modes:
1) Students are asked to submit a theme based research paper (2500-3000 words) on a topic that they are free to choose from the course, with the help of the teacher. This term paper is marked out of 25 marks.

2) The end of term semester examination covers the full content of this course. The examination will be of 3 hours duration and students are required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 358
Forms of Resistance in Northern India, ca. 1560-1740

Course Objectives:

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

Learning Outcomes:

At the end of the course, the students would:

- Identify with the ‘history from below’ approach with reference to medieval India.
- Appreciate how social history and voice of the marginalised can be researched by differential reading of source material.
- Understand the concept of everyday forms of resistance and the ways in which it has transformed our understanding of ‘politics’, making the ordinary life of subalterns’ part of historical studies.
- Analyse how such mobilizations throw epistemological challenge to disciplines that traditionally focus on already identified structures of power, collective actions, or political processes.
- Be able to appreciate the historiographical shifts in the understanding of the popular forms of resistance.
- Able to examine and understand the early modern South Asian histories of resistance in terms of cultural domination and subversion.
- How popular literature helps in reconstruction of the marginalized resistance.

Course Content:

**Unit 1: (Week 1-2):** Meanings, Historiography and sources of popular resistance, everyday and routine forms of resistance.
Unit 2 (Week 3-4): Peasant Revolts: Nature of Peasant Revolts in Mughal India; Modes of Protest; Response of the State.
Unit 3 (Week 5-6): Mughal Frontiers: Protest and Resistance.
Unit 5 (Week 9-10): Religious Forms of Resistance: Raushani Movement (1585, 1611-16, 1628 A. D.); Satnami revolt (1672), Sikh revolts.
Unit 6 (Week 11-12): The Revolts of the Nobility and Princes: Changing Complexion of the Ruling Class, c. 1560-1740.
Unit 7 (Week 13-14): Merchant Forms of Resistance: Jaunpur, Gujarat.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit would explain to the students the historiography, sources and the concept of everyday forms of resistance especially non-violent form of resistance, understanding of infra politics and how it challenges the existing scholarship on popular dissent and protest.


Unit 2 (Week 3-4): Beyond the conventional understanding of peasant resistance this unit would emphasise upon the recent understanding of peasant challenges to the cultural forms of dominance.


**Unit 3 (Week 5-6):** This unit would discuss notion of frontier under the Mughals especially in terms of incorporation of the new regions, responses of such cultural zones and vernacular imaginations of resistance.

Unit 4 (Week 7-8): This unit would engage with the position and working of the institution of zamindari in terms of agrarian relations and hierarchies and its tension and conflict with the state.


Unit 5 (Week 9-10): In this unit the students would deal with certain sectarian and religious movements, their ideological flavor, resultingsites of subversion and conflicts with the state.


Alam, Muzaffar. (2013).The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48, 2nd edi.,Delhi: Oxford University Press, (Chapter 4, ‘Mughal Power, the Sikhs and Other Local Groups in the Punjab’).


Unit 6 (Week 11-12): This unit analyses the political formations and revolts of the nobility and princes as well as their role in shaping the nature of Mughal - centered political culture and institutions.


**Unit 7 (Week 13-14):** This unit focuses on the forms of merchant resistance, its nature and the specificities of protest and its consequences for the political system.


Hasan, Farhat. (2004).*State and Locality in Mughal India Power Relations in Western India, c. 1572-1730*, Cambridge: Cambridge University Press, pp. 52-70 (Chapters, ‘Order and Disorder’).


Habib, Irfan. (July 1984).‘Peasant and Artisan Resistance in Mughal India’,*Studies in International Development*, No. 34.

**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focused objective of comprehending the course content.

**Assessment:**

Internal Assessment will be a continuous process based on threefold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.

2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 359
GENDER RELATIONS IN MUGHAL INDIA

Course Objectives:

The objective of the course is to acquaint the students with the significance of gender in shaping the political culture in Mughal India. It will teach students some of the gender sensitive interventions that have interrogated our understanding of harem and imperial sovereignty. The student will learn about the complex operations of gender in reproducing socio-cultural life, in particular, property relations, household intimacies, and caste iniquities.

Learning Outcomes:

At the end of the course, students would:

- Understand harem as a political space, and the political and ideological motivations that have shaped its historiography and popular perceptions.
- See gender as a crucial marker of difference and its connections with other markers of difference, in particular class, caste and race.
- Appreciate manliness as a form of social construction, and its inter-linkages with the political culture
- Learn to read and appreciate the contemporary sources within a gendered sensitive frame of reference
- Realize how gender works on bodies and emotions, and refines our framework for the study of the history of emotions and corporeality.
- See how the shifts in gender relations help us understand the social and cultural correlates of early modernity in South Asian history.

Course Content:

Unit 1: (Week 1): ‘Domesticity’ and Imperial Sovereignty in Mughal India
Unit 2: (Week 2-3): Gender Relations in Imperial Court Culture
Unit 3: (Week 4-5): Representation of Imperial Service and Manliness in the Mughal Archive
Unit 4: (Week 6-7): Gender Relations in Everyday Life
Unit 5: (Week 8-9): Manliness and Intimacies in Household Spaces.
Unit 6: (Week 10-11): Love, Eros and Gender in Indo-Persian literary Culture
Unit 7: (Week 12-13): Gender in the Vernacular Literature
Unit 8 (Week 14): Socio-Cultural Transitions and Gender Relations in the 18th century

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1: (Week 1): This unit will focus on the political process, and see how gender served to reproduce imperial sovereignty.


Unit 2: (Week 2-3): This unit will examine gender relations in the Mughal imperial court culture within a comparative frame of reference


Unit 3 (week: 4-5): This unit will focus on the norms of manliness in Mughal India, and their relations with the socio-cultural developments in the period


**Unit 4 (week 6-7):** This unit studies the operations of gender, in routine everyday life, and sees gender as interacting with social institutions and practices.


**Unit 5 (week 8-9):** The focus of this unit is on the distribution of affect in the spaces of the household, and the significance of gender in shaping the emotions in the household.


Unit 6 (week 10-11): The objective of this unit is to teach students how to read gender in Indo-Persian literature in the Mughal period.


Unit 7 (week 12-13): This unit focuses on the representation of gender in vernacular literature


Unit 8 (week 14): This unit looks at the 18th century transformations, and their complex relations with shifts in gender relations


Suggested Readings


Facilitating Teaching Learning Outcome:
The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessments:**

The performance of students will be assessed in three modes:

1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
**Course Objective:**
This course introduces students to the history of medieval Rajasthan through a study of wide range of themes: dynamics of state formation, political alliances and norms of governance, service culture, fiscal and economic organization, networks of trade and trading communities, social formation, changes in rural society, role of local cults, sects and popular preachers. By tracking these developments over six hundred years, this paper familiarizes students with the changing dimensions of regional history.

**Course Outcome:**
Through a study of this paper, the students will get an insight into the variety of regional sources and methodology adopted by historians who study history of regions. They will uncover the uniqueness of regions in terms of agents of change to unravel the processes that were instrumental in developing regional identity. It will help to understand the working of various local autonomous units and groups, who became important in the course of history.

**Course Content:**

1. **Unit 1 (week-1):** Sources- Archival, bardic and oral traditions.
2. **Unit 2 (week-2):** The idea of Rajasthan-language, region or culture.
3. **Unit 3 (week-3):** State formation with special focus on Mewar, Jodhpur and Jaipur.
4. **Unit 4 (week-4):** Role of topography in state formation.
5. **Unit 5 (week-5):** The Chittor-Rana Pratap and rise of nationalism.
6. **Unit 6 (week-6):** Advent of Turks and their impact in Rajasthan.
7. **Unit 7 (week-7):** Relations of Rajput kingdoms with the sultanates of Malwa and Gujarat.
8. **Unit 8 (week-8):** Mughal–Rajput relations from Akbar to Aurangzeb.
9. **Unit 9 (week-9):** Evolution of Rajput polity: King–clan relations and the system of bhaibant, pattadari and chakri.
10. **Unit 10 (week-10):** Territorial administration, fiscal organization and the system of agriculture production.
11. **Unit 11 (week-11):** Trade, mercantile communities, trade routes and links.
12. **Unit 12 (week-12):** Structure of village society and the working of caste panchayats.
13. **Unit 13 (week-12):** Society: Bhomias, peasants, professional classes, artisan and menial castes. Peasant unrest and Bhomia revolts.
14. **Unit 14 (week-13):** Emergence of the Bharatpur and Alwar States.
15. **Unit 15 (week-14):** Mirabai, Panch-Pir and Karni Mata. Sufi centres at Ajmer and Nagaur, the pilgrimage centre of Pushkar.
**Unit 16 (week-14):** Rise of militant ascetics in the politics of Rajput states.

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

**Unit 1 (week-1):** This unit will teach students about the Sources- Archival, bardic and oral traditions which help in re-constructing the history of region.


**Unit 2 (week-2):** This unit will teach students about the ‘idea of Rajasthan’ in context of the language, region or culture.


**Unit 3 (week-3):** This unit will teach students about the process of State formation with special focus on Mewar, Jodhpur and Jaipur state.


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Unit 4 (week-4): This unit will teach students about the Role of topography in process of state formation.


Unit 5 (week-5): This unit will teach students about the region of Chittor with emphasis on the personality of Rana Pratap and subsequent rise of nationalism.


Unit 6 (week-6): This unit will teach students about the Advent of Turks in the region of Rajasthan and its impact.


Unit 7 (week-7): This unit will teach students about the Relations of Rajput kingdoms with the Sultanates of Malwa and Gujarat.


Unit 8 (week-8): This unit will teach students about the Mughal–Rajput relations from the reign of Akbar to Aurangzeb.


**Unit 9 (week-9):** This unit will teach students about the Evolution of Rajput polity: King–clan relations and the system of *bhai-bant, pattadari* and *chakri*.


**Unit 10 (week-10):** This unit will teach students about the territorial administration, fiscal organization and the system of agriculture production.


**Unit 11 (week-11):** This unit will teach students about the trade commodities, mercantile communities, trade routes and links.


**Unit 12 (week-12):** This unit will teach students about the Structure of village society and the working of caste *panchayats.*


**Unit 13 (week-12):** This unit will teach students about the society: the role of *Bhomias,* peasants, professional classes, artisan and menial castes. Peasant unrest and *Bhomia* revolts.


**Unit 14 (week-13):** This unit will teach students about the Emergence of the Bharatpur and Alwar States during the eighteenth century and their political clout.


**Unit 15 (week-14):** This unit will teach students about the life and times of Mirabai, the role of Panch-Pir and Karni Mata in the social and political spheres of states. The rise of the Sufi centres at Ajmer and Nagaur, the pilgrimage centre of Pushkar will form significant part of the unit.


**Unit 16 (week-14):** This unit will teach students about the Rise of militant ascetics in the politics of Rajput states.


**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and reading assignments. During the course participants are expected to write and present reports, participate in class discussions. This exercise is to ensure that students learns to comprehend with the reading material and shall be able to develop their oral presentations and writing skills.

**Assessments:**

Students enrolled in the course would have their work assessed in two modes.
1) Students will have to submit two papers (either in Hindi or English) approximately of 15-18 pages (inclusive of bibliographic apparatus) on themes finalised in the class.
discussions with the mentorship of the instructor. These essays will be marked out of maximum mark 25 in total, allotted against Internal Assessment.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-361
AWADH AND NORTHERN INDIA ca. 1500s-1860s

Course Objectives:

The course looks at the socio-cultural and economic changes in the region of Awadh, from the mid-16th to mid-18th centuries. During this period, it came under the Mughal control, transited to an autonomous kingdom, and then came under the control of the British. These changes in the political fortunes were crucial in influencing the socio-cultural and economic developments in the region. The course looks upon to study the changes in the caste composition of the superior right holders, the change and the continuity in the cultural and intellectual traditions, the formation of the Shi’a identity and the development of Shi’ite traditions and cultural norms, the roots of wahabi radicalism, communitarian and sectarian clashes during the pre Annexation and last but not the least a united struggle against the East India Company’s rule during 1857. This course, thus, highlights the deep roots of composite culture and pluralistic ethos in the region.

Learning Outcomes:

At the end of the course the students would grasp an understanding of:

- A geographical region which was in the political backwaters and continued to maintain the caste structure of society for millennium with very little change.
- How the continuity of religious and intellectual traditions facilitated in the evolving of the elements of composite culture and pluralistic ethos.
- Living together of the various communities and caste groups ultimately leading to the culture of the shared past.
- Formation of the sectarian identities and evolution of the separate rituals and traditions that led to the trends of radicalization of the other sects.
- How during 1857 uprising, the largest anti-imperialist uprising east of Suez, was a joint struggle of the principal communities in spite of the worsening communitarian relations.

Course Content:

Unit 1: (Week 1): The history of the region during the sixteenth century and the legacy of the Sharqi Kingdom during pre Mughal times
Unit 2: (Week 2-3): Afghan-Mughal Struggle for supremacy of the region up to 1560s
Unit 3: (Week 4-5): New territorial divisions of the empire under Akbar: physical and historical geography; State formation; Mughal jagirdars and officials; agrarian relations; zamindari clans.
Unit 4: (Week 6-7): Awadh as an autonomous state: Awadh under Nawab Saadat Ali Khan and Burhanul Mulk; administration under the Nawabs; local chieftains and the Nawabs; wizarat and the struggle with Bangash Pathans; relations with the Mughals, Marathas and Rohilla Pathans.
Unit 5: (Week 8): Awadh under ‘Subsidiary Alliance’: Asaf-ud-Daulah and the growth of the provincial court, 1775-1799; Bahu Begum and her jagirs; Treaty of 1801; Saadat Ali Khan as a ruler and an administrator.


Unit 7: (Week 10-11): Formation of sectarian identities, khandan-ijtehad; Muharram celebrations and the evolution of ‘new Shiite culture’

Unit 8: (Week 11-12): Major Sufi traditions and institutions in Awadh: case studies of the khanqahs/dargah at Salon, Kakori and Dewa.

Unit 9: (Week 13): Saiyad Ahmad Rae Barelwi and the puritan Wahabi movement in upper Gangetic valley.

Unit 10: (Week 14): Annexation of Awadh and the great uprising of 1857: summary settlement, sepoys and the city of Lucknow on the eve of the revolt.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): The unit will look at the history of the region during the sixteenth century along with the numerous state formations and the social structure.


Unit 2: (Week 2-3): The Unit will look at the aspects of the struggle of Delhi rulers to control the region from the regional powers and Afghan chieftains of eastern India till the region was captured by commanders of Mughal Emperor Akbar.


Unit 3: (Week 4-5): This unit will look at the new territorial divisions of the Empire under Akbar along with the social structure and the classes in sixteenth century.


**Unit 4: (Week 6-7):** This unit will analyze the emergence of Awadh as an autonomous state under the governors and the Nawabs up to the battle of Buxar.


**Unit 5: (Week 8):** This unit will look at the position of Awadh under ‘Subsidiary Alliance’ and the role of Asaf-ud-Daulah and Bahu Begum up to the treaty of 1801.


**Unit 6: (Week 9):**This unit will look at the intellectual developments in the Kingdom of Awadh and will trace the curricular developments and the transmission of Knowledge.


**Unit 7: (Week 10-11):** This unit will look at the formation of the sectarian identities, khandan-iijtehad; Muharram celebrations and the evolution of ‘new Shiite culture’


**Unit 8: (Week 11-12):** This unit will look at the major Sufi centres in the kingdom of Awadh and its surviving tradition in midst of rural magnets and the pressure from the state administration.


**Unit 9: (Week 13):** The unit will look at the historical background for the rise of religious radicalization, its ideology and organization.


**Unit 10: (Week 14):** This unit will look at the circumstances leading to the annexation of Awadh and the great uprising of 1857.

**Suggested Readings:**


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessments:**

Students enrolled in the course would have their work assessed in three modes.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks?
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks?
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-362
Political Culture: War, Society and Governance, ca. 1550-1700

Course Objective:
This course looks at the imbrications of the political system with social forces. It examines
the inter-connections between the individual, the social body and the state. Examining the
relations of social forces in shaping the nature of state, this course will provides insights
about change and continuity in perception of social forces and its engagement with state. In
doing so, it focuses on the process of articulation of identities, modes of legitimization, and
norms of comportment to indicate the ways of correlating the social with the political in early
modern South Asia.

Learning Outcome:
At the end of the course, students would /would be:
• Skilled about political culture and military labour market as a research concept to study
  history
• Familiar with elements of legitimacy in medieval India
• Aware about dialectical relation of state and social forces in medieval India
• Enlightened about changing social dynamism in Medieval India
• Familiar with militarization as source of resistance
• Updated about contemporary perspectives about political culture
• Skilled about role of culture as a concept to understand the history of medieval India
• Motivated to explore military labour market and militarization as an area of research

Course Content:

Unit -1 (Week 1-6): Political Culture
Identity formation and the military labour market.
Norms of manliness and the ethos of the warrior-aristocrat.
Martial bodies and the imperial body: linkages and connections.
Rituals, civility and comportment in the articulation of imperial identities.
Honour, rituals and bodily discipline in the formulation of martial identities.

Unit-2 (Week 7-10): Violence and legitimation
Violence and warfare among the sacral classes.
Modes of legitimization in the political system.
Gift-giving and co-sharing of sovereignty in the system of rule.
Unit 3 (Week 11-13): Domination and resistance
   Popular revolts and the rule structure.
   Dominance and resistance in normative spaces.

Unit 4 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-6): By the end of this unit students will learn about change and continuity in political culture, court etiquettes and linkages between state and identity through military labour market.

Unit 2 (Week 7-11) By the end of this unit students will learn about change and continuity in idea of kingship and elements of legitimacy

Unit 3 (Week 11-13) : By the end of this unit students will learn about state as process and revolts as expression of evolving social identities

Suggested Readings:
New Delhi: Oxford University Press.


**Facilitating Teaching Learning Outcome:**

The course is structured as weekly lectures and reading assignments. On the one hand, the essential readings build up basic understanding about issues, on the other, the students will be motivated to explore readings beyond those given in the course listing to gain a research orientation and further knowledge production. In order to enhance verbal communication skills of students, one paper presentation and group discussion on any two books (1 book from essential reading and one relevant book as per choice of student) will be held. Preparation of reports and assignment will enhance writing skills of students..

**Assessment:**

The Assessment is aimed to ensure that students not only acquire knowledge as per themes of paper, but also, develop understanding about reading texts, ability to connect history with relevant issues of society and find new dimensions on themes referred in paper by approaching relevant primary sources in creative ways. Students enrolled in the course would have their work assessed in two modes.

1) Three Tests will be held -- two written test and one presentation. Out of this, the best two will be counted for a total of 25 Marks – 12.5 marks each. In case of presentation, the students are required to consult primary sources, and prepare assignment following framework of research paper with proper citations.

2) Finally, the students have to appear in end semester exam (Maximum Marks-75) at the end of semester. The end semester exam will cover all contents of the course and the time duration is 3 hours. Out of 8 questions, the students can attempt any four questions.
HSM 363
War, Society and Politics, ca. 1700-1840

Course Objectives:

In this course students will learn about the early modern ‘military revolution’ in world history, and will consider India as the major testing ground of that revolution between 1700 and 1850. It discusses the social and political meanings of war and engages with the “new military history” – military history that is concerned with more than tactics, strategy, armaments, logistics and supply, but rather that seeks to both situate those features of war-craft in a social, cultural, and political context and, in the process, say something new about that context. Discussions on violence, criminality and its linkages with economy, state building and identity formations will be a key component of this course.

Learning Outcomes:

The course will familiarize students with the following:
- Mughal military culture: war, society and economy
- Warfare and military manuals -the making of a gentleman
- The Mughal military legacy
- War, society and the portfolio warrior of the 18th century
- War, economy and the emergence of regional states: Awadh, Rohilkhand and Mysore
- The military culture of the English East India Company:
- The 1830s age of reforms: Peasant Sepoys to disgruntled rebels.

Course Content:

Unit 1 (Week 1-2): The Historiography and the archives
Unit 2 (Week 2-3): Military revolution and its critique. Working with the concept of military culture
Unit 3 (Week 4-5): The Mughal military legacy and its fragments.
Unit 4 (Week 5-6): The regional warrior cultures of 18th century India
Unit 5 (Week 7-9): The English East India Company and its entanglements with the Indian soldiering tradition
Unit 6 (Week 10-11): European mercenaries and the English Company
Unit 7 (Week 12-13): The making of the Sepoy: caste, religion and region
Unit 8 (Week 14-15): The military reforms: 1830-1840.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1 (Week 1-2): This unit focuses on the historiography of India’s military culture

Unit 2 (Week 3-4): This unit critiques the technology driven idea of military revolution and conceptualizes military culture as an alternative.

Unit 3 (Week 5-6): This unit looks at the fragmentation of the Mughal military culture in the 18th century.

Unit 4 (Week 7-8): This Unit looks at the regions and the soldiering traditions

Unit 5 (Week 9-10): This looks at the English East India Company’s military culture.

Unit 6 (Week 11-12): This looks at the Europeans in Indian armies

Unit 7 (Week 13-14): This unit looks at the making of the Sepoy in 18th century India

Unit 8 (Week 15-16): This unit looks at the military reforms : 1830-1840

Suggested Readings:

- Cooper, Randalf. 2003. *Anglo Maratha Campaigns and the Contest for India*. Cambridge; Cambridge University Press
- Travers, Robert. 2007. *Ideologies and Empire in 18th Century India*. Cambridge: Cambridge University Press

**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessment:**

There will be three modes of assessment:
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-364
Eastern India in Transition: Ecology, State and Culture; ca.1200-1850

Course Objectives:

The objective of this optional course is to explore the different historiographical interpretations of the 13th-18th centuries in the context of Eastern India. The paper will discuss the political, cultural and environmental history of medieval and early modern eastern India, surveying Jaunpur, Bihar, Bengal and parts of the Northeast. It will not only familiarize students with the history of these regions in the light of the existing historiographical debates but also kindle them to move beyond these epistemologies. The idea is to train them to understand history with multi-dimensional approach through variety of sources. Ecology certainly was an important aspect in the history of Eastern Indian provinces, and students will be introduced to different strands that led to the evolution of agrarian environment.

Learning Outcome:

At the end of the course, students would be:

- Able to ascertain the role environment and ecology play in shaping the history of a region
- Understand the use of vernacular literatures in writing history
- Comprehend the notions of religion, culture social formation
- Develop compositional, analytical and expressive skills
- Learn the interdisciplinary approach in history

Course Content:

Unit 1: (Week 1): Introduction to the course and review of various literatures on the history of Eastern India
Unit 2 (Week 2 and 3): Terrain and ecology: River system of mid-Ganga, lower Ganga and Brahmaputra basins
Unit 3 (Week 4-6): Politics and State: The Delhi Sultans, Afghans, Mughals; Ahoms and the local chieftains; the Purabias; Idioms of governance; administrative structures
Unit 4 (Week 7-8): Coming of the Europeans and their Control; Political Economy of Bihar and Bengal
Unit 5 (Week 8-9): Agrarian environment: Rural Society; Arable Landscapes; Irrigation; Drought and Famine
Unit 6 (Week 10): Cities, Bazaar, Melas, Trade and Industry
Unit 7 (Week 11): language and vernacular literature
Unit 8 (Week 12): Art and Architecture: Jaunpur; Bihar and Bengal
Unit 9 (Week 13): Vaishnavism, Islamisation and Mystic movement

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Unit 10 (Week 14): Contextualizing Eastern India in the Eighteenth Century Debate

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): This unit will cover the historiographical background of Eastern India


Unit 2 (Week 2 and 3): The peculiarities of Eastern India in the context of rivers shaping the course of history will be discussed in this unit


Unit 3 (Week 4-6): The political trajectories under the Delhi Sultans, Afghans, Mughals, Ahoms, Bengal Sultans and local chieftains will be discussed in this unit


Unit 4 (Week 7-8): The way coming of the European companies inflected the economy of the region will be discussed in this unit


Unit 5 (Week 8-9): This unit will discuss the non-urban and arable landscapes and the transformations therein


Unit 6 (Week 10): This unit surveys the dynamics of trading systems, from bazaars of small cities to rural haats and melas in Bihar and Bengal


Unit 7 (Week 11): The reason behind sudden profusion of vernacular literatures and the way it could be used as sources of history will be discussed in this unit
Unit 8 (Week 12): The architectural uniqueness of the Sharqi, Sur and Bengal rulers will be discussed in this unit


Unit 9 (Week 13): This unit will introduce students to different cultural and religious aspects of Eastern India


Unit 10 (Week 14): The major historiographical debates on the eighteenth century and its connection with Eastern India will be discussed in this unit


Suggested Readings:

- Alam, Muzaffar. (2004). *The Languages of Political Islam*. Delhi, Permanent Black
Department of History, University of Delhi

- प्रसाद, ओम प्रकाश. (2013). बिहार: एक ऐतिहासिक अध्ययन, दिल्ली: राजकमल प्रकाशन

Facilitating Teaching Learning Outcome:

The course is thematically organized and would involve reading resources and writing assignments. They would be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.
Assessment:

Internal Assessment will be held in two parts for a total of 25 marks.
1) In the first assessment students will have to submit a term paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme identified by the instructor. It will be marked out of 12.5 marks.
2) The second assessment will be in the form of a primary text review essay. The instructor would decide the text. This essay will be marked out of 12.5 marks.
3) There will be an end of term Semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-365
The Marathas: Political Engagements, Social Formation and Popular Culture
ca. 1600-1800

Course Objectives:

The objective of this course is to examine various aspects of Maratha history. It attempts to engage with the process of state formation and inter-community relations in the seventeenth and eighteenth centuries in the region of Maharashtra. Similarly, students will be introduced to the complex nature of religious and cultural interactions between various communities and micro-regions that formed and shaped Maratha identity over a period of time.

Learning Outcomes:

At the end of the course, students would be:

- Will be familiar with the regional and linguistic specificities of Maharashtra
- Able to understand how a range of historians engaged with the question of religion and caste sensibilities in Maharashtra
- Able to locate different vernacular sources that shaped the formation of Maratha identity from the 17th century
- Learn about the complex nature of political relations that the Maratha state shared with Deccan sultanates and the Mughals
- Become familiar with the fascinating stock of popular religions and pietistic life in the region of Maharashtra.

Course Content:

Unit 1 (Week 1-2): Marathas Perceived: Historiography.
Unit 2 (Week 2-3): Geography, People and Language
Unit 3 (Week 4-5): Marathas in the Mughal Empire.
Unit 4 (Week 6-7): Marathas: Shivaji and After.
Unit 5 (Week 8-9): Maratha Polity and Administration.
Unit 6 (Week 10-11): Scribal Elites, Conflicts and Legitimacy.
Unit 7 (Week 12-13): Popular Culture in Maharashtra.
Unit 8 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will discuss the historiographical background of the Marathas.
University Press, pp.1-10.

**Unit 2: (Week 2-3):** It examines how geography, people and literary engagements shaped the history of Maharashtra


**Unit 3: (Week 4-5):** It covers the relationship between the Marathas and Mughals in the political arena.

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Unit 4: (Week 6-7): It covers the role of Shivaji in shaping the Maratha state. It also deals examines how the Marathas engaged with a variety of political and social situations after Shivaji’s death.

V. S. Bendry (1960), The Coronation of Shivaji the Great, Bombay
Chakrabarty, Dipesh (2015), The Calling of History: Sir Jadunath Sarkar and His Empire of Truth, Chicago: The University of Chicago Press.

Unit 5: (Week 8-9): This unit covers the wars, Maratha martial culture and narratives around masculinity in their vernacular literary traditions.

Acworth, H. A. (1894). Ballads of the Marathas: Rendered in to English Verse from


Unit 6: (Week 10-11): This unit covers the lives of scribal communities and their interactions in Maharashtra.


Unit 7: (Week 12-13): It deals with a range of popular cultural practices in the region of Maharashtra and medieval Deccan.


Unit 8 (Week 14): Review Week

Conceived as the review week, this unit will focus on the latest historiographical developments with regard to the Maratha. It also encourages students to point out how
the medieval and early colonial history of the region continues to shape the political and
intellectual tradition of Maharashtra.

Suggested Readings

  Maharashtra, Toronto, University of Toronto.
- Chandra, Satish.(1959). Parties and Politics at the Mughal Court 1707-1740, Aligarh,
  Aligarh Muslim University.
- Cullum, P. H. Lewis, Katherine J (2004). Holiness and Masculinity in the Middle Ages,
  Toronto, University of Toronto Press.
- Devare, Aparna. (2011). History and the Making of a Modern Hindu Self, Oxon,
  Routledge.
- Dirks, Nicholas B. The Hollow Crown: Ethnohistory of an Indian Kingdom, Cambridge,
  Cambridge University Press.
  on Maharashtra, Albany, State University of New York Press
- Fukazawa, Hiroshi .(1991). The Medieval Deccan: Peasants, Social Systems and States,
  Sixteenth to Eighteenth Centuries, Delhi: Oxford University Press.
- Guha, Sumit. (2009).”The Frontiers of Memory: What the Marathas Remembered of
- Guha, Sumit.(2013). Beyond Caste: Identity and Power in South Asia, Past and Present,
  Brill, Leiden.
  Publication.
  Hyderabad, Orient Longman.
- Lewis, Katherine.(2013). Kingship and Masculinity in Late Medieval England, Oxon,
  Routledge.
- O’Hanlon, Rosalind, Washbrook, David .(2012). Religious Cultures in Early Modern
  Deccan. extended class relations, rights, and the problem of rural autonomy under the old
- Rao, Anupama. (2009). The Caste Question: Dalits and the Politics of Modern India,
Berkeley: University of California Press.


**Facilitating Teaching Learning Outcome:**

This course is organized around lectures and class room discussions, largely based on the readings as mentioned above. Students are expected to participate in class room discussions and make short theme based presentations and brief write ups that can help them strengthen their language, communication skills and method of articulation.

**Assessments:**

Students who take this paper will be assessed in two modes:

1) They will be asked to submit a theme based research paper (15-20 Pages) on a topic that they are free to choose from the course, with the help of the teacher. This term paper is marked out of 25 marks.

2) The end of term semester examination covers the full content of this course. The examination will be of 3 hours duration and students are required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

The objective of the course is to chart the history of the region and the city, tracking the complex and surprisingly discontinuous pasts of the urban agglomerations constructed in the riverine plain of Delhi. Students will learn that this can be a surprisingly difficult exercise since sources dealing with Delhi are, for the large part of this period, relatively unreflective about specific details relating to the physical or the social world of the city. Students will therefore learn as much about Sultanate and Mughal Delhi as they will about how to question, research and contextualise materials accessible to them in the sources much of which are available in translation.

Course Outcomes:

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

- Establish the chronology, the location and the features of the many Sultanate and Mughal cities and settlements in Delhi.
- They will be familiar with the monumental sites that survive and would have visited many of them on field trips.
- They will learn about the geography of the riverine plain of Delhi and learn how to map the topography and monumental remains of past regimes.
- They will access architectural and epigraphical materials and learn how to correlate these with narrative, textual materials.
- Students will learn how to read space as site of social and political negotiation where authority, dominance and resistance is inscribed.
- Students will be able to differentiate between different types of heritage sites – those that are in ruins or saved as antiquities, others that continue as sites of residence and habitation and complicate modes of transcribing them as heritage sites.
- Students will learn about the more ‘organic’ settlements of Sufi masters and their shrines that dotted the riverine plain of Delhi.
- They will comprehend the difference between urbanisation and urbanity.
- They will become familiar with the lives of litterateurs and poets of the city, the merchants and the menials and the significance attached to civility and decorum in a city heralded as the capital of powerful political formations.
- Students will learn how to notice change in the life of the city and the different and complex ways in which elites, literati and the common people responded to these transitions and early modernity.
Course Content:

**Unit 1: (Week 1-2):** Historiographical concerns – historicizing space, the city, urbanisation,

**Unit 2: (Week 3):** Studying Urbanisation in the Sultanate Context.

**Unit 3: (Week 4-5):** The social and political context of Sultanate cities

**Unit 4: (Week 5-6):** Monumental and conflicting claims to authority: Siri, ‘Ala al-Din Khalaji and Mubarak Shah Khalaji

**Unit 5: (Week 7):** Monumental and conflicting claims to authority: Field Trip to Tughluqabad.

**Unit 6: (Week 8-9):** Worship and communitarian scaffolding – the Qubbat al-Islam masjid, the dargah of Bakhtiyar Kaki and Nizam al-Din

**Unit 7: (Week 9):** Courts of a different order: Case study of Kilukhri

**Unit 8: (Week 10):** Fourteenth-fifteenth century transitions – the present and past of Firuz Shah’s Firuzabad

**Unit 9: (Week 11):** 15th and 16th century Afghan settlements and the making of the Akbarid dispensation

**Unit 10: (Week 12-13):** The city and Shah Jahani political order – the citadel and the city

**Unit 11: (Week 14):** 17th and 18th century transitions -- political decentralisation and new elites. The making of the early modern ‘public order’

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:** Most of these readings are available online, see [https://sites.google.com/site/dumafinalsultanatemughaldelhi/](https://sites.google.com/site/dumafinalsultanatemughaldelhi/)

**Unit 1: (Week 1-2):** This historiographical unit will commence with Weberian paradigms of the city and go on to discuss how urbanity, space, power and monumentality have been recently studied.

Unit 2: (week 3): This unit will focus on the existing historiography on urbanisation and Delhi in the Sultanate Context.


Unit 3: (Week 4-5): This unit will examine the social and political contexts in which the Delhi Sultans established new centres of power in the riverine plain of Delhi

Kumar, Sunil. (2014). “Bandagi and Naukar: Studying transitions in Political Culture and Service under the North Indian Sultanates, 13-16th centuries” in Francesca Orsini and Samira Sheikh (Eds.). After Timur Came, Delhi: Oxford University Press, pp. 60-110

Students need to study the following maps of Delhi at:
https://sites.google.com/site/dumafinalsultanatemughaldelhi/
Murray, ‘The Environs of Delhi’, 1901
Bashir al-Din Ahmad, Dar al-Hukumat-i Dehli, 1911
Bashir al-Din Ahmad, Dar al-Hukumat-i Dehli, 1911 -- perspective
R.E. Frykenberg, Delhi through the Ages.
Unit 4: (Week 5-6): Students will study the constructions of the Khalaji Dynasty focusing especially upon ‘Ala al-Din Khalaji and Mubarak Shah Khalaji in this unit


Cherian, Danny. (September 2004). 'Pairing Mega-Events and Hydrological Systems for Urban Sustainability: strategy framework for Delhi beyond the Commonwealth Games 2010', Massachusetts Institute of Technology: Master in City Planning Dissertation: (access at url: https://dspace.mit.edu/handle/1721.1/28802


Unit 5: (Week 7): V) The readings, discussions and field site on this unit will concern monumental spaces, conflicting claims and readings with a special case study of Tughluqabad.


Please also read the articles in Unit 7 and more generally on how the courtly narrative of Sultanate 'order' needs to be enlarged.
Unit 6: (Week 8-9): The reproduction of the praxis of Islam and the sense of a united community will be studied in this unit with special reference to the Qubbat al-Islam masjid, the dargah of Bakhtiyar Kaki and Nizam al-Din

Additionally see the online articles on Sufis:
https://sites.google.com/site/dumafinaldelhisultanate2/

Unit 7: (Week 9): In his unit we study the city of Kilukhri and its nearby settlement of Ghiyaspur. In many ways the two comprised a social ad political world very different from the old city, Dihli-i kuhna.

Patricia Jeffery, "Creating a Scene: the Disruption of Ceremonial in a Sufi Shrine", in Imitiaz Ahmad, Ritual and Religions among Muslims in India, (Delhi: Manohar, 1984), pp.163-194;
Unit 8: (Week 10): The emergence of the large, connected city of Delhi with its centre at Firuzabad will be studied in this unit. Firuz Tughluq’s self-proclamations and building activities will be contrasted with his historiographical appraisal and the curious significance associated with that site today.

Beatrix Pfleiderer, 'Mira Datar Dargah: the Psychiatry of a Muslim Shrine', in Imtiaz Ahmad, *Ritual and Religions among Muslims in India*, (Delhi: Manohar, 1984), pp.195-234;


Unit 9: (Week 11): 15th and 16th century Afghan settlements and the making of the Akbarid dispensation

Orthmann, Eva. (2011). “Court Culture and Cosmology in the Mughal Empire: Humaun and the foundations of the din-i ilahi”, in Albrecht Fuess and Jan Peter Hartung (Eds.),
Unit 10: (Week 12-13): Shah Jahan’s eponymous city and the new Mughal political ordering will be studied in this unit.

Unit 11: (Week 14): This unit will study the impact of 18th century social and political transitions and the impact of political decentralisation on old elites and the making of new elites. Students will read the *Muraqqa-i Dehli* and will discuss the text in the light of recent research.


**Suggested Readings:**


For additional readings use the following online resources:

- https://sites.google.com/site/dumafinaldelhisultanate/
- https://sites.google.com/site/dumafinaldelhisultanate2/
- https://sites.google.com/site/1mudelhisultanate/
- https://sites.google.com/site/sultanatemughaldelhifieldwork/

**Facilitating Teaching Learning Outcome:**

Other than readings and class discussions, field work is an important component of learning in this course. Please use Y.D. Sharma, *Delhi and its Neighbourhood*, Delhi: Archaeological Survey of India, several reprints, to discover a monumental site that you will visit, investigate and write about. You will shape your project with the assistance of the instructor. Many readings
that will get you started on this project are to be found at: https://sites.google.com/site/sultanatemughaldelhifieldwork/

By the fourth week of the course students are supposed to have identified the site they wish to investigate and write upon. On the last class of the fourth week of the term they will submit a page long abstract on their sites and the questions they wish to raise in their paper.

Assessment:

Students enrolled in this course will have two modes of assessment:
1) They have to write a term paper, ca 5000 + words, inclusive of bibliographic apparatus, on a site which they will research and evaluate. Other than researching its history they also have to analyse it as a heritage site. They have to first discuss this site with the instructor. It is therefore a good idea to have a choice of sites from which the one most likely to yield profitable research outcomes can be chosen. This essay will be for 25 marks.
2) The end of semester examinations will cover the entire course. Students will be asked to respond to four questions out of a choice of eight. The examination is three hours long and worth 75 marks.
Course Objectives:

This course introduces students to the vibrant traditions of history writing in medieval and early modern India. It focuses on the production of historical literature, mainly in Sanskrit, Persian and Indian vernaculars, broadly covering the period from the thirteenth to the eighteenth centuries and highlighting the wide variation in modes of narrativization and genre of historical writing. The paper familiarizes students with the key themes, tropes, social and political implications of the norms prescribed in Indian historical traditions during the period.

Learning outcomes:

At the end of this course, students will be able to understand:

- How scholars read historical texts to disaggregate their structure and organization for historical analysis.
- Identify key features of Indian historical texts that were both stylistically influenced as well as significantly different from the Arabic and Persian texts produced in the Central Islamic lands.
- Understand texts across languages and periods that could be seen influencing each other and, thus, cannot be studied as separate traditions altogether.
- Learn that the vast historical traditions of the medieval and early modern eras constitute examples of both India’s classical civilizational culture and remarkable diversity in its regional spectrum.

Course Content:

Unit 1: (weeks 1-2): Introduction to the course: Sources of tradition, narratives, anecdotes and prescriptions

Unit 2: (weeks 3-4): Principle genre: itihas, vanshavali, charit, tarikh, tabaqat, tazkira, bakhar, buranji, and khyat

Unit 3: (weeks 5-6): Main features of pre-modern historiography: Presence of God, the Prophet, rulers and other sources of authority

Unit 4: (weeks 7-8): Social and political functions of historical writings – elitist political ideology and regional and ethnic identities

Unit 5: (weeks 9-10): Sanskrit historical traditions – Rajatarangini and its afterlife in Persian tarikh

Unit 6: (weeks 11-12): Indo-Persian histories – general histories, court-chronicles, independent and unofficial accounts of the past

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Unit 7: (weeks 13): regional and vernacular histories – Assamese, Bengali, Hindi, Marathi, Rajasthani, Urdu and literary and historical traditions from parts of southern India

Unit 8: (weeks 14): Concluding assessment – Indian historical traditions and modern discipline of history

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (weeks 1-2): This introductory unit to the course will look at sources of tradition, narratives, anecdotes and prescriptions as markers of historical traditions in pre-modern India


Unit 2: (weeks 3-4): The principle genres of history such as itihas, vanshavali, charit, tarikh, tabaqat, tazkira, bakhar, buranji, and khyat will be discussed in this unit


Hermansen, Mercia K. and Bruce B. Lawrence. (2000). “Indo-Persian Tazkiras as Memorative Communications”, in David Gilmartin and Bruce B. Lawrence, (Eds.). Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia, University of Florida Press, pp. 149-75.


Unit 3: (weeks 5-6): This unit will attempt an appreciation of the main features of pre-modern historiography, including divine presence and prophetic figures, sovereign power and other sources of authority


**Unit 4: (weeks 7-8):** Social and political functions of historical writings, especially articulation of elitist political ideology and regional and ethnic identities will be examined in this unit


**Unit 5: (weeks 9-10):** This unit will undertake a more detailed survey of Sanskrit historical traditions through the genre of historical kavya in the form of several narratives of Rajatarangini and how they go on to influence later historical traditions, especially in Kashmir

*Rajatarangini* of Kalhana, translations of the first taranga in English by M.A. Stein (Delhi: Motilal Banarsidass, 2017) and in Hindi by Sriramtej Shastri Pandey (Delhi: Chaukhamba Sanskrit Pratishthan, 2015).


**Unit 6: (weeks 11-12):** Samples from the vast corpus of Indo-Persian histories will be examined as part of the course for this unit

Unit 7: (weeks 13): The understated significance of regional and vernacular histories which emerged in large parts of the subcontinent in the early modern era will be evaluated in this unit


Unit 8: (weeks 14): This concluding unit will assess the persistence of longstanding Indian historical traditions, which the modern discipline of history has not been able to completely decimate and, thus, popular historical memory continues to challenge modern professional history


Suggested readings:

Department of History, University of Delhi


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

**Assessment:**

Students enrolled in the course would have their work assessed in two modes.
1) The two term papers (12-15 pages each), along with the presentations, will be marked out of 25 marks.
2) There will be an end semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer four out of eight questions. Marks will be awarded out of a maximum of 75 marks.
HSM-372
MEDIEVAL DECCAN, ca. 1300-1700

Course Objectives:

This course focuses on the political and cultural history of the medieval Deccan from the early fourteenth century to the seventeenth century. It will introduce students to the idea of space shaped by complexity of external influences and local resistance-cum-assimilation in Deccan. It will also highlight the religious and social dimensions of the changes that were associated with shifts in political power.

Learning Outcomes:

At the end of course, the students would be-

- Familiar with the Deccan as a space, and its associated history of change and continuity
- Aware about the politics of the different regimes in the Medieval Deccan
- Having clarity about concepts like the military labour market and its role in shaping the nature of the state
- Understand trading and African diasporas
- Understand context of political legitimacy in medieval Deccan
- Understand the Deccani localisation of Sufi orders
- Understand gender and social aspects in Deccani poetry
- Comprehend the role of language as an instrument of resistance from below in the Deccan
- Provide skills to students for research in African and trading diaspora studies
- Provides skills to students about architecture as research tool.

Course Content:

Unit-1 (Week 1-3): Political Trajectories
- State and evolution of political culture
- Complexity of relations among states in Deccan
- Nobility in 15th and 16th century - Afaq and Deccani

Unit-2 (Week 4-7): Identity and Resistance: 16th and 17th century
- Military Labour Market
- Role of African Diaspora and Trading Diasporas
- Change and continuity in Deccani Identity, and Resistance to Mughal Campaigns

Unit-3 (Week 8-10): Religious dimensions
- The question of religion in politics
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-3): By the end of this unit students will learn about context and nature of state in Deccan. The students will become aware about role of afaqi and Deccani nobility in shaping politics of medieval Deccan.


Unit 2 (Week 4-7): By the end of this unit, students will learn about identity of social forces and nature of state with reference to military labour market


Unit 3 (Week 8-10): By the end of this unit students will learn about issues of Legitimacy and social processes associated with sufi orders and bhakti movement

Talbot, Cynthia.(2001). Precolonial India in Practice: Society, Region, and Identity
Unit 4 (Week 11-13): By the end of this unit, students will learn about various aspects of power and culture especially with reference to architecture, painting and language.


Select Readings:


Facilitating Teaching Learning Outcome:

The course is structured as weekly lectures and reading assignments. On the one hand, the essential readings build up basic understanding about issues, on the other, the students will be motivated to explore readings beyond given in paper paving way for research orientation and knowledge production. In order to enhance verbal communication skills of students, one paper presentation and group discussion on any two books (1 book from essential reading and one
relevant book as per choice of student) will be held. Preparation of reports and assignment will enhance writing skills of students.

**Assessments:**

The Assessment is aimed to ensure that students not only acquire knowledge as per themes of paper, but also, develop understanding about reading a text, ability to connect history with relevant issues of society and find new dimensions on themes referred in paper by approaching relevant primary sources in creative ways. Students enrolled in the course would have their work assessed in two modes.

1) Three Tests will be held -- two written test and one presentation. Out of this, the best two will be counted for a total of 25 Marks – 12.5 marks each. In case of presentation, the students are required to consult primary sources, and prepare assignment following framework of research paper with proper citations.

2) Finally, the students have to appear in end semester exam (Maximum Marks-75) at the end of semester. The end semester exam will cover all contents of the course and the time duration is 3 hours. Out of 8 questions, the students can attempt any four questions.
HSM 375
Sources of the Mughal Period: Reading and Interpreting Texts

Course Objectives:

The objective of the course is to introduce students with the sources of the Mughal period, and the problems historians face in reading and interpreting historical texts. Since this is a seminar course, students read the texts beforehand, and there is intense discussion on a selected text every week. The students are encouraged to read texts written in different genres with a view to understand how genres shaped historical discourse.

Learning Outcomes:

At the end of the course, the student would:

- Learn about the nature, form and literary traditions that impact on Mughal sources
- Learn to critically engage with the texts
- Understand the limitations of positivist-empiricist reading of texts
- Appreciate the need to integrate author-centered readings of texts with reader-centered interpretations
- Have learnt to appreciate the significance of genre in shaping discourse in historical texts

Course Content:

Unit I (weeks 1-3): Historical Texts:
Unit II (weeks 4-6): Imperial Memoirs:
Unit III (weeks 7-10): Biographies/autobiographies:
Unit IV (weeks 11-14): European Writings in Persian:

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:


Suggested Readings:
Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and intense discussions on the prescribed sources. At the end of each discussion, the students are required to make oral presentations on the text under discussion. This is followed by written submissions which are discussed in the class as well.

Assessments:

There are three modes of assessing the performance of students enrolled in this course:
1) The internal assessment is based on the student’s participation in discussions in the class (10 marks)
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-377
Epigraphic, Numismatic and Archival Records
for the Study of Medieval Indian History

Course Objectives:

The aim of the course is to acquaint the students (some familiarity with the script/language would be an advantage) with the latest research in the field of epigraphic, archival and numismatic evidence and the way they have altered (added) to our understanding of the history of the period. It will offer them an opportunity to undertake/understand the relationship the state had with professional scribes, secretaries, artisans and other experts specializing in the respective fields. Similarly, students would learn about the contexts and transitions in the social standing of these groups in response (or not) to the changes in the nature and composition of the ruling elite. With the opportunity to explore for themselves, students will access numerous (unreported) collections/coin hoards and inscriptional data in the religious/secular structures, some in the museum of the Department of History.

Learning Outcomes:

At the end of the course the students would be:

1. Familiar with the major repositories and collections of the archival records from pre colonial times.
2. Able to cull the data from some of the major catalogues, private collections and the religious institutions who have maintained these records.
3. Learn about the inscriptional data in Arabic, Persian and Sanskrit spread throughout the subcontinent and the way this data has been compiled by the Archeological Survey of India, other government and research agencies, and independent bodies.
4. Learn about the mints, minting techniques and mint towns
5. Learn how to decipher the legends on the coins and the way these have been analysed and interpret in current scholarship.
6. Familiar with major coin hoards in Indian museums and their catalogues.
7. Able to develop some interest in the shikasta script, palaeography and codicology.
8. Learn about the nature of the large number of records that have survived at different Museums, Archives and Libraries across the subcontinent.

Course Content:

Unit 1: (Week 1-2): Archives, Inscriptions and coins as repository of evidence for Historical studies; Arabic and Persian inscriptions of the Sultanate period
Unit 2: (Week 3-4): Sanskrit inscriptions from Delhi and North West India
Unit 3: (Week 5-6): Imperial orders and edicts by princes and nobles – farmans, nishans and parwanas
Unit 4: (Week 7): Edicts from the imperial harem
Unit 5: (Week 8): Local documents and papers in the establishments of the qazis
Unit 6: (Week 9-10): Documents in the khanqahs and Sufi hospices
Unit 7: (Week 11-12): Documents in the temples and maths
Unit 8: (Week 13): Coin hoards, catalogues and numismatic studies; Coins, mints, and metallurgy during the Delhi Sultanate and the Mughals.
9) Unit 9: (Week 14): Inscriptional data from ruined/abandoned cities and the possibilities of urban histories.

ESSENTIAL READINGS AND UNIT BASED TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will discuss the importance of archives, inscriptions and coins as repository of differing kinds of evidence for historical analysis.

Unit 2 (Week 3-4): This unit shall examine the Sanskrit inscriptions from the regions of Delhi and Gujarat and contextualize them within their socio-political milieu.
Unit 3 (Week 5-6): This unit would focus on the working of the imperial chancellery, the actual procedures for issuing the orders and the internal checks against the possibilities of any fraud.


Unit 4 (Week 7): This unit will look at the position of the women in the imperial households during the Sultanate and Mughal times; their role in the administration through the surviving inscriptions/archival documents and coin hordes.


Unit 5 (Week 8): This unit will discuss the working of the administration at the provincial level and the judicial department through the surviving records from the qazi’s establishments.


Irfan Habib. (1967). ‘Aspects of Agrarian Relations and Economy in a Region of Uttar Pradesh during the 16th century’ in Indian Economic and Social History Review, IV [3], pp. 205-32

Unit 6 (Week 9-10): The unit will look at the surviving collections housed in old Sufi establishments and their use by modern scholars to reconstruct their histories.


Unit 7 (Week 11-12): Here the emphasis will be laid on the Persian archival records at the various temples and maths in the upper Gangetic valley and will discuss some case studies undertaken by the modern scholars.


Unit 8 (Week 13): This unit would discuss the nature of coinage system under the Delhi Sultanate and the Mughals


**Unit 9 (Week 14):** this unit will look at the histories of the important towns during the pre-Mughal times through the surviving inscriptive data from the modern studies.

**Suggested Readings**

- Selected Volumes of *Epigraphica Indo-Moslemica* now *Epigraphica Indica* Arabic and Persian supplement Selected Volumes of the Memoirs of Archaeological Survey of India.

**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

**Assessment:**

There are three modes of assessing students who take this paper.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM New Course  
Connected Empires: Mughals, Safavids and Ottomans

Course Objectives:

This paper shall trace the “connected histories” of the Mughal, Safavids and Ottoman Empires for critical appreciation of the historical processes within a vast geographical canvas. It will emphasize the complex circulation, exchanges and interactions that operated across the formal borders of imperial formations. The exchange of goods, people and ideas between Asia’s emerging ‘universal’ empires reshaped continental networks leading to the creation of new connections and new forms of alterities. The course will examine sources like paintings, portraits, architecture to understand connected histories. We shall also examine the “area studies” approach to understand specific structures and ideologies of the respective regimes in comprehending the urban morphologies as well as the economic and cultural lives of the people.

Course Outcomes:

At the end of the course, the students would
- Know the concepts, methodology and problems of ‘Connected Histories’.
- Explore the ways in which polities and societies in these empires engaged with and produced alternative imagined visions of interaction beyond given geographies.
- Develop understanding of how people in the past themselves understood and sought to influence patterns of long-distance interaction, and of how contemporaries drew comparisons between widely-separated parts of the world.
- Consequently, through the circulation and mobility of men, ideas and goods across the time and space the course will instruct students on trajectories of growth, interdependent relationships and the emergence of universal forms of knowledge across seemingly vast geographical expanses.
- Able to synthesize the histories of three empires through trade, migration and cultural encounters.
- How connected history helps in locating South Asia globally during the early modern period.
- Extend scope of connected histories into the realm of language, court cultures and power.
- Be acquainted with various sources for writing connected histories.

Course Content:

Unit 1: (Week 1-2): Understanding “Connected Histories”.
Unit 2: (Week 3-4): Sovereignty and Millennium Across the Empires.
Unit 3: (Week 5-6): The Movement of People, Circulation, and Travel Across the Empires.
Unit 4: (Week 7-8): Exchange Networks, Trade and Empires.
Unit 5: (Week 9-10): Histories of the Royal Household and the Politics of the Harem.
Unit 6: (Week 11-12): The Diffusion of Culture and Connected Metaphors Across the Empires.
Unit 7: (Week 13): Connecting, comparing and contrasting public spaces and urban culture of the Empires.
Unit 8 (Week 14): Europeans in Asian Empires, accounts of the encounters.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will explain the theoretical and methodological framework of ‘Connected Histories’.

Unit 2: (Week 3-4): This unit would help students to understand connected notions of ‘millenarian sovereign’ and the importance of lost epistemes of predictive sciences, occults and magic in shaping a new form of kingship across these Empires.
Unit 3: (Week 5-6): This unit would help students in understanding circulation and mobility of people (largely elite, intellectuals and professionals) as important vectors of connected histories and the resultant cultural encounters.


Unit 4: (Week 7-8): This unit would help the students to appreciate growth of exchange networks, trade and commerce beyond the narrow technicalities of Imperial economy, and the interconnections between trade and state.


Unit 5: (Week 9-10): The nuances of royal household and harem would allow students to understand gender as an important if still narrowly explored window into connected histories.


Unit 6: (Week 11-12): This unit would discuss the diffusion of culture and cultural metaphors through visual representations of the universal monarch and its implications on the Safavid and Mughal empires.


Unit 7: (Week 13): Connections and disconnections between the forms of public spaces and urban culture of the empires would be discussed in this unit.


**Unit 8 (Week 14):** European engagement with these empires through trade and diplomacy and their travelogues will be the focus of this unit.


**Suggested Readings:**
Facilitating Teaching Learning Outcome:

Primary sources and modern historiographical debates will be introduced to students in weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.
1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM: New Course
The World of Merchants in Early Modern South Asia

Course Objectives:

The course will teach students about a period of the early modern world (ca 1500-1800) that witnessed the rise of complex merchant networks and trade relations. The world of merchants was not subject to the idea of political frontiers; they worked with state systems but their networks and interests transcended geographical and imperial boundaries. The paper gives historical agency to merchants and their communities and examines their forms of commercial interconnections, the knowledge systems and their negotiations with local politics as they responded to larger global movements. Merchants were important actors in the intense circulation and exchange of the economic, political, social, and cultural life of early modern Asia and they brought societies around the world into interdependent relationships. Even as they resolutely defended their autonomy, they patronized cultural pluralism and regional societies, languages and literatures. They were collaborators and contestants in their search for autonomy as fierce adherents of tradition and pragmatic innovation. It is in these merchants and their communities that we find early-modern cosmopolitanism as well as the pursuit of local religious and sectarian traditions.

Learning Outcomes:

At the end of the course, students would:

- Be able to appreciate trade and commerce beyond the narrow technicalities of economic history.
- Comprehend the social roots of the mercantile economy in the larger milieu.
- Appreciate the complex transactional networks the South Asian merchants constructed and inhabited.
- Discover how merchants and their networks helped to create an interconnected world of Indian Ocean and Eurasian trade.
- Be able to examine the global status of South Asian merchants in terms of their commercial operations and business acumen.
- Able to recognize the literary and cultural contributions of South Asian merchants during early modern times.

Course Content:

Unit 1: (Week 1-2): Imagining the Early Modern Merchants and Traders.
Unit 2 (Week 3-4): The Merchant and the State: Markets and Urbanization.
Unit 3 (Week 5-6): Politics of Trade, Resistance and Search for Autonomy.
Unit 4 (Week 7-8): Communities and Networks: Banjaras, Baniyas, Bohras, Chettiars, Jain, Marwari and European Merchant Groups.

Unit 5 (Week 9-10): Maritime and Diaspora Merchants in the Indian Ocean region and beyond.

Unit 6 (Week 11): The Social Identities and Practices of Merchants and their Communities.

Unit 7 (Week 12): The Merchant as Litterateur and Patron- Literary Cultures and Narratives.

Unit 8 (Week 13-14): Case Studies: Banarsidas and Jean Baptiste Tavernier.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit would help students to pose and resolve methodological and theoretical questions in studying the histories of the South Asian merchants and traders during early modern times.


Unit 2 (Week 3-4): This unit would emphasize the relationship between merchants and state and reflect on the participation of merchants in processes of market and urbanization through interpersonal relationship and control over the merchant bodies.


Pearson, M.N. (1972). ‘Political Participation in Mughal India’ *Indian Economic and Social Historical Review*, no. 9, pp. 113-131.


**Unit 3 (Week 5-6):** This unit would contextualise merchants and traders within the larger milieu of politics of local and long distance trade through histories of resistance and attempts to gain autonomy from the political structures of dominance.


**Unit 4 (Week 7-8):** This unit would introduce students to the leading business communities in South Asia along with business practices, commercial networks, forms of mobility and operations.


Unit 5 (Week 9-10): Linked together by a web of religious, commercial, and intellectual connections, the different regions of Asia’s vast civilization, from Arabia to China, hummed with commerce, international diplomacy, and the brisk exchange of ideas.


Unit 6 (Week 11): Here the emphasis would be on the formation and techniques of social
identity of the merchant communities to develop an understanding of the historical interface of cultural identity and trade.


Unit 7 (Week 12): This unit would discuss merchants as the patrons of cultural pluralism in the social milieu of regional societies, languages and literatures.

Unit 8 (Week 13-14): This unit would introduce students to the case study of two merchants belonging two different geographical and cultural zones but active in a common space with a comparative emphasis on the notions of ‘selfhood’.
बनारसीदास, अर्धकथानक (1641) हिन्दी अनुवाद रोहिणी चौधरी, दिल्लीःप्रेगुइनबुक्स
Glorieux, Guillaume. (2018). The Fabulous Destiny of Tavernier’s Diamonds: From the
Great Mogul to the Sun King: Catalogue Under The Supervision Of Guillaume Glorieux, L’École, School of Jewelry Arts.

Suggested Readings:


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**Facilitating Teaching Learning Outcome:**

Primary sources and modern historiographical debates will be introduced to students in weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

**Assessments:**

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
ELECTIVE COURSES
MODERN INDIAN HISTORY
HSM-401
Rise of British Power in India, 1757 – 1857

Course Objectives:

The course covers the rise and establishment of British colonial power in India from 1757 to 1857. The main objective of this course is to familiarize the students with the main commercial, political, military and ideological aspects of the East India Company rule in India. Throughout the course the students study the impact of British rule on India and the Indian reactions to this rule ranging across a wide range of subjects. Students opting for an MA in modern history with specialization in papers on Indian history will consider this course as one of the foundation courses of the MA program in the Department of History.

Learning Outcomes:

- Students will develop a holistic critical understanding of the social, economic, political, military and cultural conditions prevalent in India (1757-1857).
- The course will enable the students to understand the evolution of British policy in India with reference to the key concepts of modern Indian colonial history like Colonialism, Indology, Paramountcy, Orientalism and Utilitarianism.
- While examining the Indian responses to the establishment of British power in India the students will learn more about the central concerns of social reform initiatives, popular protest, military organization and education.

Course content:

Unit 1 (Week 1): Introduction to the rise of British power in India, 1747-1857.
Unit 2 (Week 2): Colonial historiography and connections between trade and conquest.
Unit 3 (Week 3): The Dutch and English system of colonialism and various phases of British colonialism in India.
Unit 4 (Week 4): The Conquest of East and South India.
Unit 5 (Week 5): The Conquest of West and Central India.
Unit 6 (Week 6): The Conquest of North and North West India and the Afghan War.
Unit 7 (Week 7): The instruments of conquest and rule and Parliamentary controls.
Unit 8 (Week 8): Colonial ideology Part 1.
Unit 9 (Week 9): Colonial ideology Part 2.
Unit 10 (Week 10): The Princely States.
Unit 11 (Week 11): Indian reactions to colonialism Part 1.
Unit 12 (Week 11-12): Indian reactions to colonialism Part 2.
Unit 13 (Week 13): Indian reactions to colonialism Part 3.
Unit 14 (Week 13-14): Indian reactions to colonialism Part 4.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): The objectives of the course will be explained to the students and they will speak about their interest in the subject of British colonialism in general.

Unit 2 (Week 2): The students will study the nuances of colonial historiography and explore the connections between trade and conquest in the mercantilist age.

Unit 3 (Week 3): In this unit the students will comprehend important aspects of Dutch and English company systems and be informed of the various stages of British colonialism in India.
  Prakash, O. (2014). *The Economic Encounter Between Asia and Europe 1500-1800*, Surrey, Ashgate, Chapter VI.

Unit 4 (Week4): During this week the students will study the British conquest of East and South India in the context of the 18th Century.

Unit 5 (Week 5): During this week the students will study the British conquest of West and Central India in the context of the 18th and 19th Centuries.
Unit 6 (Week 6): During this week the students will critically examine the British conquest of North, North West and the Afghan War.


Unit 7 (Week 7): In this week the students will analyze the instruments of colonial rule like the Army and Police and the growing Parliamentary control over company rule in India in the 18th and 19th Centuries.


Unit 8 (Week 8): During this week the students will explore the concept of *Orientalism*, *Indology* and the roots of modern nationalism.


Unit 9 (Week 9): During this week the students will study fundamentals of Utilitarian and Whiggish ideology and their impact on British policies in India including education.


Unit 10 (Week 10): This unit will focus on the concept of Paramountcy and the important elements of the Princely States central to British colonialism.

Unit 11 (Week 11): During this week the students will be taught about the historicization of the Indian mind.

Unit 12 (Week 11-12): In this week the students will study Indian reform initiatives under the impact of British rule with respect to some original texts.

Unit 13 (Week 13): During this week the students will develop an overview of popular protests in colonial India in the first half of the 19th Century.

Unit 14 (Week 13-14): The teaching during this week will concentrate on the causes and consequences of the mutinies in Presidency Armies including the Vellore Mutiny and the Great Revolt of 1857.

Unit 15 (Week 16): During this week the students will be encouraged to ask questions about the key concepts taught in the course and discuss their doubts and learning outcomes of the course.

Suggested Reading:


**Facilitating Teaching Learning Outcome:**

Teaching will involve lectures and class discussions. This will ensure the development of verbal communication skills. *Discussions will take place both in English and Hindi.* Students will be encouraged to read widely on the subject.

**Assessment:**

There will be two modes of assessing students who take this course:
1) The students will submit ONE term paper in proper academic format numbering 15-20 pages (roughly 4000 to 5000 words inclusive of footnotes and bibliography). Marks will be awarded to the students on the basis of the content, form and presentation of their term papers from a maximum of 25 marks. These term papers will be considered an important step in the evolution of a student’s capability of producing a narrative worthy of publication.
2) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 402
Strategies of Imperial Control, 1850s–1920s

Course Objectives:

The objective of this paper is to examine the evolution of the colonial state, focussing on the period from the mid-nineteenth century to the 1920s. It seeks to enable students to understand the character of the colonial state, the manner in which it exercised its authority, the devices it used for legitimization, and some of the means by which it sought to discipline colonial subjects. Historiographical approaches, and debates on issues such as sovereignty, would be explored, moving beyond administrative histories. The ideological framework, to which ideas of race were crucial, would be analyzed, providing an opportunity to understand society, ideas, politics and the state in colonial India of the late nineteenth and early twentieth centuries.

Learning Outcomes:

At the end of the course, students would be:

- Acquainted with some of the crucial issues relating to characterization of the colonial state, and the historiography on the problem of sovereignty
- Familiar with features of some of the major organs of the state, especially the bureaucracy and army, in the nineteenth century and the early twentieth century..
- Comprehend the manner in which the colonial state attempted to seek legitimacy, and its recourse to the use of violence to establish its authority.
- Grasp the ways in which sections of Indian society were sought be coopted into the colonial apparatus.
- Understand that politics and authority are inherent features of social and cultural life.
- Make sense of the several options available for colonial governance, wherein the indirect mode was a frequently preferred option.
- Able to appreciate the complex nature of the relationship between the colonial state and the British government.

Course Content:

Unit 1: (Week 1-2): The Colonial State in the mid nineteenth century, before and after the revolt
Unit 2: (Week 3-4): The Bureaucratic Apparatus (I): Recruitment and Training
Unit 3: (Week 4-5): The Bureaucratic Apparatus (II): The ‘Indianization’ question
Unit 4: (Week 6-7): The British Indian Army: Organization and recruitment of sipahis
Unit 5: (Week 7-8): ‘Martial Races’ and colonial ideology
Unit 6: (Week 9-10): The British Indian Army and the Question of Commissions for Indians
Unit 7 (Week 11-12): Princely States and ‘Indirect rule’
Unit 8 (Week 13-14): Urban space and the new imperial capital

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover the administrative changes after the revolt of 1857, and look at the structure of governance, and introduce students to writings on processes of legitimization.


Stokes, Eric (1989), English Utilitarians and India, Delhi: Oxford University Press.


Unit 2 (Week 3-4): This unit will examine the bureaucratic apparatus of the colonial state, focussing on the recruitment, training, and social composition of the higher civil services.


**Unit 3 (Week 4-5):** This unit will look at the ‘Indianization’ question in relation to the higher civil services, especially in the period after 1918.


**Unit 4 (Week 6-7):** This unit will discuss reorganization of the army after the revolt and recruitment of sipahis between 1858 and the 1880, and changes from the 1880s onwards.


**Unit 5 (Week 7-8):** The notion of ‘martial races’, colonial ideology and ideas of race will be studied in this unit.


**Unit 6 (Week 9-10):** This unit will examine issues of recruitment Indians as commissioned officers in the colonial land army.

Gupta, Partha Sarathi and A. Deshpande (Eds.) (2005), The British Raj and Its Indian Armed Forces, 1857-1939, Delhi: Oxford University Press, (especially essay of Partha Sarathi Gupta on the Sleen committee)


Roberts, Frederick (1897), Forty-one Years in India: From Subaltern to Commander-in-Chief

http://www.gutenberg.org/ebooks/16528

Farooqui, Amar (2014), “‘Divide and Rule’? Race, Military Recruitment and Society in Late Nineteenth Century Colonial India”, Presidential Address, Modern India Section, Indian History Congress, Delhi Session, Proceedings of the Indian History Congress, pp. 428-440.

**Unit 7 (Week 11-12):** This unit will explore colonial policy towards princely states, and examine ‘indirect’ rule as a mode of colonial governance, in theory and practice.

Ramusack, Barbara N. (1978), The Indian Princes and their States, Delhi: Cambridge University Press.


Cannadine, David, Ornamentalism: How the British Saw their Empire, Oxford: Oxford University Press.

Bhagavan, Manu (2003), Sovereign Spheres: Princes, Education and Empire in Colonial India, Delhi: Oxford University Press.


**Unit 8 (Week 13-14):** The conceptualization of the new capital of the empire, and the manner in which it encapsulated the imperial idea will be studied in this unit.

Frykenberg, R.E. (Ed.), *Delhi Through the Ages*, Delhi: Oxford University Press (especially, essays by Frykenberg, and Thomas Metcalf).

**Suggested Readings**

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students are expected to regularly spend some time every week to consult readings in libraries accessible to postgraduate students. They would also be required to engage in dialogue in the class on themes being discussed by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills. They would also be encouraged to consult relevant material available online, for which the department provides computer facilities.

Assessment:

Students will be evaluated in two modes in this paper
1) There will be an internal assessment exam held in mid-semester. This will be out of 25 marks. This will consist of two parts: i) one essay on a topic to be selected from 2 or 3 topics given beforehand to the students; and ii) brief and precise notes or comments on some selected issues discussed in class, which will allow evaluation of regularity and comprehension in the classroom, and ability to write succinctly.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 403
The Colonial Economy in India: 1750-1850

Course Objectives:

This course studies some of the most significant aspects of the Indian economy under British rule from the mid 18th to the mid 19th century. It introduces students to fundamental economic changes that were brought about by colonialism during this period in the world of agriculture, weaving, trade and finance, labour and law.

Learning Outcomes:

At the end of the course, students would:

- Understand the emergence of modern institutions such as the state and market in the context of colonialism in India
- Understand the relationship between political conquest and the economy as much as law and economic practice
- Understand the relationship between colonial policies and their effects on various populations in the subcontinent
- Be able to read and analyse primary sources.

Course Content:

(b). The Industrial Revolution - The Indian sub-continent in The Great Divergence Debate

Unit 2: (Week 3): The Long 18th Century: Trade and Conquest – Maritime laws and Maritime Trade - History and the Nature of the East India Company – Oceanic Trade Across the Indian Ocean -- Regional Formations

Unit 3: (Week 4-5): The Company’s Conquests: Economic Effects of Political Control – Weavers and Merchants (Eastern and Southern India) - Legal questions on Ownership and Jurisdiction

Unit 4: (Week 5-6): Sovereignty, Land Revenue and Property – “proprietary right” - The Permanent Settlement

Unit 5: (Weeks 6-7): Sovereignty, Land Revenue and Property II - Baramahal - Mirasidars and the Jagir - The Raiyatwari and Other Settlements

Unit 6: (Week 8): Ecology and Economy - The “Tribal” Question – Western and Central India - Jangal Mahals – “North East Frontier”

Unit 7 (Week 9): Commercial Crops in British India: Cotton, Opium, Indigo
Unit 8 (Week 10): Labour and Law in Britain and British India – Defining Poverty, Slavery, Wage-labour

Unit 9 (Week 11): Agrestic Servitude; Debt Bondage; Penal Colonies; Indentured Labour

Unit 10 (Week 12): Approaching the Study of Poverty and Famines; Currency, Banking and Finance

Unit 11 (Week 13): How does Economic History express and address Political Resistance: Thematic Considerations

Unit 12 (Week 14): How does Economic History express and address Caste: Thematic Considerations

Unit 1: (Week 1-2): This unit will study the methodological issues pertaining to Economic History as well as study the recent literature on the position of the Indian subcontinent in the global economy of the 18th century.

General Introductory Texts for the Entire Course:

For Unit 1:

Unit 2: (Week 3): This unity will study the nature of trade and conquest in the long 18th century.

Prakash, Om. (2004). Bullion for Goods, New Delhi, Manohar [Selections]
Unit 3: (Week 4-5): This unit will study the relationship between the English East India Company’s conquests and its economic effects on weavers and merchants in Eastern and Southern India. It will also study legal questions pertaining to issues such as ownership.


Unit 4: (Week 5-6): This unit will study the relationship between Sovereignty, Land Revenue and Property as well as the coming of the Permanent Settlement

Datta, Rajat (2000) Society, Economy and the Market New Delhi, Manohar

Unit 5: (Weeks 6-7): This unit will study the relationship between Sovereignty, Land Revenue and Property in relationship to the ‘Raiyatwari’ and Other Settlements

Unit 6 (Week 8): This unit will study Ecology and Economy through the “tribal” question” in Western and Central India, the Jangal Mahals and the “North East Frontier”

Gadgil, Madhav and Ramachandra Guha. (1993). This Fissured Land, Delhi: Oxford University Press.


Unit 7 (Week 9): This unit will study the economy of commercial crops in British India such as cotton, opium, and indigo


Farooqui, Amar (1998) Smuggling as Subversion, New Delhi, New Age International


Unit 8 (Week 10): This unit will study labour and law in Britain and British India so as to better understand the categories – and contexts of – of Poverty, Slavery and Wage-labour in colonial India


Unit 9 (Week 11): This unit will study agrestic Servitude, debt bondage, penal colonies and indentured labour in the colonial economy

**Unit 10 (Week 12):** This unit will study the methodology involved in the study of poverty and famines, as well as currency, banking and finance.

**Unit 11 (Week 13):** This unit will study how Economic History expresses and addresses Political Resistance
Wilson, Jon (2005). “A Thousand Countries to go to” *Past and Present*, 189, pp. 81-109

**Unit 12 (Week 14):** This unit will study how Economic History expresses and addresses Caste Guha, Sumit. (2015). *Beyond Caste, Identity and Power in South Asia*, Leiden, Brill, [Selections]
Viswanathan, Rupa. (2015). The Pariah Problem, Delhi, Navayana Publishers, [Chapters 1,2]

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course to develop their persuasive and analytical abilities. Students will also formulate a research paper based on the themes taught. Suggested readings will be assigned keeping each student’s specific research interest in mind when they write their research papers.

The following are general introductory texts for the entire course:

Assessments:

There are three modes of assessment:
1) The students will have to make one presentation based on a text. This will be graded out of 10.
2) Students have to write one research paper based on primary and secondary sources. Students will have to inform and seek permission from the teacher on the topics/texts chosen for the presentation and research paper in advance. They will also be given more readings specifically tailored to their topics. The written paper will comprise 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course will teach students the core themes of economic history of India relating to a period when it was firmly integrated into the Global economy as a crucial appendage of the British Empire. It pays particular attention to the rich historiographical debates surrounding these themes from different perspectives. The course examines the changing relation of India with Britain and the world economy in two phases, before and after the first world war and the ways the worlds of peasants, artisans and labourers were impacted.

Learning Outcomes:

At the end of the course students are expected:

- To be equipped to understand trends and fluctuations of major economic indicators
- To be fully conversant with the historiographical debates on major issues of Indian economy
- To be familiar with quantitative and qualitative analysis used in the course.
- To be able to compare, connect and contrast economic performance of contemporary India with colonial India
- To be able to locate Indian economic history in a global history perspective

Course Content:

Unit 1: India as a Colonial economy – Reprising the Great Divergence debate
Unit 2: Colonial Financial, Monetary and Economic Policy: Determinants
Unit 3: Changing Patterns of External Trade-Britain, India and the World Trade
Unit 4: Farms, Fields and Forests I: Impact of Commercialisation
Unit 5: Farms, Fields and Forests II: Colonial Transformation of the Forest and the Arable
Unit 6: Spinning Wheels and Cotton Mills: Fate of Industry “Traditional” and Modern
Unit 7: Indian Population: Change and determinants of demographic structure
Unit 8: Indian Economy between the Great Wars: Tariff protection and The Great Depression

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: Week 1: India as a Colonial economy – Reprising the Great Divergence debate


Unit 2: Weeks (2-3): Colonial Financial, Monetary and Economic Policy: Determinants


Unit 4: Weeks (4-5): Changing Patterns of External Trade-Britain, India and the World Trade


Unit 5: Weeks 6-7: Farms, Fields and Forests I: Impact of Commercialisation


**Unit 5: Weeks 8-9:** Farms, Fields and Forests II: Colonial Transformation of the Forest and the Arable

Sivarmakrishnan, K 1999 “*Modern Forests: Statemaking and Environmental Change in Eastern India*, New Delhi, Oxford University Press, pp1-29, pp185-284

**Unit 6: Weeks 10-11:** Spinning Wheels and Cotton Mills: Fate of Industry “Traditional” and Modern

Bagchi, Amiya Kumar. (2000). *Private Investment in India 1900-1939*. London: Routledge, Chapter 1, 2, 7 and 14

**Unit 7: Week 12:** Indian Population: Change and determinants of demographic structure


**Unit 8: Weeks 13-14:** Indian Economy between the Great Wars: Tariff protection and The Great Depression


Rothermund, Dietmar, India in the Great Depression 1929-1939 , New Delhi, Manohar, Chapters 1-4

Balachandran, G, John Bullion’s Empire: Britain’s Gold Problem and India Between the Wars , London, Routledge, Chapters 1, 2, 4 and 7.

**Suggested Readings:**

Department of History, University of Delhi


“Introduction”,

**Teaching Learning:**

Teaching of the course is organized around lectures and discussions in two weekly classes of one hour forty minutes duration each. Students will be encouraged to read up the essential readings and discuss those in the class after the lectures. Basic understanding of quantitative data sources and analyzing and visualizing data will be imparted to the students through use of digital instructional aids.

**Assessment:**

Students who take this course will be assessed in two modes”

1) They will be assessed on the basis of a mid term examination of one hour duration of twenty five marks or on the basis of two take home assignments to be submitted in week 5 and week 10 of the course duration of 12.5 marks each.

2) At the end of the semester the students will take an examination of three hours duration for 75 marks. They are required to answer any four out of eight questions.
HSM-405
Caste and Gender Identities in Modern India

Course Objectives:

The objective of this course is to study caste and gender as central to identity politics in modern India. It will inform the students as to why and how caste and gender are at the centre of historical writings on colonial India today, whereby studies on them have been widely recognised as the most challenging and exciting interventions in the recent past in social and cultural histories of modern India. In historicizing various axes of gender and caste identities, the course will guide students on how these were represented and conceived through a historical and an interactional course. The paper will be thematic rather than chronological and will particularly grapple with how these identities could be both limiting and liberating. Central to it will be the role and impact of women and caste stratification on constructions of nationalism.

Learning Outcomes:

After the successful completion of this course, students will:

- Have knowledge about the making and remaking of gender and caste identities in modern India.
- Understand how gender and caste are deeply intertwined.
- Appreciate how and why gender and caste identities help us in critiquing and challenging singular, neat identities.
- Comprehend the nature of debates that were taking place between the colonisers, reforms and nationalists around ‘gender’ and ‘caste’ questions.
- Understand layers of discussions around ‘tradition’ and ‘modernity’.
- Be able to analyse women’s role and participation in social reforms and nationalist movements.
- Have a firm grasp over caste movements that emerged in various regions of India in late nineteenth, early twentieth century.
- Comprehend debates between Gandhi and Ambedkar on the caste question.

Course Content:

Unit 1: (Week 1-2): Colonial Knowledge, Caste and Census; Emerging Caste Associations
Unit 2: (Week 3-4): Non Brahmin and Dalit Movements in Different Regions: Maharashtra, Tamilnadu, Bengal, Gangetic Plains
Unit 3: (Week 5-6): Gandhi and Ambedkar on the Caste Question
Unit 4: (Week 7-8): The Gender of Caste
Unit 5: (Week 8-9): Gendering Reforms and Nationalism: A Broad Historiography
Unit 6: (Week 9-10): Women and Social Reform Movements: Sati Debates, Age of Consent, Widow Remarriage, Education

Unit 7: (Week 11-12): Women and Popular Culture

Unit 8 (Week 13-14): Women, Nationalism and Partition

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will examine the implications of colonialism for caste and how census helped in consolidating caste identities.


Unit 2 (Week 3-4): This unit will study non-Brahmin and Dalit movements in various parts of India in the colonial period and how they asserted themselves in the public sphere.


Unit 3 (Week 5-6): This unit will understand debates between Gandhi and Ambedkar regarding the caste question.


### Unit 4 (Week 7-8): This unit will focus on the intersections between gender and caste in modern Indian history.


### Unit 5 (Week 8-9): This unit will examine the historiography of gender in modern India, particularly with regard to social reforms and nationalism.


**Unit 6 (Week 9-10):** Debates on sati, age of consent, widow remarriage and women’s education will be studied in this unit.


**Unit 7 (Week 11-12):** The implications of popular culture on women’s lives and spaces will be the subject of this unit.

Unit 8 (Week 13-14): The unit will study women’s participation in the national movement and the implications of partition for women.


Suggested Readings:

Department of History, University of Delhi


**Facilitating Teaching Learning Outcome:**
The course is organized around weekly lectures and discussions based on the readings. Students will be asked to write an essay on one of the topics of the course, with footnotes and bibliography, and further readings will be given to them on their chosen topic, so that they can go in much more depth on a particular topic, thus preparing them for future and further research. This would also facilitate rigorous conceptualization and written expression.

**Assessments:**

There are three modes of assessing students in this course.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a written essay of 3000 words with footnotes and bibliography, which will be out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM-407
Select Issues in the History of Nationalism in India, ca. 1860 – 1917

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations of early phases of nationalist politics in India. The course addresses themes in the early history of Indian nationalism, including the response of the Indian intelligentsia to social and political reforms, the role of print and standardisation of language in the formation of nationalist collectives, the issue of gender, and the Swadeshi movement. A search for nationalist identity, quest for improvement in socio-economic status, a share in political power and ultimately destruction of the inequalities are the motives to be discussed. The course also attempts to explain intersectionalities through which students can comprehend what nationalism means for common people in their everyday lives.

Learning Outcomes:

At the end of the course, students would:

- Reflect upon sources, methods and approaches to the study of nationalism.
- Chart the ways in which South Asian nationalism has been understood by anthropologists, sociologists and other social scientists from the beginning of the British rule up to the present era of global integration.
- On completing this course, students will have an understanding of some of the key trends that defined Indian history during formative period of the national movement.
- Understand ways in which Indians responded to colonialism and learn about a variety of nationalisms emerged in response to British rule.
- The assignments in reading and writing will help in the development of rigorous conceptualization and written expression about the vision of Indian nationalism.

Course Content:

Unit 1: (Week 1-2): Perspectives: Conceptual problems, sources and methods to study nationalism.
Unit 2: (Week 3-4): Imperial Imperatives: Ideas, attitudes and policies of the rulers.
Unit 3: (Week 4-5): Patterns of change under colonialism and Indian responses, the Indian intelligentsia; intellectual cross-currents; print, press, societies, associations and socio-political reforms.
Unit 4: (Week 5-6): The Politics of Nationalism and the Early Congress.
Unit 5: (Week 7-8): Religious Communities, and Traditionalist and Modern Politics and Identities; Language, conflicts and riots.
Unit 6: (Week 9-10): Nationalism, Gender, Culture and Politics.
Unit 7: (Week 11-12): The Swadeshi Movement and its Aftermath.
Unit 8: (Week 13-14): Tagore’s Nationalism and Gandhi’s Hind Swaraj.

Essential Readings and Unit Wise Learning Outcome:

Unit 1: (Week 1-2): This unit will explain the history of nationalism as ideas, sentiments, and cultural identities in relation to recent historiography.


Unit 2 (Week 3-4): This Unit will take a historical overview of the idea of ruling an empire and the attitudes and policies toward colonized people.


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**Unit 3 (Week 4-5):** This unit will assess the nature and role of new intelligentsia in modern transformation and development of modern institutions in the public sphere.

Mukherjee, Aditya. (December 2010). “Empire: How Colonial India made Modern Britain” *EPW*, vol. XLV, no. 50, pp. 73-82.


**Unit 4 (Week 5-6):** This unit moves around the early stage of the nationalist politics to build a national political community in British India in relation to the Indian National Congress.


Unit 5 (Week 7-8): This unit examines the complex ways in which religion shape modern identities, and how people get mobilized in support of specific forms of nationalist identities based on such cleavages.


**Unit 6 (Week 9-10):** This unit unfolds roles of colonization, nationalism and cultural norms in defining gender roles.


**Unit 7 (Week 11-12):** How the Swadeshi Movement spreading from an economic boycott had profound effects on Indian society to encompass multiple facets of nationalism is the main concern of this unit.


**Unit 8 (Week 13-14):** Through critical analysis of the views of Mahatma Gandhi and Rabindranath Tagore the two giant thinkers of modern India with vastly different ideas of nationalism, this unit shows the intellectual depth of the ideas like patriotism, nationalism and Swaraj.


Suggested Further Readings:


Facilitating Teaching Learning Outcome:
The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.
Assessments:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 408
Select Issues in the Study of Nationalism in India (1917-49)

Course Objectives:

This course focuses on select themes in the study of Indian nationalism from the early 20th century to Independence. The course lays emphasis both on reading primary sources, as well as understanding important secondary literature on these themes. In addition to scholarly material, students will be exposed to films, literature and visual material. Students will be required to engage with the thoughts and ideas of important nationalist figures as well as with the histories of nationalism “from below.” How was Indian nationalism experienced, appropriated and articulated by non-elite groups in society? The course will also emphasize the use of non-official archives – particularly the oral and the visual- used by historians to study this period.

Learning Outcomes:

By the end of the course, students will:

- Critically read a variety of primary sources on late nationalism in India.
- Read seminal literature by historians on the topics dealt with in this course.
- Go beyond academic work through exposure to the rich corpus of literature, films and visual material that deal with issues pertinent to this period. This will also allow students to engage with how historians have creatively used new kinds of archives to study Indian nationalism.

Course Content:

Unit 1: (Week 1): The ways of Indian nationalism
Unit 2 (Week 2-3): The nation and nationalism according to Gandhi
Unit 3: (Week 4-5): Gandhian politics and the ways of mass nationalism
Unit 4: (Week 5-6): Critiques of caste: Ambedkar and Gandhi
Unit 5: (Week 7-8): Economic nationalism
Unit 6: (Week 9-10): Hindu nationalism in late colonial India
Unit 7: (Week 11-12): Partition: accountability, violence and displacement
Unit 8: (Week 13-14): Approaches and Sources: Rethinking the nationalist archive through the visual

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will focus on how nationalism was understood in the period of its emergence with a particular focus on the views of Rabindranath Tagore


**Unit 2 (Week 2-3):** This unit focuses on Gandhian thought and ideas.


**Unit 3: (Week 4-5):** This unit looks at Gandhian mass movements with a particular focus on the Champaran Satyagraha and the Non Cooperation Movement. It discusses significant historiographical interventions that have conceptualized the nature of peasant nationalism.


Unit 4 (Week 5-6): The unit focuses on the emergence of economic nationalism in India.


Unit 5 (Week 7-8): This unit looks at the caste question through the ideas of Ambedkar and Gandhi.


Unit 6 (Week 9-10): This unit looks at the rise of Hindu nationalism, examining in particular, the work of V. D. Savarkar.


Unit 7: (Week 11-12): This unit looks the Partition of India, playing special attention to the importance of non-official sources including oral history and literature.


Film: *Garam Hawa*. (1973). Director: M.S. Sathyu

Unit 8: (Week 13-14): This unit looks at how historians have used non-official sources, focusing on the visual archive, to study the period of nationalism in India.


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Suggested Reading:

For a comprehensive historical overview of the period:
  A recent book that focuses on the historiography of India nationalism:

Facilitating Teaching Learning Outcome:

The class will be based on weekly lectures along with class discussions based on the readings. Most of the primary sources are also available in Hindi.

Assessment:

There will be three modes of assessing students who take this paper.
1) 10 marks for participation in class discussions which will be assessed through the term.
2) 15 marks for a research paper. The student will be asked to analyze a primary source of her choice pertaining to the topics covered in the course. With permission from the teacher, the student can write a research paper on a topic not in the syllabus as long as it is relevant to the course.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a total of 75.
HSM 409
Community and Religion in Modern India

Course Objectives:

The objective of the course is to teach important historical trends and interpretations about constantly changing and evolving community identities such as religion and caste under colonial rule. It will teach students the role of various processes such as religious reforms and colonial education which reinforced community identity formation, hardening of community identities and increasing community consciousness during the period under study. It will teach students the ways in which scholars analyse the impact of colonial policies and colonial knowledge collection such as census, codification of personal laws, over caste and religious categories. It will discuss the prehistory and history of communalism and various historical interpretations for the rise of religious conflicts and communalism

Learning outcomes:

At the end of the course students will be able to:

- Better understand processes involved in community identity formation
- Deeper Knowledge about impact of colonial rule on Indian communities
- Comprehensive understanding of history of communalism and causes responsible for the rise of communalism and communal animosity
- Learn about the historiography surrounding the study of secularism and history of secularism in India.

Course Content:

Unit 1: (Week 1): Introduction.
Unit 2: (Week 2-3): The implications of colonial codification of knowledge about Indian society and culture for the formation/hardening of community boundaries.
Unit 3: (Week 4-5): Colonialism and gospel: conversion to Christianity and question of the involvement of colonial state
Unit 4: (Week 5-7): Religion and power-relations; late-colonial consolidation and fragility of identities
Unit 5: (Week 8-9): Revivalism, education and community identity
Unit 6: (Week 10-12): Communalism: meanings and approaches
Unit 7: (Week 13-14): Secularism and Indian state: Doctrine, practice and criticism

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1. (Week 1.): This unit will introduce students to the questions surrounding community and identity formation through the discussion of a recent influential book on the subject.


Unit 2: (Week 2-3): In this unit ideology, separate personal laws, social reforms, Census enumerations, the politics of numbers, the issue of origins and the question of the prehistory of communalism will be discussed.


Cohn, Bernard S. (2004). “Notes on the history of the study of Indian society and culture”. In his An Anthropologist among the Historians and Other Essays, Delhi: Oxford India Paperback.


Unit 3: (Week 4-5): In this unit dynamic relationship of native Christian converts with colonial state, their former community members and proselytizing Christian missionaries will be explored. Its impact on their identity formation and self-conception will also be discussed.


Viswanathan, Gauri. (1998). Outside the fold: Conversion, modernity and belief, New Delhi, Oxford University Press, PP. 73-117. (Especially Chapters 3 and 4.)


Unit 4: (Week 6-8): impact of various Sikh, Islamic and Hindu socio religious reformist and revivalist movements on identity formation will be discussed.


**Unit 5: (Week 9-10):** 4. This theme will discuss sectarian nature of the colonial education. other educational efforts by religious revivalist movements will also be discussed in this light.


**Unit 6: (Week 11-12):** this unit will discuss various historical approaches focusing upon rise of communalism and other aspects of communalism such as elite communalism and Communal riots; women and the community violence etc.


Unit 7: (Week 13-14): Secularism and Indian state: Doctrine, practice and criticism.


**Suggested readings:**

- Inden, R. *Imagining India*. (Especially Introduction).
- Risley, H.H. *Tribes and Castes of Bengal*. (Especially the Introductory Essay.)

**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and reading assignments. Students will be asked to take part in the class discussions which will be based on the prescribed readings. Short class presentations based on the class readings will also be organized regularly. The aim and objective of the exercise will be to inculcate oratory and analytical skills among the students.

**Assessment:**

There will be two modes of assessing students who take this course:

1) Students will be asked to submit two term papers each consisting of 12.5 marks each. Everyone will be allowed to submit term paper on the theme/topic of their choice after necessary consultation and approval from the course instructor.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 411
Political Economy of Decolonization 1914-1950

Course Objectives:

This paper strives to comprehend interconnections and interrelations between political economy and the process of decolonization. Economic impact of colonial rule and consequent political agitations surrounding economic issues will be understood through various historical explanations. To understand historical explanations about British economic interests in India and consequently increasing political pressure on British government to not only retain Indian colony but pursue and prioritize the interests of British home economy. Causes for the slow pace of growth of indigenous industries, pursuing of British fiscal and industrial interests in India and response of Indian intelligentsia, big bourgeoisie and the nationalist movement will be discussed by discussing various historiographical approaches.

Learning Outcomes:

At the end of the course, students would be:

- Able to comprehend colonization and decolonization as a process.
- They will become familiar with different explanations provided for the slow pace of growth of indigenous industries and causes for haphazard industrialization in India.
- Inherent British interests in pursuing specific kind of industrial, fiscal and monetary policies in India will be understood.
- A nationalist critique of British economic policies, role of economic issues in the nationalist movement and attitude of big business class towards nationalist movement will be understood by the course participants.
- Various historical explanations regarding economic policies pursued by post-independence Indian government to carry forward the process of decolonization will be grasped.

Course Content:

Unit 1: (Week 1-2): Introduction to the course. Colonization and Decolonization: a Theoretical Framework, Economic Explanations and Interpretations.
Unit 2: (Week 3-4): Slow pace of Industrialization and Growth of Indigenous industries.
Unit 3: (Week 5): Impact of 1st World War over Indian Economy and IndoBritish Relations.
Unit 4: (Week 6-7): Nature of the Indian Big Bourgeoisie Class, Programs, Policies, and Their Relations with Indian National Congress and Colonial Indian British Government.
Unit 5: (Week 8): British Fiscal and Industrial Policies in India.
Unit 6: (Week 9-10): Monetary Policy in Colonial British India, Gold Standard, Formation of RBI and response of Indian Nationalist Intelligentsia Class.

Unit 7: (Week 11): Balance of Payment, Direction of Trade and decolonization.

Unit 8: (Week 12-13): Second World War, Transfer of Power and Political Economic Explanations.


ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will introduce the course and discuss various aspects, related to colonization and decolonization, Economic effect of colonialism, “Colonialism as a mode of production”, and as an organized structure. Legacy and Long term effects of colonialism over economy will be discussed in the Indian context.


Unit 2: (Week 3-4): This unit will cover historical explanations for slow pace of industrialization in India. Growth of indigenous industries will also be discussed.


**Unit 3. (Week 5):** This unit will discuss Indian contribution in the first world war. Impact of first world war over India, British imperialism and IndoBritish relations will also be discussed.


**Unit 4. (Week 6-7):** This unit will discuss emergence of Indian Big business class. Their demands, programmes, policies and attitude towards national freedom struggle and Indian National Congress. Their relations with British imperial apparatus will also be covered.


**Unit 5. (Week 8):** This unit will discuss British industrial and fiscal policies in India which were governed by British home interests and safety and security of British imperial system.


**Unit 6. (Week 9-10):** This unit will explore monetary policy in colonial India as a tool to promote and secure imperial interests.


**Unit 7. (Week 11):** Changes in the Balance of Payment which includes (current and capital account), direction of trade and decline of colonialism will be discussed.


**Unit 8. (Week 12-13):** This unit will discuss Second World War, Bengal Famine and political and economic historical interpretations which led to transfer of power in 1947.


**Unit 9. (Week 13-14):** This unit will discuss decolonization and nature and character of post-independence Indian state by examining economic policies and programs carried out by Indian state. Comparison and contrast between pre-independence and post independence-Indian state will also be discussed.


Suggested Readings:


Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. Students will be asked to take part in the class discussions which will be based on the prescribed readings. Short class presentations based on the class readings will also be organized regularly. The aim and objective of the exercise will be to inculcate oratory and analytical skills among the students.

Assessment:

There will be two modes of assessing students who take this course:

1) Students will be asked to submit two term papers each consisting of 12.5 marks each. Everyone will be allowed to submit term paper on the theme/topic of their choice after necessary consultation and approval from the course instructor.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 412
Colonial Northeastern India: Economy, Society and Politics

Course Objectives:

This course introduces students to the modern history of northeastern India over a period of about two centuries of British rule, beginning in the mid eighteenth century and ending in the middle of the twentieth century. Beginning with historicising of the space that comes to be called India’s North East, the course engages with various themes in the economy, culture and politics of this region such as agrarianisation, colonial forestry, migration, plantation economies, print culture, the advent of missionaries, the politics of nationalism and the impact of Partition. The associations between political sovereignty, law, economy and culture are examined through concrete illustrations from the history of the hills and the valleys. Further, the course historicises the idea of the ‘tribe’ in northeastern India and locates it in the history of anthropology, race and empire.

Learning Outcomes:

- The course requires students to read and analyse a collection of primary texts from the colonial period through class discussions, presentations and written tutorials.
- It introduces them to the methods of conducting historical research and encourages them to formulate original projects of research in the final semester of their postgraduate programme.
- Other significant outcomes of the course include discerning critical shifts in historiographical trends in writings on northeastern India.
- The course familiarises students with the political history of northeastern India under British rule and into the period of Partition.
- The focus on the history of the ‘tribe’ in India would help students understand contemporary ethnic movements in the region.
- A significant outcome of the course would also be a closer understanding of the history of commodities such as tea, rubber, coal and oil.
- The reading and writing assignments build the comprehension and verbal abilities of the students.

Course Content:

Unit 1: (Week 1-2): The Politics of Space: Counter Narratives for Northeastern India
Unit 2: (Week 3-5): The Colonial Order: Reorganising the Hills and Plains
Unit 3: (Week 6-8): A: The Colonial Economy I: Land, peasants, migration, forests
Unit 4: (Week 9-11): The Colonial Economy II: Tea, Opium, Rubber and Jute
ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit studies alternate approaches to the study of the spatial history of northeastern India.


Unit 2: (Week 3-5): This unit explores aspects of colonial conquest through the history of raids, territorialisation, slavery, road building and headhunting.


Unit 3: (Week 6-8) This unit will focus on the changes in the land revenue system, forests and ecology under British rule in different parts of northeastern India.

Barpujari, H.K. (1963). *Assam in the Days of the Company*, Shillong. (Chapters 1,2,3,5,7)


Cederlof, Gunnel. (2014). *Founding an Empire on India’s North-Eastern Frontiers, 1790-1840*, Delhi, Oxford University Press.


Unit 4: (Week 9-11): This unit will focus on the commercialization of agriculture, the emergence of plantation economies, and the history of labour and peasant protests.


Unit 5: (Week 12): This unit will focus on the advent of missionaries, and the emergence of print culture and linguistic nationalism in different parts of northeastern India.
Unit 6: (Week 13-14): This unit will study the politics of nationalism and separatism as well as the history leading up to the Partition of India.


Suggested Readings


Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. Students will have to read the weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

Assessment:

Students enrolled in the course would have their work assessed in three modes.

1) Each student will have to choose a primary text from a collection listed by Course Instructor and make a presentation before the class on the same. These presentations will be marked out of 10.

2) Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the primary text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 413
Select Issues in the Study of Peasant and Tribal Movements in Colonial India

Course Objectives:

This course analyses the nature of agrarian structure and peasant movements largely in the latter half of the colonial period. In doing so it will address 1) The issues involved in the categories of peasant and tribal and their relationship with the colonial agrarian world 2) The issues of organization, solidarity and consciousness of movement. 3) The issues involved in questions of territoriality, ethnicity and nationalism. Finally it will illustrate the all of this through a detailed study of some cases of peasant revolt.

Learning Outcomes:

At the end of this course the student will be able to:
- Understand the categories of peasant and tribal
- Understand the nature of the agrarian world of the peasant
- Understand questions of solidarity, territoriality and ethnicity in peasant movements
- Analyse historical case studies.

Course Content

Unit 1: (Week 1-2): Sources, Methods, Approaches, Question of Evidence: I
Unit 2: (Week 3-4): Sources, Methods, Approaches, Question of Evidence: II
Unit 3: (Week 5-8): The Structure of Resistance: Territoriality, Solidarity, Nationalism
Unit 4: (Week 9-11): The Left Movement, Kisan Sabha and Peasants
Unit 5: (Week 12-13): Case Studies: The Pabna Revolt, the ‘Moplah Outbreaks’; the Santhal Rebellion
Unit 6: (Week 14): Case Studies: The Ulgulan of Birsa Munda; The Tana Bhagat Movement, The Indigo Revolt

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will study some of the core approaches in the historiography of peasant movements in world history.

**Unit 2: (Week 3-4):** This unit will study some of the core approaches in the historiography of peasant movements in Indian history.


**Unit 3: (Week 5-8):** This unit will study the structure of peasant resistance through concepts of territoriality, solidarity and nationalism.


**Unit 4: (Week 9-11):** This unit will focus on the role of the Left Movement and the Kisan Sabha in peasant movement in India.


**Unit 5: (Week 12):** This unit will consist of the following case studies: the Pabna Revolt, the ‘Moplah Outbreaks’; the Santhal Rebellion


society: Writings on South Asian History and Society, Volume V, Delhi, Oxford University Press.


Unit 6: (Week 13-14): This unit will consist of the following case studies: The Ulgulan of Birsa Munda; The Tana Bhagat Movement, The Indigo Revolt


Suggested Readings:


Mridula Mukherjee, EPW.


**Facilitating Teaching Learning Outcome**

The course is organized around weekly lectures and reading assignments. Students will have to read the weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

**Assessment**

Students enrolled in the course would have their work assessed in two modes.

1) Each student will have to make a class presentation on a text and theme that will be arrived at after discussion with the Course Instructor. These presentations will be marked out of 10. Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

The objective of this paper is to examine the diverse historiographical interpretations of the revolt of 1857 and to look at how the resistance of the period c.1857-59, and its suppression, can be situated in the longer history of anti-colonial struggles, especially during the nineteenth century. It seeks to enable students to understand some of the problems that the long-term impact of colonial historiography has had on writings on the struggles of 1857-59, and acquaint them with approaches that have more recently tried to broaden historical enquiry regarding the revolt. The narrower geographical focus of questions pertaining to the revolt in much of the earlier scholarship has given way to a wider sweep, which in turn has led to fresh questions and insights. The student would be introduced to some of the debates on the relationship between the ‘mutinies’ in the East India Company’s army and civil rebellion, peasant resistance, and popular mobilization. Responses of various social classes would be analyzed, providing an opportunity to understand society, politics and the state in colonial India of the 1850s and beyond.

Learning Outcomes:

At the end of the course, students would be:

- Acquainted with problems of sources for writing histories of the revolt, particularly the excessive reliance on the colonial archive due to its relative profusion.
- Familiar with character of the colonial state in the nineteenth century, with its recourse to the use of violence to establish its authority.
- Comprehend the diverse historiographical approaches to the study of revolt anti-colonial resistance and their ideological moorings.
- Grasp the different ways in which individuals and social groups perceived colonial authority, articulated grievances, opposed or sided with the state or its organs, and the options available to empire for exercising power.
- Understand that politics and authority are inherent features of social and cultural life.
- Make sense of the processes whereby resistance and collaboration shaped colonialism during the second and third quarters of the nineteenth century.

Course Content:

Unit 1: (Week 1): Introduction to the course and discussion on colonial historiography on the revolt, and its impact.
Unit 2 (Week 1): Alternative sources
Unit 3 (Week 2-3): Case studies (1): Meerut–Delhi
Unit 4 (Week 4-5): Case studies (2): Kanpur
Unit 5 (Week 6): Case studies (3): Jhansi–Gwalior
Unit 6 (Week 7): Responses of i) the intelligentsia; ii) peasants; iii) landed elites
Unit 7 (Week 8): Role of the sipahis (‘sepoys’); reasons for disaffection; mutiny
Unit 8 (Week 9): Pan-Indian character of the revolt: Panjab; south India
Unit 9 (Week 10): Pan-Indian character of the revolt: Eastern and north-Eastern India.
Unit 10 (Week 11): Survey of recent trends in historiography, since c.2007
Unit 11 (Week 12): Survey of recent trends in historiography, continued (focus on writings on lower castes)
Unit 12 (Week 13): Politics of Commemoration: Colonial memorials (Kanpur, Lucknow, the ‘1857 tour’)
Unit 13 (Week 14): ‘The 1857 tour’; review

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): This unit will provide an overview of the chronology of the revolt, and introduce some of the issues relating to problems of historiography on the revolt.
- Husain, Iqbal (Ed.) (2006), *Marx on India*, Delhi:

Unit 2 (Week 1): This unit will explore some of the alternative sources which might be useful for undermining the colonial narrative of the revolt.
- Moosvi, Shireen (Ed.) (2008), *Facets of the Great Revolt: 1857*, Delhi: Tulika,

Unit 3 (Week 2-3): The beginnings of the struggle, focussing on the outbreak of the ‘mutiny’ at Meerut, and events at Delhi, will be discussed in this unit, and the different ways in which these have been depicted in historiography
Dalrymple, William (2006), The Last Mughal: The Fall of a Dynasty, Delhi, 1857, Delhi: Viking, (Chapters 5-11).
Letters of Col. Keith Young, compiled by Henry W. Norman and Mrs. Keith Young (2010), Delhi: Low Price Publications.
Faruqui, Amar (2013), Zafar and the Raj: Anglo-Mughal Delhi, c.1800-1850, Delhi: Primus, (Chapters 7 and 8; Appendix: B).

Unit 4 (Week 4-5): Events at Kanpur, and Awadh, will be discussed in this unit, and the different ways in which these have been depicted in historiography.
   Sen, Surendranath (1957), Eighteen Fifty-Seven, New Delhi: Publications Division (Chapter 4, including appendix).

Unit 5 (Week 6): Events at Jhansi and Gwalior will be discussed in this unit, and the different ways in which these have been depicted in historiography.
   Sen, Surendranath (1957), Eighteen Fifty-Seven, New Delhi: Publications Division, (Chapter 7).

Unit 6 (Week 7): This unit will examine the responses of i) the intelligentsia; ii) peasants; iii) zamindars/talluqdars during the anti-colonial struggle of 1857-59
Unit 7 (Week 8): This unit will discuss the role of the sipahis, the reasons for disaffection, and debates on the character of the mutiny in the Bengal Army of the East India Company.


Unit 8 (Week 9): This unit will introduce students to some of the research of the past few decades which has explored the pan-Indian character of the revolt, focussing on Panjab and southern India


Unit 9 (Week 10): This unit will introduce students to some of the research of the past few decades which has explored the pan-Indian character of the revolt, focussing on Eastern India (including Bihar) , and north-easteren India

Sen, Surendranath (1957), *Eighteen Fifty-Seven*, Delhi: Publications Division, (Chapter 6)


Unit 10 (Week 11): This unit will survey some of the recent trends in historiography, since c.2007.


Unit 11 (Week 12): This unit will continue the survey of some of the recent trends in historiography, especially with a focus on lower caste responses.


Unit 12 (Week 13): This unit will discuss the politics of commemoration, focusing on colonial memorials in Kanpur, Lucknow and Delhi.


Unit 13 (Week 14): This unit will look at the ways in which the ‘1857 tour’ became important to memory of the revolt, and contestations over commemoration. It will conclude with a summing up and review of the course.

Royal Visit to India 1905-1906 by the Prince & Princess of Wales (King George V & Queen Mary) at http://www.rvi1905-6.com/about.html


Suggested Readings


Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students are expected to regularly spend some time every week to consult readings in libraries accessible to postgraduate students. They would also be required to engage in dialogue in the class on themes being discussed by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills. They would also be encouraged to consult relevant material available online, for which the department provides computer facilities.

Assessment:

There will be two modes of assessing students in this course:
1) There will be an internal assessment exam held in mid-semester. This will be out of 25 marks. This will consist of two parts: i) one essay on a topic to be selected from 2 or 3 topics given beforehand to the students; and ii) brief and precise notes or comments on some selected issues discussed in class, which will allow evaluation of regularity and comprehension in the classroom, and ability to write succinctly.
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 415
History of Labour, Labouring Poor and the Working Class in India, c. 1750-2000

Course Objectives:

The paper will focus on the major themes of labour history in modern India, straddling the colonial and postcolonial period. The course shall familiarise students with conceptual issues and historiographical debates along with detailed case studies. The emphasis in this paper will be on studying Indian labour history in a global comparative perspective.

Learning Outcomes:

At the end of this course the students are expected
- To be aware of the main historiographical trends in the field of labour history
- To have mastered at least three main texts suggested in the readings
- To have a strong chronological awareness about the development of labour history
- To be able to connect the contemporary transformation of labour with the past changes.
- To be able to fully grasp the connection between changes in global capitalism and structures of labour relations.
- To be aware of the technology driven future trends in work and work relations.

Course Content:

Unit 1: (weeks 1-2): Requiem or Revival: Changing concept of Worker and Working Class Historiography
Unit 2: (week 3): Eurocentism and Indian Working Class Formation-Global Comparisons
Unit 3: (Weeks 4-5): Labour Regimes I- Pre Colonial and early colonial, Slaves, Artisans and agricultural workers
Unit 4: (Weeks 6-7): Labour Regimes II- Factory, Plantations and Mines
Unit 5: (Week 8): The Gender Question and Labour
Unit 6. (Weeks 9-10): Forms of Workers Protest and Politics of Labour Movement
Unit 7: (Weeks 11-12): Worker in the Mirror of Law: Legal Regulation of Labour
Unit 8: (Weeks 13-14): Informality and Informal Labour relations.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (weeks 1-2): This unit will familiarise students with the historiographical issues and conceptual problems associated with the category of “worker” and “working class” and the debates around decline and revival of labour history.

and Boston, Brill, pp. 1-63.
Eckert, Andreas, “What is all this fuss about Global Labour History”, Eckert, Andreas (Ed.) *Global History of Work*, Oldenbourg, Deguyter pp. 3-22.
Bhattacharya, Sabyasachi( 1998)” The Labouring Poor and their Notion of Poverty: Late Nineteenth and Early Twentieth Century Bengal”, *Labour and Development*, pp. 1-23.

**Unit 2: (week 3):** This unit will focus on on the issues arising out of comparative working class formation with a special focus on Indian working class formation and its historiography.

**Unit 3: (Weeks 4-5):** This unit focusses on the emergence of a novel labour regime in early colonial India and its pre colonial and metropolitan lineages.


Unit 4: (Weeks 6-7): This unit takes up the establishment and operation of Labour Regimes on Plantations, Factories and Mines.


Unit 5: (Week 8): This unit focusses on the emergence of the gender question in history of Labour in India focussing on household work, paid and unpaid work of women and the “male breadwinner” debate.


Unit 6. (Weeks 9-10): This Unit will focus on modes of resistance of workers by taking up specific case studies.

Unit 7: (Weeks 11-12): This Unit will familiarise students with the history Labour Regulations in India in a global comparative perspective

Unit 8: (Weeks 13-14): This Unit will reprise the issue of Informal labour and labour relations focussing on the contemporary transformations in global labouring landscape.
Sanyal, Kalyan (2014) Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post Colonial Capitalism, New Delhi, Routledge, Foreword, Chapters 1,2,5 and 6.

Suggested Readings and Primary Sources

Teaching and Learning:

The Course is based on lectures and extensive discussion of essential readings assigned to the students. Students are expected to be prepared to present short reports on the readings assigned either individually or in groups. Apart from readings primary archival sources, visual sources including documentaries will be utilised in the teaching of the course.

Assessment:

Students will be assessed in two modes.
1) First they have to present an archival/field research based assignment of 15 pages maximum on topics which will be chosen by them in consultation with the instructor at the end of the semester. The total marks for this assignment and presentation will be twenty five.
2) Secondly at the end of the semester the students will have take an end semester examination where they have to answer four out of eight questions. The total marks will be 75 for this examination.
HSM 419
The Margins of History: Tribes in Central and Western India

Course Objectives:

This course will study societies living on the various margins of the British empire in India and their modes of protest against changes under colonial rule during the course of the nineteenth and first half of the twentieth century. It will introduce students to the rich historiography on the conquest of communities categorized as ‘tribes’ and to the broader European intellectual context of empire, including ideas of liberalism, race and ethnology.

Learning Outcomes:

This course will require students to read and analyse a collection of primary texts from the colonial period through class discussions, presentations and written tutorials. These texts belong to the genre of colonial ethnographies and students will be required to understand how a primary history source categorises and classifies a community as tribe or caste. This intellectual exercise will introduce them to the methods of conducting historical research and also encourage them to formulate original projects of research in the final semester of their postgraduate programme. The course will also familiarise students with the historiography on the intellectual history of Empire and the robust debates in the decades immediately after 1947 on the position of the tribe in India. The latter will be particularly useful for studying ethnic movements in contemporary times.

Course Content:

Unit 1: (Week 1-4): Categories and Concepts: Tribe, Race and Human Difference
Unit 2: (Week 4-8): The Tribe in Colonial Ethnography
Unit 3: (Week 8-12): Tribes and the State: Resistance
Unit 4: (Week 12-14): Debating the Tribe-Caste continuum in the time of the Nation.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-4): This unit will introduce students to writings on Empire and liberalism, race and ethnology.

**Unit 2: (Week 4-8):** This unit will study classificatory orders based on occupation, language, race and caste in the works of colonial ethnographers and implications of this for the categorization of the ‘tribe’ in India:


**Primary texts (selected texts from this list will be discussed in class):**

Unit 3: (Week 8-12): This unit will study the political economy of conquest and cultures of fixing, disciplining and policing communities. It will also study peasant modes of protest.


Unit 4: (Week 12-14): This unit will focus on the debates between the Isolationists, Interventionists, Assimilationists, Integrationists and the Romanticists.

Ghurye, G.S. (1941). *The Aborigines so called and their Future*, (Reprinted as *The Scheduled Tribes*), Gokhale Institute of Politics and Economics Publication No. 11, Poona


Suggested Readings


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and reading assignments. Students will have to read the weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

**Assessment:**

There are three modes of assessing the work of students in this course:

1) Each student will have to choose a primary text from a collection listed by Course Instructor and make a presentation before the class on the same. These presentations will be marked out of 10.

2) Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the primary text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 420
Law and Society in Colonial India

Course Objectives:

This course will examine the formation of a new legal culture and the making of the colonial legal subject in India under British rule. Its themes will include the nature of pre-colonial legal regimes and the transition to Company rule; Orientalist discourse and the making of colonial law; custom and legal codification; criminality and criminalization; gender and law; the nature and implications of a new documentary regime. We will end with a discussion on the legal archive and a summing up of the themes we have explored in the course. The course will engage with important debates in Indian legal history as well as with the different ways in which historians read and use legal records in their scholarship.

Learning Outcomes:

By the end of the course, students:

- Will have an understanding of the major historiographical interventions and debates in the field of legal history in colonial India.
- Will understand the “law” in an expansive, cultural and historicist sense.
- Will appreciate how historians have critically and creatively used the colonial legal archive.

Course Content:

Unit 1: (Week 1-2): Pre-colonial Legal Regimes and the Transition to the Early Company State
Unit 2 (Week 3-4): Indology and British Rule: The Shastras and the Sharia
Unit 3: (Week 5-6): Custom and Codification
Unit 4: (Week 7-8): Surveillance, Control and Rule
Unit 5: (Week 9-10): Gender and Law in Colonial India
Unit 6: (Week 11-12): The Document Raj: Evidence, Legitimacy, Authority.
Unit 7: (Week 12-13): Law and the Subaltern: Thinking about the legal archive
Unit 8: (Week 14): Summing Up: Colonialism and Law

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit studies the transition to colonialism from pre-colonial legal systems in India


Unit 2 (Week 3-4): This unit will look at the relationship between religious law and colonialism

Unit 3 (Week 5-6) : This unit will consider colonialism’s role in identifying and codifying indigenous custom.


Unit 4 (Week 7-8): This unit looks at methods of surveillance and rule used by the colonial state.

Unit 5 (Week 9-10): This unit looks at important historical moments that throw light on the relationship between law and gender in colonial India.

Unit 6 (Week 11-12): This unit looks at the emergence of the colonial state as a documentary regime.

Unit 7 (Week 13-14) This unit looks at the subaltern as a legal subject.
Baxi, Upendra.

Unit 8 (Week 14): This unit will sum up looking at significant scholarly work on law and colonialism.


Suggested Reading:


Facilitating Teaching Learning Outcome:

The class will be based on weekly lectures along with class discussions based on the readings.

Assessment:

There will be three modes of assessing students who take this paper:
1) 10 marks for participation in class discussions on select readings at different junctures of the course.
2) 15 marks for a research paper with citations and an annotated bibliography.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a total of 75.
Course Objectives:

This course will examine the relationship of language to culture and politics in South Asian history. Its themes will include the relationship between language, culture and power in pre-modern India, colonial knowledge production and language, the role of language in shaping National and regional imaginations in colonial and post-colonial India, the emergence of linguistic publics and counter-publics (defined through print, literary genres, cultural and political rhetoric, etc.); social power and language, and the relationship between language and history writing in India.

Learning Outcomes:

The successful completion of this course will result in the knowledge of the relationship between language, culture and politics in modern India. The assignments in reading and writing will result in the development of rigorous conceptualization, written and verbal expression.

Course Content:

Unit 1 (week 1-2): Language and the nation, some theoretical considerations.
Unit 2 (week 3-4): Languages, literatures and identities in pre-colonial South Asia.
Unit 3 (week 5-7): Language, Print and modern Public Sphere.
Unit 4 (week 8-9): colonial state’s project of education and knowledge production and the transformation of Indian languages and identities.
Unit 5 (week 11-12): Language, community, gendered personifications and nationalism in colonial India.
Unit 6 (week 13-14): Language politics in post-colonial India.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (week 1-2): This unit will survey the theoretical-Historiographical scholarship that seeks to define nationalism and the conceptual ways in which it places language in such definitions.


Unit 2 (week 3-4): In this unit, students will study pre-modern language order in South Asia and the patterns of imagining oneself and the other. They will examine (A) some scholarly perspectives about the nature of language orders in pre-modern South Asia and (B) discursive representations of different peoples and communities. Thus, students will understand how community Identities were shaped in pre-modern discourses? They will also understand what significant differences these representations demonstrate from their modern forms.

- Chatterjee, Partha. (2001) “The nation in heterogeneous time” The Indian Economic and Social History Review 38, pp. 399-419
- Goswami, Manu. (2002) "Rethinking the Modular Nation Form: Toward a Sociohistorical Conception of Nationalism" Comparative Studies in Society and History 44, pp. 770-799
- Renan, Ernst. (1992). "What is a Nation?" text of a conference delivered at the Sorbonne on March 11th, 1882, in Ernest Renan, Qu’est-ce qu’une nation?, Paris, Presses-Pocket, (translated by Ethan Rundell)
  http://ucparis.fr/files/9313/6549/9943/What_is_a_Nation.pdf
- Sen, Amartya. (2008) "Is Nationalism a Boon or a Curse" EPW 43, pp. 39-44

Unit 3 (week 5-7): This unit will explore how the Transition from Oral and Manuscript Cultures to the Print Culture (even though there never existed an absolute divide between the two) Transformed Languages, Literature and community identities. How was this transition responsible for the rise of nationalism? With the view to find answer to this question, the unit

will survey the historiographical debate on the nature and impact of print culture. Though the main focus of this course is colonial South Asia, the unit will also examine the Western European historical trajectories so as to evolve an informed theoretical understanding.


**Unit 4 (week 8-9):** This unit studies the changes brought about by the colonial intervention in the field of knowledge production and education which transformed language order And the pattern of the representation of socio-religious and linguistic communities in India. We will focus under this rubric on indological and similar other studies of India and various institutional practices of colonial state in the field of language.


**Unit 5 (week 11-12):** This unit will examine that how central were the questions of gender, community and language within Indian nationalism during colonial period. What is the relationship of gender, language and community with nation? Under this theme, we will focus on the iconography or symbolic configuration of Indian nationalism during late 19th and early 20th century, such as the cry of holy-cow, the icon of mother, and the tendency of nationalism to engender language; Hindi Urdu controversy and the underlying communal consciousness etc.


**Unit 6 (week 13-14):** this unit studies the position of the post-independence nation-state on language question. It critically surveys the Constituent Assembly debates pertaining to the issue of language and subsequent official Policy Framework. Secondly, this unit deals with major language Movements in post-independence India, which re-emerged after independence in context of the formation of states on linguistic lines. It thus particularly explores how the language question was dealt with by the Indian state and what does it conceptually tell us in general about the relationship of language with nation-state.

Hany Babu, M.T (2017) "Breaking the Chaturvarna System of Languages: The Need to Overhaul the Language Policy”, *EPW*, 3, pp. 112-119

**Suggested Readings:**


Thompson, E.P. (Ed.). (1991), Rabindranath Tagore’s Nationalism (with and Introduction by Thompson), London, Paperback

Facilitating Teaching Learning Outcome:

Since the main method of teaching this course is through a combination of lectures and discussion, certain texts will be specified for each unit in advance for students to read before the lecture so that they can learn with engagement. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.
HSM 423
Aspects of Book History in India

Course Objectives:

The objective of the course is to show that the history of the book is an interdisciplinary venture connected to the technological development of paper and print since the early modern era. This course will also demonstrate that the Book has been associated with institutional history of knowledge centres (monasteries and universities) and book trade across cities. In its printed form, the history of the book has informed epochal events such as the Renaissance, the Reformation and even the emergence of “imagined” nations.

Learning Outcomes:

At the end of this course, the student would be in a position:

- to appreciate the dual nature of the Book as a commodity as well as a text, both the material and textual aspects of this cultural artifact.
- to observe major world events (such as the Renaissance, the Enlightenment, Protestant Reformation, French Revolution, etc.) through the lens of book history.

Course Content

Unit 1 (Week 1): Theoretical debates on the printed book
Unit 2 (Week 2-3): Manuscript (Scribal) Culture before 1450
Unit 3 (Week 4): Books after the Moveable Type: The Incunabula c. 1450-1500
Unit 4 (Week 5-6): 16th-Century Print & Protestant Reformation
Unit 5 (Week 7-8): 17th-Century Print & Dutch Golden Age
Unit 6 (Week 9-10): 18th-Century Print in England & Continental Europe
Unit 7 (Week 11-12): Printing press and the Public Sphere
Unit 8 (Week 13): Print in early colonial India (before 1885)
Unit 9 (Week 14): Print in the age of Indian nationalism

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will cover key debates on the historiographical significance of the printed book.


**Unit 2 (Week 2-3):** This unit will briefly introduce students to the history of manuscript books before 1450.


**Unit 3 (Week 4):** This unit will discuss select examples of the first fifty years of early print (C.E. 1450-1500) known as the “incunabula” in book history.


**Unit 4 (Week 5-6):** This unit will cover aspects of book history in the context of the 16th century in general and of the Protestant Reformation in particular.


**Unit 5 (Week 7-8):** This unit will introduce book history during the 17th century


**Unit 6 (Week 9-10):** This unit will introduce book history during the 18th century


**Unit 7 (Week 11-12):** Birth of the Public Sphere & Print Capitalism


**Unit 8 (Week 13):** This unit will discuss the coming of paper and print in colonial India with special reference to the period before the age of nationalist printing.


**Unit 9 (Week 14):** This unit will discuss different themes that intersect with the history of the book in colonial India.


**Suggested Readings**


**Facilitating Teaching Learning Outcome**

Unit 1 covers theoretical and methodological questions across time and space; but units 2 - 6 are organized chronologically; units 7 – 9 are again arranged on a scheme that blends both thematic and chronological elements. The reading list also attempts to achieve some degree of balance in terms of geographical coverage.

**Assessments:**

There will be two mode of assessing the work of students enrolled in this course:

1) For the purpose of Internal Assessment (carrying 25 marks), students are encouraged to write a term paper on a topic of their choice in the field of book history. Alternatively, students will be
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given a set of readings consisting of both primary and secondary sources. They will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words with the help of the resources provided by the course teacher. Students are required to have verbal presentation of their written assignment in small groups of their own formation.

2) End-semester examination of three-hour duration will assess the student’s understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.
HSM-428
Cultures of Intimacy in Colonial India

Course Objectives:

The objective of this course is to study cultures of intimacy in colonial India and teach students about various private and public spaces, where human relationships and socio-cultural idioms were being reconstituted in the period. It guides students to analyse everyday life, spheres of work, home and leisure, which were undergoing changes, within the wider context of colonial modernity. The course studies cultures of intimacy through varied themes and subjects, including age of consent and child marriage debates, implications of education for women, reimagining of love, marriage, family life and friendship, and changing roles and meanings of servants, ‘prostitutes’, motherhood, *hijras* and clothing.

Learning Outcomes:

After the successful completion of this course, students will:

- Have knowledge about various notions and kinds of intimacies that were experienced in colonial India.
- Understand how intimacies were expressed in literary genres, cultural spheres, print media and in actual practices.
- Appreciate how and why family increasingly became a locus of identity and a building block of national belonging.
- Comprehend how love, marriage, romance and togetherness were reformulated in colonial India, and provided with new meanings.
- Be able to analyse changes in personal relationships in the period.
- Have a firm grasp over shifting meanings of motherhood, prostitution, servants, *hijras* and clothing in colonial India

Course Content:

**Unit 1: (Week 1-2):** Social Reforms: Age of Consent and Child Marriage Debates
**Unit 2: (Week 3-4):** Gender, Education and Print: Literary Expressions
**Unit 3: (Week 5-6):** Reconstituting Love, Marriage and Family Life
**Unit 4: (Week 7-8):** Servants in Colonial India
**Unit 5: (Week 9-10):** Prostitution and its Changing Meanings
**Unit 6: (Week 11-12):** The Icon of Motherhood, Goddess and Mother India
**Unit 7: (Week 13):** Clothing Matters
**Unit 8 (Week 14):** *Hijras* in Colonial India
Essential Readings and Unit Wise Learning Outcomes:

**Unit 1: (Week 1-2):** This unit will examine debates around the intimate sphere of marriage and Age of Consent.


**Unit 2 (Week 3-4):** This unit will study the intimate and intricate relationship between women and education, and its literary expressions in print.

- **Menon, Dilip M. (2010).** *Adhunik Bharat ka Sanskritik Itihas*. Delhi: Orient Blackswan, Chapter 2 [in Hindi].

**Unit 3 (Week 5-6):** This unit will understand how love, marriage and family life was reconstituted in colonial India.

- **Chowdhry, Prem. (2007).** *Contentious Marriages, Eloping Couples: Gender, Caste and
Patriarchy in North India, Delhi: Oxford University Press, Chapter 1.

4 (Week 7-8): This unit will focus on the relationship between servants and masters in colonial India.

Unit 5 (Week 9-10): This unit will examine the changing meanings of courtesans and prostitutes in colonial times.
Unit 6 (Week 11-12): Icons of motherhood, goddesses and Mother India will be studied in this unit.


Unit 7 (Week 13): This unit will examine debates around clothing, women’s fashion and the use of khadi cloth in the period.


Unit 8 (Week 14): The unit will study how and why hijras faced increasing marginalisation.


Suggested Readings:
The course is organized around weekly lectures and discussions based on the readings. Students will be asked to write an essay on one of the topics of the course, with footnotes and bibliography, and further readings will be given to them on their chosen topic, so that they can go in much more depth on a particular topic, thus preparing them for future and further research. This would also facilitate rigorous conceptualization and written expression.

Assessment:

There will be three modes of assessing students in this course:
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a written essay of 3000 words with footnotes and bibliography, which will be out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 432
History of Education in Colonial India: Social Attitudes, Colonial State and Nationalism, (Late 18th to mid 20th Century)

Course Objectives:

This thematic course aims to familiarise students with the ideological and historiographical debates on various issues of education in colonial India. It will provide students an opportunity to critically examine the nature, potentials and limitations of the educational agency of colonial state, Christian missionaries, social/religious reformers and leaders of anti-colonial freedom struggle.

Learning Outcomes:

- The course would provide a crucial window for students to understand contradictory processes through which modern apparatus of education evolved in India and its relationship with social reproduction and change;
- The successful completion of this course will result in the knowledge of various debates around the politics of education in colonial India;
- The assignments in reading and writing will result in the development of rigorous conceptualization and written expression.

Course Content:

Unit 1 (week 1-2): Pre-colonial or indigenous education in India and its interface with colonial apparatus of education.

Unit 2 (week 3-5): Ideological and administrative contexts of the making of colonial education.

Unit 3 (week 6-8): Historiography of Colonial Education and The educational struggles of the disprivileged and social reformers: context, issues and agency.

Unit 4 (week 9-11): Aspects of Curricular Knowledge in Colonial Education: its social orientation and politics.

Unit 5 (week 11-12): Colonial policies on Education during late 19th and early twentieth century.

Unit 6 (week 13-14): Nationalist Discontents with Colonial Policies and Alternatives in Education during late 19th and early twentieth century.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (week 1-2): This unit will focus on the encounter between pre-modern indigenous arrangements of education and Western style modern education in India during late 18th and
19th century. It will critically examine the discourse and activities of different agencies that shaped the hegemonic superiority of colonial system of education and marginalized indigenous education. The unit will juxtapose salient features of both kinds of educational arrangements and underline the continuities and the breaks, similarities and dissimilarities between the two. This exercise will aim at evolving a fresh comprehension of respective structures of indigenous and colonial systems of education, role of state and community in their management, and their implications for social reproduction, inequality and amelioration of difference.


Unit 2 (week 3-5): This unit will discuss how and why certain scholars and administrators of late 18th and early 19th centuries championed the idea of patronizing oriental knowledge and institutions? How and why different ideological camps evolved by the second quarter of the 19th century favored Anglicist perspective and condemned the orientalist approach? What were the similarities and disjunctions between the orientalist and the anglicists? What have been the implications of their respective understandings of India? Is it problematic and simplistic to view Macaulay’s Minute and Bentinck’s Resolution of 1835 as to be the main culprits behind the introduction of English education?
Unit 3 (week 6-8): This unit is comprised of two interrelated components: 1. It traces different historiographical shifts in the approach of scholars of education in colonial India. And 2. It explores the historiography of the issues and challenges in the education of marginalized groups in colonial India. The unit also discusses a historiographical riddle that who played the most important role in the education of disprivileged (women, ‘low castes’, tribes and Muslims etc): the colonial state, Christian Missionaries, social reformers, or leaders from within the hitherto excluded groups themselves? Hence, this unit provides us an entry point to the Issues pertaining to the education of disprivileged.


Kumar, Krishna. (2014) *Politics of Education in Colonial India*, New Delhi, Routledge
Kumar, Krishna. and Oesterheld, Joachem. eds., (2007) *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz)


Viswanathan, Gauri. (1990) *Masks of Conquest: Literary Study and British Rule in India*, London, Faber and Faber

**Unit 4 (week 9-11):** This unit will critically examine the apparatus of production and prescription of curricular knowledge in colonial India; the motifs and the nature of this knowledge in terms of its overall value orientation; the contemporary debates on textbooks; the historiographical notions of its impact on the individuals and groups; and the breaks and the continuities with the epistemology of indigenous education, the Orientalists and the Anglicists.


Kumar, Krishna. (1990) “Hindu Revivalism and Education in North Central India” *Social Scientist* 18, pp. 4-26


**Unit 5 (week 11-12):** The unit critically examines the major contours of different pronouncements, committees and commissions on education setup during late 19th and early twentieth century.


**Unit 6 (week 13-14):** Besides critically exploring salient features of the educational discourse of freedom struggle at a general level, this unit also draws upon The particular examples of Swadeshi experiments; the struggles over legislations concerning Compulsory Primary Education; and the scheme of NaiTalim advocated by Mahatma Gandhi and Dr. Zakir Husain.


Gandhi, Mahatma. (1938) *Educational Reconstruction*, Wardha, Hindustani TalimiSangh


Sarkar, Sumit. (1973) Swadeshi Movement in Bengal (1903-1908), People’s Publishing House, (Chapter 4, pp. 149-181).


Suggested Readings:


• Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati Chinna Rao. eds., *Development of Women's Education in India: A Collection of Documents (From 1850 to 1920)*, New Delhi, Kanishka, (Especially the Introduction)
• LajpatRai. (1966) *The Problem of National Education in India*, New Delhi, Publications Division
• Malik, Jamal. (2000) ed., *Perspectives of Mutual Encounters in South Asian History (1760-1860)* Brill Publishers (Specially the essays by C.A. Bayly, Avril A. Powell, Gail Minauld and Jamal Malik)
Facilitating Teaching Learning Outcome:

Since the main method of teaching this course is through a combination of lectures and discussion, certain texts will be specified for each unit in advance for students to read before the lecture so that they can learn with engagement. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalise subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.
Course Objectives:

Gandhi has been one of the twentieth century’s most influential peace activists and thinkers. He has been the source of inspiration for peace and civil rights movements throughout the world. This course traces Gandhian philosophy, the evolution and practical application of his ideas, techniques of non-violent resistance, and his attitudes toward the economy, society and state. The objective of this course is to examine key principles of Gandhi’s thought and the influences upon it, its development over time, and Gandhi’s impact during his lifetime and in the decades since. Thus the role of ideas and views of Mahatma Gandhi on the foundational philosophical and political issues of our times is main concern.

Learning Outcomes:

At the end of the course, students would:
- Identify historical contexts that influenced Gandhi.
- Be able to understand the creative tension experienced by Gandhi in the process of his evolution.
- Demonstrate an understanding of Gandhi’s thought, including truth and ahimsa, swaraj and sarvodaya.
- Outline Gandhi’s application of religious ideals to diverse areas of life and thought for example Gandhi’s political principle of satyagraha.
- To critically assess Gandhi and his legacy on logical, ethical or historical grounds.
- Learn how one might incorporate select insights of Gandhi into one’s own lives and how one might not do so.

Course Content:

**Unit 1:** (Week 1-2): Making and Influences on Gandhi-the activist-thinker; perspectives on Gandhi’s life and time.

**Unit 2:** (Week 3-4): Gandhi’s Hind Swaraj, its form and content; the idea of ‘self-rule’ and the critique of ‘modern civilization’; intellectual and political context.

**Unit 3:** (Week 5): Gandhi as an author: A study of the Autobiography.

**Unit 4:** (Week 6): Gandhi’s ideas of ‘Truth’, ‘Morality’ and Possibilities, practices and limits of ‘Non-Violence’.

**Unit 5:** (Week 7-8): Gandhian vision and practice of ‘Satyagraha’.

**Unit 6:** (Week 9-10): Gandhi’s religion, the reform of tradition and orthodoxy.
Unit 7: (Week 11-12): Gandhi’s social-economic thought and Sarvodaya-the Constructive Program.

Unit 8: (Week 13): Gandhi’s approach on politics, state and nationalism.

Unit 9 (Week 14): Gandhian economic thought and alternatives to industrial capitalism.

Essential Readings and Unit Wise Learning Outcome:

Unit 1: (Week 1-2): This unit will interpret Mahatma Gandhi's career and the development of various segments of his personal, ideological and cultural identity and influences.


Unit 2 (Week 3-4): The objective of this unit is to critically reflect on Gandhi’s thinking in Hind Swaraj and then address, Gandhi’s overall or major political and philosophical arguments regarding ‘Modern Civilization’.


महात्मा गांधी. (1909). हिन्द स्वराज, अहमदाबाद: नवजीवन प्रकाशन.

Unit 3 (Week 5): This unit will take Autobiography of Gandhi as a historical document which also works at a metaphorical level as the story of a soul in quest of Truth.


Unit 4 (Week 6): This unit will demonstrate an understanding of pervasive principles in Gandhi’s thought, including Truth and ahimsa (non-violence).


Unit 5 (Week 7-8): This unit focuses on the political thought of satyagraha as a positive peace building strategy and as a process of civil disobedience or nonviolent resistance.

**Unit 6 (Week 9-10):** This unit will examine Gandhi’s conscious and extensive application of religion into all spheres of life for religious harmony and peace.


**Unit 7 (Week 11-12):** This unit unfolds Gandhian constructive programme for the promotion of communal harmony, gender equality, removal of untouchability, education (*Nai Taleem*), promotion of social and economic equality.


**Unit 8 (Week 13):** Gandhi’s views on state and citizenship, nationalism, democracy (Gramswaraj), rights and duties, means and ends will be studied in this unit.

Ahmed, Nizar.(2006). ‘A Note on Gandhi: Nation and Modernity’, *Social Scientist*, vol. 34, no. 5-6, pp. 50-69.
Shingavi, Snehal,(2013).*The Mahatma misunderstood: the politics and forms of literary nationalism in India*, New York: Anthem Press.

**Unit 9 (Week 14):** this unit traces Gandhian encounters with poverty and his alternatives for development through bread labour, utilities and wants, self-reliance and self –sufficiency trusteeship, khadi and village industries, agrarian economy and cooperatives.

Suggested Further Readings:


Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessments:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

A conceptual investigation into the nature of historiography and historical practice, this course takes as its point of departure a debate that has emerged within modern Indian historiography on the nature of the historical enterprise and its relationship with modernity. The two key threads to be pursued are (1) historical practice via the questions around epistemology and narrative; differences and continuities between the pre-modern and the modern, and (2) Historical practice and its relationship to collective and personal agency, and the constitution of ‘political’ consciousness. Arguments from different historical traditions will be analysed to address these problems.

Learning Outcomes:

At the end of the course, students would:

- Understand the relationship between historical consciousness and the modern discipline of history
- Understand the relationship between historical consciousness and political consciousness
- Understand the epistemological problems involved in the practice of historical writing
- Explore the relationship between different historical traditions and modern historical practice

Course Content:

Unit 1(Weeks 1-4): History and its Modern Origins. Relationship between Modernity and the West. Recent Critiques.
Unit 2 (Weeks 5-7): Modern and ‘Pre-modern’ forms of Historical Understanding I (Language and Literature)
Unit 3(Weeks 8-12): Modern and ‘Pre-modern’ forms of Historical Understanding II (Epistemology)
Unit 4(Weeks 13-14): History and Politics

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Weeks 1-4): This unit will study the conceptualization of History and its modern origins. It will also analyze both the relationship between History, modernity and the ‘West’ as much as the recent critiques of this relationship as they have emerged from the study of modern India.

Unit 2: (Weeks 5-7): This unit will analyze the relationship between forms of historical understanding and the conceptualization of language and literature

Unit 3 (Weeks 8-12): This unit will analyze the epistemological presuppositions and implications of the study of History from diverse regions and traditions.

Unit 4 (Weeks 13-14): This unit will analyze the relationship between political identity and historical understanding more generally but will also focus on key primary sources from modern India in addressing this issue.

Facilitating Teaching Learning Outcome:
This is a readings based seminar course with students expected to read and discuss the texts during every class. They will be asked to make short presentations in every class in order to develop their persuasive and analytical abilities. More readings may be suggested keeping each student’s specific research interest in mind as and when they write their research papers.

**Assessment:**

There will be three kinds of assessments.
1) Students will be assessed on their oral contributions in every class. They will have to make a short presentation in every class.
2) They will also be required to write one long research paper. They will have to inform and seek permission from the teacher on the topics/texts chosen for the research paper in advance. They may also be given more readings in relation to their topics.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM 439
Trials of Imperial Jurisprudence

Course Objectives:

This course investigates the relationship between sovereignty and law and does so through a detailed reading of ‘cases’ during the period of British imperialism in India. It begins with some of the conceptual problems regarding the nature of law and its practices and then moves on to study the specific court proceedings of particular cases listed below.

Learning Outcomes:

At the end of the course, students would:

- Understand the conceptual issues involved in relating sovereignty, politics and law
- Understand foundational concepts in jurisprudence and their relationship to legal practice
- Understand the nature of colonial law
- Understand the relationship between the nationalist movement and the colonial legal regime
- Be able to read and analyse primary sources.

Course Content:

Unit 1 (Weeks 1): Sovereignty and Law: General Reflections
Unit 2 (Week 2-3): Understanding Criminal Law
Unit 3 (Week 4): Law in the British Empire
Unit 4 (Week 5-6): The British Empire and India
Unit 5 (Week 7): The Imperial/Colonial Legal Regime in India:
Unit 6 (Week 8-9): The Trial of Bahadur Shah Zafar
Unit 7 (Week 9-10): The Trial of B.G. Tilak
Unit 8 (Week 11-12): The Trial of Bhagat Singh
Unit 9 (Week 13): The Trial of M.K. Gandhi
Unit 10 (14): The INA Trials

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES

Unit 1 (Week 1): This unit will analyze the relationship between Sovereignty and Law.
Unit 2 (Week 2-3): This unit will focus on certain conceptual problems in jurisprudence.

Unit 3 (Week 4): This unit will focus on the nature of law and the legal order as it had developed in Britain in the 18th century.

Unit 4 (Week 5-6): This unit will focus on the relationship between British legal concepts and institutions and their application and mutation in the colonial order in India.
Mukherjee, Mithi. (2010). *India in the Shadows of Empire*, New Delhi, Oxford University Press

Unit 5 (Week 7): This unit will focus on the nature of the colonial legal order.
Singha, Radhika. (2000). *The Despotism of Law* New Delhi: Oxford University Press (chapters 1,2,5 and Epilogue)
Unit 6 (Week 8-9): This unit will analyze the trial proceedings of Bahadur Shah Zafar, examine its context as well as study its implications for an understanding of the colonial legal order.


Unit 7 (Week 9-10): This unit will analyze the trial proceedings of Bal Gangadhar Tilak in the case of 1908, examine its context as well as study its implications for an understanding of the colonial legal order.

Full & authentic report of the Tilak trial (1908.) Being the only authorised verbatim account of the whole proceedings with introduction and character sketch of Bal Gangadhar Tilak together with press opinion (1908) Bombay: Indu-Prakash steam Press Bombay, e-editions accessible at https://clio.columbia.edu/catalog/7999777
Rao, P.V. (2011). Foundations of Tilak’s Nationalism New Delhi, Orient Blackswan

Unit 8 (Week 11-12): This unit will analyze the trial proceedings of Bhagat Singh, examine its context as well as study its implications for an understanding of the colonial legal order

Habib, S. Irfan. (2007). To Make the Deaf Hear, Delhi: Three Essays Collective

Unit 9 (Week 13): This unit will analyze the trial proceedings of M.K. Gandhi, examine its context as well as study its implications for an understanding of the colonial legal order

Unit 10 (14): This unit will analyze the I.N.A. trials and examine its context as well as study its implications for an understanding of the colonial legal order


Bose, Sugata. (2013). *His Majesty’s Opponent: Subhas Chandra Bose and India’s Struggle Against Empire*, New Delhi, Penguin


Facilitating Teaching Learning Outcome:

This is a readings based seminar course with students expected to read and discuss the texts during every class. They will be asked to make short presentations in every class in order to develop their persuasive and analytical abilities. More readings may be suggested keeping each student’s specific research interest in mind as and when they write their research papers

Assessment:

There will be three kinds of assessments:

1) The students will have to make one presentation based on a primary text. Students will have to inform and seek permission from the teacher on the text(s) chosen for the presentation. The presentation will comprise of 10 marks

2) Students have to write one research paper based on primary and secondary sources. Students will have to inform and seek permission from the teacher on the topic chosen for the research paper in advance. They may also be given more readings in relation to their topics. The written paper will comprise of 15 marks.

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
Course Objectives:

This course looks at how history is understood, negotiated and represented in a variety of genres – including the novel, biography, folklore, ethnography and film. Students will critically and closely read seminal text from these genres to understand what insights they offer for the historian, both in terms of content and method.

Learning Outcomes:

By the end of the course, students:

- Will be exposed to seminal texts across various genres that deal with the past in different ways.
- Will expand their understanding of the historical archive.
- Will learn to read texts critically and closely.
- Will learn to write academically through short submissions for each class.

Course Content:

Unit 1: (Week 1-2): Folklore, History and Film  
Unit 2 (Week 3-4): Folklore, Popular Memory and History  
Unit 3: (Week 5-6): The Short Story  
Unit 4: (Week 7-8): Gender, Race, and Ethnography  
Unit 5: (Week 9-10): Ethnography and Memory  
Unit 6: (Week 11-12): Anthropology and History  
Unit 7: (Week 13): History and fiction: speaking of trauma  
Unit 8: (Week 14): Biography and History.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit looks at themes of sexuality and gender through folklore. We also look at the translation of folklore into the cinematic medium.

- Film: Duvidha (1973), directed by Mani Kaul.
Unit 2 (Week 3-4): In this unit we look at the work of the Rajasthani folklorist, Komal Kothari and his intellectual interlocutor, Rustom Bharucha. We will explore a variety of themes including the relationship between history, folklore and popular memory.


Unit 3 (Week 5-6): In this unit, we look at a selection of short stories by Ismat Chughtai that explores a variety of issues pertaining to middle class Muslim women including that of female sexuality. We also look at a more contemporary depiction of homosexuality in India in the film, *Aligarh*.

*Aligarh* (2016), directed by Hansal Mehta


Unit 4 (Week 7-8): This unit examines the work of an American woman, Gertrude Emerson, who chronicled north Indian rural life in north India in the mid 20th century.


Unit 5 (Week 9-10): This unit looks at the work of India’s best known professional anthropologist to understand the history and sociology of rural south India, and to consider the relationship between memory and history.


Unit 6 (Week 11-12): This unit looks at the interplay between history and anthropology.


Unit 7 (Week 13): This unit looks at the relationship between the fictive and history through the lens of the Partition.

**Unit 8 (Week 14): This unit considers the importance of the biography in understanding the past and the present.**

**Facilitating Teaching Learning Outcome:** The class will be based on guided discussions based on close reading of the texts in the syllabus. Students will be required to bring a short write up on each text in the syllabus for which they will receive detailed feedback.

**Assessment:**

There are two modes of assessing students in this course:
1) The internal assessment (25 marks) for this paper will be based on the student’s performance in class discussions and weekly submissions (3-4 pages).
2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM New Course
History, Region and Culture in north-east India

Course Objectives:

The objective of this course is to situate the eastern frontier of Bengal or India’s Northeast at the interface of academic study areas such South Asia and Southeast Asia. This survey course also intends to show the use of regional approach to history by taking stock of recent literature on historical studies and related disciplines in this region.

Learning Outcomes:

At the end of this course, the students would be:
- exposed a wide range of recent historical literature available on the regional history of India’s northeast.
- encouraged to ask comparative questions on other historical regions and other periods of Indian history and beyond the boundaries of the nation-state.

Course Content:

Unit 1 (Week 1): Assam’s medieval economy, pre-colonial monastic institutions, genealogy of the agrarian (ryot), peasant struggle.

Unit 2 (Week 2): Geographical history of Indian borderland in the Brahmaputra-Meghna River Basin

Unit 3 (Week 3-4): Colonial modernity, colonial towns and its transport networks (roads, railways, etc.)

Unit 4 (Week 5-6): History of wastelands in British Assam, land rights in Meghalaya and land claims in Manipur

Unit 5 (Week 7-8): Colonial commerce (Khasi hills), culture of Contract, coolie labour

Unit 6 (Week 9-10): Religious change before and after the colonial era

Unit 7 (Week 11): Mechanisms of identity politics: Culture (tribe, language), Country (territory), Creed (religion), Class, and Gender

Unit 8 (Week 12): Commoners, Chiefs, anti-Slavery movement in the Lushai Hills

Unit 9 (Week 13): Orality, literacy, writing, print and photography under British rule

Unit 10 (Week 14): Oral history and historical novel: the case of Apatanis, etc.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will discuss the pre-colonial history of the medieval princely states of the Ahoms, Manipur and Tripura.

**Unit 2 (Week 2):** This unit will present India’s north-eastern region from the perspective of geographical history.


**Unit 3 (Week 3-4):** This unit will discuss the spatial character of colonial modernity in the development of towns and transport.


**Unit 4 (Week 5-6):** This unit will discuss the history of resources (especially landed property and extractive economy) in the legal register of the colonial state.

Unit 5 (Week 7-8): This unit will discuss the development of colonial commerce, culture of contract and the market for wage labour in northeastern region of India.


Unit 6 (Week 9-10): This unit will discuss the theme of religious change before and after the advent of the colonial era.


Unit 7 (Week 11): This unit will discuss the mechanisms of identity politics through the Romantic appeals of culture, creed, etc.


Unit 8 (Week 12): This unit will discuss the historical significance of social stratification (not class analysis) in the colonial history of the region.


Unit 9 (Week 13): This unit will discuss the history of social communication in the form of oral tradition, literary cultures and visual literacy.


Unit 10 (Week 146): This unit will make a methodological comparison of oral history and historical novel on the case of the Apatani community.


Suggested Readings:

Facilitating Teaching Learning Outcome

The course is organized thematically while retaining some chronological developments within individual themes. Unit 1 focuses on the pre-colonial past of India’s north-eastern region. Units 2-3 look at this regional history from a spatial perspective; and units 4-5 underlines commercial elements in the historical development of the region. Units 6-8 discuss the cultural history of the area by picking themes such as religion, identity and social groups. Units 9-10 are concerned with the uses of oral history, historical novel and literary cultures in the writing of regional history.

Assessment

Students taking this course will be assessed in three modes:
1) For the purpose of Internal Assessment (carrying 25 marks), students are encouraged to write a term paper on a topic of their choice on any indigenous culture or people in India or abroad.
2) Alternatively, students will be given a set of readings consisting of both primary and secondary sources. They will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words with the help of the resources provided by the course teacher. Students are required to have verbal presentation of their written assignment in small groups of their own formation.
3) End-semester examination of three-hour duration will assess the student’s understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.
HSM-New Course
The World of Artisans in Indian History: 18th to 20th Centuries

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations about the manufacture and trade in crafted goods and the men and women who were involved in this industry. The artisans, including metalworkers, tanners, shoemakers, dyer, spinners, dyers, weavers, embroidery-workers, blacksmiths and even carpenters etc. lay at the social as well as the economic heart of society. A historical overview of craft traditions from the early modern to contemporary periods would be required in order to situate them in the cultures that produced them within a material culture of ingrained hierarchies. The associations between living practices and ritualistic forms, ceremonial occasions, customary beliefs and fashions, gendered work cultures becomes a part of the complex study of artisan culture. Finally, to illustrate and complicate the more general processes discussed in the course, students will explore the history of particular artisanal traditions as select case studies -- its geographical distribution, internal organization, patterns of patronage, myths and legends associated with different influences on the artisan and so on.

Learning Outcomes:

At the end of the course, students would:

- Reflect upon craft knowledge and artisanal epistemology.
- Learn about the intersections between craft, skill and science; and questions of historical methodology and evidence in the reconstruction of historical experience of crafts.
- Acquire the knowledge about the history of artisanal work, as much as the sociological, historical and cultural conditions of their production, in pre-colonial and colonial India.
- Get information about the social structures that supported certain forms of production and consumption (e.g., associations such as guilds, workshops, manufactories).
- Know about changes in the hands-on approach reshaped by technological shifts, interdependent practices of making and the relationship between labour and status?
- Understand crafts as material and consumer objects and critical role of the crafts community and its integral relationship to the Indian history.

Course Content:

Unit 1: (Week 1-2): The meaning of work and the artisanal economy.
Unit 2: (Week 3-4): Local skill and Knowledge systems, the artisanal workplace and production methods.
Unit 3: (Week 5-6): Histories of crafts from Pre-colonial to Early-colonial India, regional perspectives.

Unit 4: (Week 7-8): Artisan communities, artisan life-cycle, social hierarchies of work, individual craftsmen and women.

Unit 5: (Week 9-10): Networks of crafts distribution, consumption and fashion.

Unit 6: (Week 11-12): Marginalization of work and Forms of identities among Artisanal groups.

Unit 7: (Week 13): Authority and resistance: artisans in the society, economy, polity and culture.

Unit 8 (Week 14): Artisans in the era of industrial capitalism.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will raise and explain methodological and theoretical questions about the meaning of work and the artisanal skill economy.


Unit 2 (Week 3-4): This unit will provide descriptions of Indian crafts, their traditional genres, technology, and aesthetics in terms of their materials and techniques, designs, patterns, and visual appeal, the nature and varieties of local skills and knowledge systems, the artisanal workplace and production methods.


एम. वी. नारायण राव, हमारा हस्तशिल्प, दिल्ली: नेशनल बुक ट्रस्ट, 2002.

कमलदेवी चट्टाध्याय, भारतीय हस्तशिल्प, बॉम्बे: एलाइड पब्लिशिंग प्राइवेट लिमिटेड, 1982.

**Unit 3 (Week 5-6):** This unit will take a historical overview of crafts traditions to examine how the craft economy of the pre-colonial times underwent the changes and developments during the colonial period that have led us to a very different model of craft economy today.


**Unit 4 (Week 7-8):** This unit moves around the social structures, prejudices, policies and collectivities that sought to economically subordinate as well as support certain forms of production and consumption i.e. artisan communities and guilds, artisan life-cycle, individual craftsmen, gender and formation of social hierarchies of work.


Unit 5 (Week 9-10): This unit will examine networks of distribution, consumption and fashion of different craft objects to explore their material culture.


Unit 6 (Week 11-12): This unit unfolds marginalization of work and forms of organization; caste and religious identities and differences among artisanal groups.


Mehta, Deepak.(1997). Work, Ritual, Biography: A Muslim Community in North India, Delhi: OUP.


**Unit 7 (Week 13):** The forms of dominance, authority and resistance vis-a-vis artisans in the histories of their trade and politics; of colonialism, urbanism and nationalism will be studied in this unit.


**Unit 8 (Week 14):** This unit traces histories of institutional change in terms of training, technology and organization to trace incorporation of informal and household production units in the global-industrial capitalist system.


**Suggested Further Readings:**

**Department of History, University of Delhi**


**Facilitating Teaching Learning Outcome:**

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

**Assessment:**

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM New Course
Caste and Life Narratives in Modern India

Course Objectives:

The objective of this course is to foreground ‘caste’ and ‘life narratives’ as reciprocally generative sites of serious study for a history of modern India. It guides students to analyse the conjunction of a social phenomenon called ‘caste’ with a genre of representation called ‘life narratives’, which deserve special on attention. The course brings discussion of caste to the scholarly study of life narratives and foregrounds a nuanced and critical awareness of life narratives in explorations of caste in modern and contemporary India.

Learning Outcomes:

After the successful completion of this course, students will:
- Have knowledge about various autobiographical forms and its relationship to caste histories.
- Understand why life narratives have been central to histories of the oppressed.
- Have a grasp of life histories of anti-caste ideologues like Phule, Periyar, Ambedkar and Achhutanand in modern India.
- Appreciate the richness of Dalit testimonies in various Indian languages.
- Comprehend how biopics have played a role in caste configurations.
- Be able to analyse the conjunctions between caste, gender and life narratives.

Course Content:

Unit 1: (Week 1-2): Autobiographical Forms, Testimonios and Caste Oppression
Unit 2: (Week 3-4): Life Narratives of Gandhi and Ambedkar
Unit 3: (Week 5-6): Anti Caste Ideologues and Life Writing
Unit 4: (Week 7-8): Dalit Life Narratives in Hindi
Unit 5: (Week 9-10): Dalit Life Writings in Marathi and Tamil
Unit 6: (Week 11-12): Caste, Gender, Sexuality and Life Narratives
Unit 7: (Week 13): Visual and Cinematic Representations of Caste and Life Narratives: Art and Biopic
Unit 8 (Week 14): Individual Case Studies: Om Prakash Valmiki, Sharan Kumar Limbale, Phoolan Devi and Viramma

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:
Unit 1: (Week 1-2): This unit will examine various forms of life narratives, including autobiographies and testimonies, and their relationship to caste.


Unit 2 (Week 3-4): This unit will understand the life writings of Gandhi and Ambedkar, in the context of the caste question.


Unit 3 (Week 5-6): This unit will study the biographies and life writings of anti-caste ideologues like Periyar, Achhutanand and Santram BA.


Unit 4 (Week 7-8): This unit will study Dalit writings in Hindi.


Unit 5 (Week 9-10): This unit will focus on Dalit writings in Marathi and Tamil.


Unit 6 (Week 11-12): Issues of gender and sexuality have a bearing on caste and life narratives, and they will be studied in this unit.


Unit 7 (Week 13): This unit will focus on visual and cinematic representations of caste, particularly on works of art and biopics, and how they are intricately tied to life narratives.

Unit 8 (Week 14): The unit will study individual case studies, with a focus on the life writings of Om Prakash Valmiki, Phoolan Devi and Viramma.

Suggested Further Readings:
• “Dalit Panthers Manifesto.” (1986). In Untouchable! Voices of the Dalit Liberation


Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to write an essay on one of the topics of the course, with footnotes and bibliography, and further readings will be given to them on their chosen topic, so that they can go in much more depth on a particular topic, thus preparing them for future and further research. This would also facilitate rigorous conceptualization and written expression.

Assessment:

There are three modes of assessing students in this course.
1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
2) Students will also be asked to submit a written essay of 3000 words with footnotes and bibliography, which will be out of 15 marks.
3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM New Course
Peasant Societies and Movements in India, 1856-1951

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations about the peasantry in modern India. Central focus of the course will be to understand the changing agrarian social structure and agrarian relations given the nature of colonialism. Students are required to analyse the question of the peasant society and movements from different parameters of class, role of different agrarian classes, role of different political experiences, emphasizing the social questions and ideologies in different period. The task of this course is to examine critically great inequalities existing in levels of living, perennial indebtedness, poverty and social status of the peasantry. It seeks to understand the politics of the oppressed peasantry, as expressed through a search for identity and through movements which seek improvement in their socio-economic status, a share in political power and ultimately destruction of the inequalities. It also attempts to explain the role of youth, women and marginalized groups in the historical forms of agrarian politics.

Learning Outcomes:

At the end of the course, students would:

- Have a good grasp on the sources, methods and approaches to the study of peasantry with an overview of the literature on the subject.
- Examining the colonial background to the peasant experiences, particularly the nature of colonial revenue policy, its impact on agriculture and the agrarian relations.
- Acquire the knowledge about the functional history of the village community in colonial India.
- Acquainted with the nature, magnitude and significance of peasant struggles in British India.
- Comprehend the role of peasant uprisings in the Indian national movement and thereafter.
- Learn about the intersections of peasant identity and its implications for democratic politics.
- Analysing the main issues, forms and phases of the peasant consciousness, and explore select case studies of peasant movements, to examine their emergence, ideology, strategies of mobilisation.
- Get the opportunity to compare different historical regional experiences peasants’ history.

Course Content:

Unit 1: (Week 1-2): Conceptual problems, sources, methods and issues of differentiation.
Unit 2: (Week 3-4): The colonial revenue policy and its impact on agricultural production and agrarian relations.
Unit 3: (Week 5-6): Patterns of change under colonialism, commercialization, indebtedness, famines, migration and disease.

Unit 4: (Week 7-8): Peasant Landlessness, tied labour and reproduction of subordination, economic and social institutions and stratification.

Unit 5: (Week 9-10): Peasant life cycle, work organization, hierarchies of work and family labour

Unit 6: (Week 11-12): Transformation in peasant identities and patterns of social interactions, communities, kinship, caste and religion.

Unit 7: (Week 13): Peasant consciousness, organizations, leadership and diverse Ideologies, case studies from the second half of the 19th century

Unit 8: (Week 14): Peasants, nationalism and resistance: peasants in revolt, issues, forms, phases in first half of 20th century.

Essential Readings and Unit Wise Learning Outcome:

Unit 1: (Week 1-2): This unit will raise and explain methodological and theoretical questions like formulation of definition of “peasant”.


Unit 2 (Week 3-4): This Unit will take a historical overview of the arrival of colonial regimes and land settlement policies to analyze the historical interdependence between political change, institutional capture of economy, and new trends in agrarian relations, social mobility and inequality in peasant society.

**Unit 3 (Week 5-6):** This unit will assess the nature of colonial and feudal exploitation leading towards fundamental changes in the life of lower groups of peasantry; social discontent of the peasantry and resulting desperate responses due to problems related to the food, land rights to the tiller, tenancy issues, commercialization, indebtedness, famines, migration, disease and poverty.
Unit 4 (Week 7-8): This unit moves around power and subordination of various peasant strata, nature, role and potential and social structures, prejudices, and collectivities that sought to economically subordinate as well as working as the source of turbulence and disruption.


Frykenberg, R.E. (ed.).(1979). Land Control and Social Structure in Indian History, New Delhi, Manohar Publications .


**Unit 5 (Week 9-10):** This unit will examine every day existence and life cycle of peasantry through various social institutions such as the family, social stratification, the interrelationship among power relationships to explore gender and related social hierarchies of work.


**Unit 6 (Week 11-12):** This unit unfolds inherited determinants of identity and amorphous differences to examines ways in which *peasants transform* and institutionalise themselves, forge new collective *identities* and articulate new strategies to ensure peasant survival.

Unit 7 (Week 13): The forms of dominance, authority and resistance and the mobilization for struggle are the main concerns of this unit. Descriptions of different agrarian classes and formation of peasant consciousness, role of different organizations emphasizing the social questions and ideologies will traces histories of peasant resistance through case studies of any two rebellions from second half of the 19th century – the revolt of 1857, the Indigo revolt, the Deccan riots, the Mapilla rebellion.

Unit 8 (Week 14): This unit traces histories of peasant resistance and revolt in relation to Indian nationalism through case studies of any three rebellions- Peasant movement in Awadh 1919-1922, Peasant movements in Bihar 1919-1941, the Tebhaga movement 1946-1947, the Telengana movement 1946-1957.


Dhanagare, D.N.(1983). Peasant Movements in India 1920 - 1950, New Delhi, OUP.


Sundarayya, Puchalapalli.(1972). Telengana People’s Struggle and its Lessons, Calcutta,CPI-M.

Suggested Further Readings:

- Raj, K.N. (ed.). *Essays on the Commercialisation of Indian Agriculture*.
- सुमित सरकार) .२०० (9 आधुनिक भारत,नयी दिल्ली,राजकमल प्रकाशन.
- एल नतराजन),२० (१४भारत के किसान विद्रोह) १८५०-१९००), नयी दिल्ली:वाणी प्रकाशन.
- किशन पटनायक) २००९ (किसान आन्दोलन :दशा और दिशा ,नयी दिल्ली:राजकमल प्रकाशन.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course,aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.
Assessments:
Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in two modes.
1) There will be a 10 marks internal assessment exam held in mid-semester.
2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.
HSM New Course
Business and Finance in the History of Political Economy in Modern India

Course Objectives:

This course attempts to explore select empirical studies of the history of business and finance within the broad framework of the history of economic thought. While paying special attention to the national business history of India, it includes the national business history of the United States of American and other comparative cases from Europe as well as Asia. The course will underline the disciplinary kinship of business history with economic history as well as the history of ideas. Ideas shape history as much as historical events determine political economy.

Learning Outcomes:

At the end of this course, the students will
• learn how to analyze the interface between human action and ideas—historical events, economic thought and business practices.
• learn about the older concerns of mainstream economic history.
• be equipped with an inventory of best practices and ideas for practical action either in the world of business or the realm of policy making.

Course Content

Unit 1 (Week 1): Historiography of business history and economic history
Unit 2 (Week 2-3): Economic thought & business practices in Arab-Islamic & Chinese economies
Unit 3 (Week 4-5): Economic thought and business history in ancient and medieval Europe
Unit 4 (Week 6-7): The Financial Revolution: Credit and the origin of Public Debt and the price revolutions in modern Europe

Unit 5 (Week 8): Business history and enterprise culture in Britain
Unit 6 (Week 9-10): Business history and enterprise culture of continental Europe and Japan
Unit 7 (Week 11): Business & Financial history in North America and Latin America
Unit 8 (Week 12): History of money across time and culture; the Great Depression in monetary history
Unit 9 (Week 13): Portfolio capitalists and the political economy of early modern India; the emergence of Capitalism in India
Unit 10 (Week 14): Business communities & pioneers in India; the global resurgence of Indian business
Essential Readings and Unit Wise Learning Outcome:

**Unit 1 (Week 1):** This unit will discuss the historiography of business history by situating it within the broad framework of economic history.


**Unit 2 (Week 2-3):** This unit will discuss the economic thought and business culture in China and in the Arab-Islamic context.


**Unit 3 (Week 4-5):** This unit will discuss the history of economic thought and business practice in Europe from antiquity to the medieval period.


**Unit 4 (Week 6-7):** This unit will discuss the financial revolution (the birth of modern credit and public debt) in modern Europe; and it will also consider the theory of price revolutions in history.


**Unit 5 (Week 8):** This unit will discuss the business history and the culture of enterprise in Britain.


**Unit 6 (Week 9-10):** This unit will discuss the business history and enterprise culture of continental Europe and Japan


**Unit 7 (Week 11):** This unit will discuss the business history of North America and Latin America.

**Unit 8 (Week 12):** This unit will discuss the history of money across time and culture and also look at the Great Depression from the perspective of monetary history.

**Unit 9 (Week 13):** This unit will study the history of Indian business across different periods till recent times.


**Unit 10 (Week 14):** This unit will discuss the history of business communities and the lives of select entrepreneurs in India.


**Suggested Readings**

Ricardo, David (1817) *The Principles of Political Economy and Taxation*.


**Recommended Resources**

*The Economist*

*Wall Street Journal*
Facilitating Teaching Learning Outcome

Unit 1 deals with historiography of business history and economic thought. Units 2-7 are organized geographically to include Chinese, Arab, Japanese, European and American cases. Unit 2 looks at the idea and practice of business in two non-European contexts (China and Islamic lands). Units 3-6 deals with the business history of Europe during ancient, medieval and modern eras. Unit 7 discusses enterprise culture in America. Unit 8 is organized thematically on the theme of money and monetary history. Finally, units 9-10 are concerned with the India’s national history of business enterprise and business communities.

Assessment:

Students enrolled in this course will have their work assessed in four modes’’
1) Students may write either a term paper on a topic of their choice in the field of business history, or they may write an assignment based on a given a set of readings consisting of both primary and secondary sources to be provided by the course teacher. In the latter case, students will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words. This will be evaluated out of 15 marks.
2) Students are required to have verbal presentation of their written assignment in small groups of their own formation. This will be evaluated out of 5 marks.
3) Every student must submit a question (reader questions) and a short response—no more than one-half a page on any of the readings in the list. These questions should be thematic or conceptual—not merely factual trivia. In lieu of a question, select a quote or aspect of the case that you wish to discuss further. Reader questions or quotes must be typed and are due at the beginning of class. These will be scored on a standard grading scale based on their degree of thoughtfulness and insightfulness based on the issues raised by the readings. As we move through the course and have more points of comparison, please ask questions that link together previous readings. This will be marked out of 5 marks.
4) End-semester examination of three-hour duration will assess the student’s understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.