

DEPARTMENT OF HISTORY

B. A. (Hons) History

Category I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – I (From the beginning to fourth century BCE)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India I (From the beginning to fourth century BCE) – DSC 01	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The course intends to provide an extensive and deep understanding of early Indian history to students who will be introduced to the manner in which diverse aspects of ancient Indian history has been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. The course, with an interdisciplinary approach, will help students trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 400 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

Learning outcomes

The Learning Outcomes of this course are as follows:

After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from prehistoric times. The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and their subsistence strategies, regions, landscapes and resources. They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions. The students will learn about early artifacts, texts, coins and epigraphs, and recognise the

need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

SYLLABUS OF DSC-1

Unit I: Introducing early Indian history: Sources (upto 750 CE) and historiographical trends. (12 hours)

Unit II: Prehistoric hunter-gatherers and early food producing societies (16 hours)

1. Paleolithic cultures: sequence and distribution; tool typology and technology, subsistence patterns.
2. Mesolithic Cultures: regional distribution, tool typology and subsistence patterns.
3. Early food producing communities: Regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange.

Unit III: The Harappan civilization (16 hours)

Origins; settlement patterns and town planning; agrarian base; pyrotechnology and water management; craft production and trade; social and political organization; religious beliefs and practices; art; Late/ Post Harappan evidence.

Unit IV: Social and Cultural Transitions (up to 400 BCE) (16 hours)

1. Archeological cultures: PGW, NBPW, megalithic; metallic coins; role of iron technology.
2. Literary and textual traditions: Vedic and Brahmanical; Shramanic.
3. The Aryan Question.
4. Emergence of Social and political institutions; urbanization; social stratification and state formation.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise students with the divergent landscapes, varied sources and the different approaches to the history of ancient India. (Teaching Time: 8 hours Approx.)
Relevant chapters from General readings

- Subbarao, B. (1958). The Personality of India. (Baroda: M. S. University). Chapter II.
- Chattopadhyaya, B. D. (2017). _The Concept of Bharatavarsha and Other Essays. (Ranikhet: Permanent Black). Chapter 1.
- Thapar, Romila. (2013). The Past Before Us; Historical Traditions of Early India, Del-hi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarize students with the distribution, economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent, and the beginnings of organized food production in pre-historic times in the Indian subcontinent. It also explains the impact on other aspects of the life of the Neolithic and Chalcolithic humans, their cultural practices, their art and funerary practices. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings:

- Chattopadhyaya, U. C. (1996). "Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*, vol. 27(3), pp. 461-476
- Neumayer, E. (1993). *Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.

Unit III: At the end of this unit, students shall be familiar with various aspects of Harappan Civilization, their technological expertise, as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 16 hours Approx.)

Relevant chapters from General readings

- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika.
- Ratnagar, Shereen. (2015). *Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi)

Unit IV: This unit traces the archaeological and textual evidence for processes that led to the emergence of states, social complexity, intensive agriculture and urban patterns. The unit also covers debates around the origins and coming of the Aryans, the cosmogonies, cosmology and world view of Vedic, Brahmanical texts and religio-philosophical thought in Upanishads, Bud-dhist, Jaina and Shramanic traditions. (Teaching Time: 6 weeks)

Relevant chapters in General Readings (for archaeological cultures)

- Harvey, Peter (2017 edition). *Buddha in his Indian Context*, Chapter in *An Introduction to Buddhism*, p.8-31, Cambridge University Press, (first published in 1992)
- Moorti, U.S. (1994). *Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Most relevant is the 'Introduction'.)
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV and XXII.) (Also available in Hindi)
- Sharma, R.S. (1983). *Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5.) (Also available in Hindi)
- Staal, Frits (2017). *Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part I and II*, Penguin.
- Thapar, Romila. (1984). *From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press.
- श्रीमाली, कृष्ण मोहन. (2017). *आर्थिक संरचना और धर्म* (रिल्ली:आकार). पाठ, 3, 4, 5, 6, 7, 8, 9.

Suggestive readings

- Allchin, F.R. et al. (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D. K. (1999). *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi: Oxford University Press.
- Chakrabarti, D. K. and Makkhan Lal, (2013). *History of Ancient India*, vol. 1, Delhi: Ary-an Books International. (Section III.2, pp. 301-346.)
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika. (Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Print-world. (in Hindi Also)
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Lahiri, Nayanjot, ed. (2000). *The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Pathak, V. S. (1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.
- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.
- Patrick Olivelle, (2017) *Introduction in The Early Upanisads*, Annotated Text and Translation, OUP, p3-28.
- Neelis, Jason. (2011). "Historical Contexts for the Emergence and Transmission of Buddhism Within South Asia" In *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*, 65–182. Brill. 2011. <http://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>. Stable URL: <https://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>, PP 65-78.
- Dundass, Paul. (2002 edition) Chapter One in *The Jainas* p.1-44, Routledge, (first published in 1992)

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social Formations and Cultural Patterns of the Ancient World-I – DSC 02	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history – social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but inter-linked history of humanity is therefore the prime objective of this Course.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyze the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

SYLLABUS OF DSC- 2

Unit-I: Evolution of Humans and Hunting-Gathering Cultures (12 hours)

1. Understanding Prehistory
2. Biological and Cultural Evolution of Humans: lithic and other technologies
3. Changing subsistence patterns; funerary practices and art

Unit-II: Transition to Food Production (16 hours)

1. Mesolithic Cultures: West Asia and Europe
2. Origins of Food Production: Debates
3. Features of the Neolithic based on sites from West Asia, Europe, Mesoamerica / China

Unit-III: The Bronze Age (16 hours)

Note: Rubrics b, and c are to be based on any one case study:

1. Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).
2. Concepts: 'Bronze Age', 'Civilization', 'Urban Revolution' and 'State'
3. Ecological context of early civilizations
4. Kingship, religion and state; Social and economic complexity: Class, Gender

Unit IV: Nomadic Cultures in Transition (16 hours)

1. Nomadic Pastoralism in West Asia in the third and second millennium BCE
2. Iron technology and its spread

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Humans (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). The Origins of Human Society. Wiley-Blackwell 1999, Chapter 2, pp. 2977.
- V.G. Childe, What Happened in History? Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). The People of the Earth: An Introduction to World Pre-history. (15th edn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- चाइल्ड, V. गॉडनर, ईतहास का ईतहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V. गॉडनर. (2019) औजारों का ईतहास (अनवु ाि सशीलु कु मार), र िल्ली: गागीर् प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामार् जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन.
- मजूमार, D.N तथा गोपाल शरण, प्रार् र्गतहास, र िल्ली र वर्िवद्यालय, र हन्िी माध्यम कायान्विन र निशिलय.

Unit II. This Unit will familiarise students with the transition to food production when the advanced Hunter-Gatherer communities primarily of the Mesolithic cultures responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals. The debates on the origins of food production will enable students to understand the complexity of the Neolithic cultures. The discussion on the Neolithic sites in different parts of the world will help in understanding the process of beginning of food production and variations in Neo-lithic Cultures. (Teaching Time: 16 hours Approx.)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127- 159.
- Price, T.D. (1991). "The Mesolithic of Northern Europe", *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222
- Zvelebil, M. (1989). "Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe." in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press 1989, pp. 80-88.
- फ़ारूकी, A. (2015). *प्राचीन और मध्यकालीन सामार जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन*.
- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Prehistory*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Price, T.D. and O. Bar-Yosef. (2011). "The Origins of Agriculture: New Data, New Ide-as", *An Introduction to Supplement 4. Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind's First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). *प्राचीन और मध्यकालीन सामार जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन*.

Unit III. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. (Teaching Time: 16 hours Approx.)

- Childe, G. (1950). "The Urban Revolution", *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations (3rd edn.)*, New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7- 15 and 177-199.
- फ़ारूकी, A. (2015). *प्राचीन और मध्यकालीन सामार जक संरचनाएँ और संस्कृ र तयाँ, र िल्ली: मानक प्रकाशन*.

Mesopotamia

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq*, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations*, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.

OR

China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.
- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization*. Pennsylvania: University of Pennsylvania Press.

OR

Egypt

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*, New York: Knopf/Random House, pp. 285-299.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History*. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Wilkinson, T. (2010). *The Rise and Fall of Ancient Egypt: The History of a Civilisation from 30,000 BC to Cleopatra*. London: Bloomsbury Publishing, pp. 13-114.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt*. New York: Oxford University Press (Ed.) pp. 10 - 27.

Unit IV. This unit will discuss the Nomadic cultures in West Asia in the third and second Millennium BCE. The use and spread of iron technology will enable students to be familiar with the technological and other changes related to it. (Teaching Time: 16 hours Approx.)

- Schmidt, Conrad. (2018) "Pastoral Nomadism in Third Millenium BC Eastern Arabia,"
- *Paleorient*, Vol 44, No. 1, pp.105 -118.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.
- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE*, vol. II, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Sev-enth Century B.C.* Paris, London: Routledge: UNESCO.

- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). "How the Iron Age Began", *Scientific American*, Vol. 237, No. 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). "The Coming of Iron", in A. Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.
- ErbSatullo, Nathaniel L. (2019). "The Innovation and Adoption of Iron in the Ancient Near East," *Journal of Archaeological Research* 27:557-607 <https://doi.org/10.1007/s10814-01929-6>, pp.557 – 593.
- Snodgrass, A.M. (1980). "Iron and Early Metallurgy in the Mediterranean" in T.H. Wer-time and J.D. Muhly (eds.) *The Coming of the Age of Iron*. New Haven and London, pp.335 -374.

Suggestive readings (if any)

- Carr, E.H. (1961/1991). "The Historian and his facts", in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- कार, E.H.(1976). 'ईतहासकर और उसके तथ्य', E.H. कार, ईतहास क्या है? में अध्याय 1, मेर्कमलन पब्लिके शन (र हन्िी
- अनुवाि, 1976).
- Bar-Yosef, O, and F. Valla. (1990). "The Natufian culture and the origins of the Neolith-ic in the Levant", *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). 'Post-Pleistocene adaptations' in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). "Origins of Food Production", *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). "The State, the Chicken, and the Egg; or, What Came First" in R. Co-hen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.
- James, T.G.H. (1979, 2005). *The British Museum's Concise Introduction to Ancient Egypt*
- British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.

- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams. D. (2002). *The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man, New Series*, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*, London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions*: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in *History of Humanity: From the third millennium to the seventh century B.C. vol. II*, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", *MDIA*, Issue Title: Subsistence and Sustenance, Vol.15, no. 1,
- Arbor, Ann. (2005) Publishing, University of Michigan Library url: <http://hdl.handle.net/2027/spo.0522508.0015.103>. Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990*, Vol.33, No. 1, Feb., 1992, pp. 109-139.
- Yoffee, Norman. (2004). *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकन, फ्योिीर. (2019). *प्राचीन र् वि ईतहास का र्परचय*, Delhi: Medha Pub-lishing House.
- राय, U.N. (2017). *र् वि सभ्यता का ईतहास, र् िल्ली: राजकमल प्रकाशन*

**DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the USA:
Independence to Civil War – DSC 03**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course any)
		Lecture	Tutorial	Practical/ Practice		
History of the USA: Independence to Civil War – DSC 03	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The course initiates the process of comprehending the rise of the 'New World' that eventually came to be known as the United States of America (USA) after the American Revolution, came at the cost of marginalization of the Indigenous Tribes and enslavement of Black labourers. The focus is to study both Indigenous tribes and Black Slaves in a detailed manner to understand the limits of American democracy that pushed the country towards the Civil War. The course also concentrates on the process of the evolution of America's foreign policy in the aftermath of the War of 1812.

Learning outcomes

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

- Explain the emergence of a new independent nation in the Western Hemisphere (USA) at the cost of placing Indigenous tribes behind reserves and introduction of the institution of slavery and racism
- Examine the limits of American democracy in its formative stages along with the foundation of the U.S foreign policy
- Describe the economics of slavery in the USA along with details of slave culture and forms of resistance
- Trace the main issues related to the Civil War and its critical evaluation

SYLLABUS OF DSC-3

Unit I: A New World: (12 hours)

1. Contribution of Indigenous Tribes, Indentured Servants and Slave labour in the growth and expansion of American colonies
2. American Revolution: Sources, Historiography

Unit II: Limits of American Democracy: (16 hours)

1. Marginalization and Displacement of Indigenous tribes (Shawnee and Cherokee)
2. Policies of Thomas Jefferson and Andrew Jackson that placed the original peoples (Indigenous tribes) behind 'reserves'

Unit III: United States Quest for Dominance: Imperialism and Changing Diplomacy: (16 hours)

1. Manifest Destiny
2. War of 1812
3. Monroe Doctrine

Unit IV: Slavery and the Civil War: (16 hours)

1. The Economics of Slavery: South vs. North Debate
2. Slave Culture and Slave resistances (including the nature of female slavery and resistance)
3. Issues of the Civil War and the Interpretations

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit importance is given to the usage of varied types of labour force for the colonization of the New World with special emphasis on the Indigenous tribes and Slave labour. The factors that led to the rise of the American Revolution along with historiographical debates is being emphasized. (Teaching Time: 16 hours Approx.)

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

Unit II: This unit examines how Jeffersonian and Jacksonian Democracies displaced, marginalized and decimated the original peoples, the Indigenous tribes by taking up the case studies of Shawnee and Cherokee tribes who both suffered yet resisted white advance on their ancestral lands. (Teaching Time: 16 hours Approx.)

- Balleck, B.J. 'When the Ends Justify the Means: Thomas Jefferson and the Louisiana Purchase'. Presidential Studies Quarterly, 22, Fall 1992.
- Berkhofer, R. Jr. 'The White Advance Upon Native Lands'. Paterson, T.G., Major Problems in American Foreign Policy: Documents and Essays. Lexington, Massachusetts: D.C. Heath, 1989.
- Edmunds, R.D. 'Tecumseh, The Shawnee Prophet and American History'. Western Historical Quarterly, Vol. 14, No. 3, July, 1983.
- Foner, E. Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
- Wallace, A.F.C. and E. Foner. The Long, Bitter Trail: Andrew Jackson and the Indians. New York: Hill and Wang, 1996.
- Young, M. 'The Cherokee Nation: Mirror of the Republic'. American Quarterly Special Issue: American Culture and the American Frontier. Vol. 33, No. 5, Winter 1981.

Unit III: This unit explores how the United States of America learnt some difficult lessons from the War of 1812 and how it led to the formulation of both internal and external policies that became the foundation of American imperialism and the maintenance of diplomatic relations. (Teaching Time: 16 hours Approx.)

- Boyer, P.S., H. Sitkoff et al. The Enduring Vision: A History of the American People. Vol. 5th edition. Massachusetts: Houghton Mifflin Company, 2003.
- Carnes, M.C. & J.A. Garraty. The American Nation, A History of the United States. 12th edn. New York: Pearson Longman, 2006.
- Grob, G.N. and G.A. Billias. Interpretations of American History: Patterns and Perspectives. Vol. I. New York: The Free Press, 2000.

- Fitz, C.A. 'The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, its Aftermath and Spanish American Independence'. *The Journal of American History*, Vol. 102, Issue 2, September 2015.
- Goodman, W. 'The Origins of the War of 1812: A Survey of Changing Interpretations'. Sheehan, D. (ed.), *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston, 1963.
- Merk, F. *Manifest Destiny and Mission in American History*. Massachusetts: Harvard University Press, 1995.
- Perkins, D. 'The First Challenge: Monroe Hurls Defiance at Europe'. Sheehan, D. (ed.), *The Making of American History: The Emergence of a Nation*. Vol. I. New York: Holt, Rinehart & Winston, 1963.

Unit IV: This Unit critically examines the economic foundations of the institution of slavery in the southern states and how historians began to unravel slave culture that assisted them to survive the brutality of this inhuman institution with particular emphasis on the female slavery and how they offered resistance against this bondage system. The unit also delves into the various causes of the Civil War and historiographical debates that have evolved over a period of time (Teaching Time: 16 hours Approx.)

- Bracey, J.H., A. Meier, E. Rudwick (ed.). *American Slavery: The Question of Resistance*. California: Wadsworth Publishing Co. Inc., 1971.
- Datar, K. *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board, 1997 (Hindi Medium)
- Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice Hall, 1995.
- Foner, E. *Give Me Liberty! An American History*. Vol. I. New York: W.W. Norton & Co. 2nd edn. 2007.
- Genovese, E.D. *Roll, Jordan, Roll: The World the Slaves Made*. 9th edition. New York: Knopf Doubleday Publishing Group, 2011.
- Genovese, E.D. *The Political Economy of Slavery: Studies in the Economy and Society of the Slave South*. Connecticut: Wesleyan University Press. 2nd edn. Paperback, 1989.
- Grob, G.N. and G.A. Billias. *Interpretations of American History: Patterns and Perspectives*. Vol. I. New York: The Free Press, 2000.
- Kailyn, B., D. Wood, J. L. Thomas et.al. *The Great Republic, A History of the American People*. Massachusetts: D.C. Heath & Company, 2000.
- Stamp, K. *The Peculiar Institution: Slavery in the Ante-Bellum South*. New York: Vintage, 1989.
- White, D.B. 'The Nature of Female Slavery'. in *Aren't I a Woman? Female Slaves in the Plantation South*. New York: W.W. Norton, 1985.
- Barrington, M. Jr. 'The American Civil War: The Last Capitalist Revolution'. Barrington, M. Jr. *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 2015.
- Foner, E. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press, 1981.

Suggested Readings:

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

Selected Films:

- 'Lincoln' Directed and Co-produced by Steven Spielberg, 2012.
- 'The Birth of a Nation' (based on slave Nat Turner, who led a rebellion in Southampton, Virginia in 1831) Directed and Co-produced by D.W. Griffith, 2016.
- 'The Birth of a Nation' (showcases assassination of Lincoln; originally based on 'The Clansman' and 'The Leopard's Spots' by T.F. Dixon Jr.) Directed and Co-produced by D.W. Griffith, 1915.
- 'Glory' (set during the Civil War) Directed by Edward Zwick, Produced by Freddie Fields, 1989.
- '12 Years a Slave' Directed and Co-produced by Steve McQueen, 2013.
- 'Django Unchained' (set in Old West and Ante-Bellum South) Directed by Quentin Tarantino, Produced by Stacey Sher & Others, 2012.
- 'Amistad' (based on events in 1839 aboard the slave ship *Le Amistad*) Directed and Produced by Steven Spielberg, 1997.
- 'Gone with the Wind' (set in the Civil War era) Directed by Victor Fleming and Produced by David Selznick, 1939.
- 'Uncle Tom's Cabin' (set in 1856) Directed by Stan Lathan and Produced by Jeffrey A. Nelson and Others, 1987.
- 'Roots' (based on Alex Haley, 'Roots: The Saga of American Family, 1976) Directed by Bruce Beresford and Produced by Ann Kindberg and others, 2016.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered By Department Of History
Category-IV

GENERIC ELECTIVES (GE-1): Delhi Through the Ages: The making of its early Modern History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Delhi Through the Ages: The making of its early Modern History	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

The objective of the paper is to explore the city of Delhi from its early history to the eighteenth century. The city grew into one of the largest cities in the world and was the capital of some of the great empires. As capital Delhi profited from continuous immigration, state patronage and vibrant cultural life. The city was not merely dependent upon its rulers for cultural and political sustenance. The course also focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence.

Learning outcomes

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

- To acquaint students with the history of Delhi till the early modern period.
- Analyse the processes of urbanization as shaped by political, economic and social changes

SYLLABUS OF GE-1

Unit I: Ancient Delhi and adjoining sites: (12 hours)

1. Indraprastha- Hastinapur, Panipat, Tilpat
2. Ashokan Edicts
3. Mehrauli Iron Pillar
4. Lalkot

Unit II: From Settlements to Cityscape - Understanding the 10th and 14th Century Cities of Delhi. Case Study Any Two: (16 hours)

1. Anangpur Fort
2. Dehli-i Kuhna's Masjid-i Jami
3. Siri
4. Ghiyaspur-Kilukhari
5. Tughulqabad
6. Firuzabad

Unit III: 16th to 17th Century Delhi: (16 hours)

1. Humayun's Garden Tomb
2. Morphology of Shahjahanabad

Unit IV: 18th Century Delhi - Understanding political and social changes (16 hours)

Essential/recommended readings

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha, ancient edicts and pillars and the Tomar and Chauhan constructions. (Teaching Time: 12 hours)

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī", *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). *Ancient Delhi*, Delhi: Oxford University Press
- Mani, B.R. (1997). *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International

Unit 2: This unit will study the cities of Sultanate Delhi in the 10th to 14th centuries. It will discuss the various reasons for the shift of capitals and the changing character of the city. Case studies of any two of these cities will be undertaken. Students will be encouraged to plan field trips related to the themes and readings. (Teaching Time: 16 hours)

- B.R. Mani and I.D. Dwivedi (2006). 'Anangpur Fort: The Earliest Tomar Settlements Near Delhi', in Upinder Singh, ed., *Delhi: Ancient History*, Social Science Press, New Delhi, pp 200-204.
- Ali, Athar. (1985). "Capital of the Sultans: Delhi through the 13th and 14th Centuries", in
- R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal. (Ed.). *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE" in Albrecht Fuess and Jan Peter Hartung. (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory'. In: Kaul, Suvir, (ed.), *Partitions of Memory*. Delhi: Permanent Black, pp. 140-182.
- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.

- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate". *Muqarnas*, vol. 1 pp. 123-166.
- Welch, Anthony. (1993). *Architectural Patronage and the Past: The Tughluq Sultans of India*: *Muqarnas*, Vol. 10, *Essays in Honor of Oleg Graber*, pp. 311-322, Published by Brill. <https://www.jstore.org/stable/1523196>

Unit 3: This unit will explore the structure and meanings of Humayun's Garden Tomb and morphology of the imperial city of Shahjahanabad, in the 16th and 17th centuries (Teaching time: 16 hours)

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta, Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i' Amm and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Lowry, Glenn D. (1987). *Humayun's Tomb: Form Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Dickie, James (Zaki, Yakub), (1985). *The Mughal Garden: Gateway to Paradise*, *Muqarnas*, Vol. 3, pp. 128-137.
- Koch, Ebba. (1997). 'Mughal Palace Gardens from Babur to Shahjahan (1526-1648)', *Muqarnas*, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 4: This unit will discuss the developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced by some and seen as a challenge by others. (Teaching Time: 16 hours)

- Alam, Muzaffar. (2013) "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-ixiv
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city" *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.

- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Raziuddin Aquil, (2017) "Violating Norms of Conduct" in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

Suggested readings

- Anthony Welch, 'A Medieval Centre of Learning in India: The Hauz Khas Madrasa in Delhi', *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). "Delhi Walled: Changing Boundaries" in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the 'Twilight'", in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221-36.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: *Memoirs of the Archaeological Survey of India* #10
- Habib, Irfan. (1978). 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review* vol. 4, pp. 287-303.
- Flood, Finbarr B. (2008). "Introduction" in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Matsuo, Ara. (1982). "The Lodi Rulers and the Construction of Tomb-Buildings in Delhi". *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) "Expenditure on Buildings under Shahjahan--A Chapter of Imperial Financial History." *Proceedings of the Indian History Congress*, vol. 46 pp. 285-99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: *Memoirs of the Archaeological Survey of India* #22
- Page, J.A. (1937). *A Memoir on Kotla Firoz Shah, Delhi*. New Delhi: *Memoirs of the Archaeological Survey of India* #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.

- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' IESHR, 49 (2012).
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., Muslim Shrines in India, Delhi: Oxford University Press, pp. 112-124.

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

GENERIC ELECTIVES (GE-2): Science, Technologies and Humans: Contested Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Science, Technologies and Humans: Contested Histories	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course proposes to examine the history of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of 'modern origins of science in west-ern societies. Human instinct to understand the unknown and the need to predict the future which often ventures into providence has been explored through case studies of astronomy and astrology. The paper analyses the impact of hegemony of colonial science on traditional knowledge systems. It proposes a case study to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitutes an important component of this paper. A brief discussion on science and nation making has been introduced to highlight the role of important figures and women in sciences that shaped the nature of scientific development in India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of 'dual use' technologies.
- Define various initiatives taken by the government for promotion of science and technology.

SYLLABUS OF GE-2

Unit 1: Science, Technology and Society (12 hours)

1. Revisiting 'Scientific Revolution'
2. Colonialism and Science

Unit 2: Science: Contestation and Exchanges (16 hours)

1. Decimal and Zero
2. Hegemony of documentation

Unit 3: Economics of Technologies: Questions of Ethics (16 hours)

1. Generic Medicines
2. Industrial Disasters

Unit 4: Science and nation making (16 hours)

1. Atomic Power
2. Policies and Institutions
3. Homi Jehangir Bhabha, Meghnad Shaha, E. K. Janaki Ammal

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: Science and technology have a very complex relationship with society. Populating of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (Teaching Time: 16 hours Approx.)

- Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison, eds., Health, Medicine and Empire: Perspectives on Colonial India. New Delhi: Orient Longman. pp. 1-24/36.
- मले, गुणाकर. (२००५). भारतीय इतिहास में वैज्ञानिक और विज्ञान. दिल्ली: यात्री प्रकाशन. (अध्याय: वैज्ञानिक और समाज; पृष्ठ ११-२९, ज्योतिष का आरम्भ और विकास; पृष्ठ ४१-४९, वैज्ञानिकीकरण की समीक्षा; पृष्ठ ५०-६६).
- Bernal, J D. (1969). Science in History Vol, I: The Emergence of Science. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. Journal of Early Modern History, Vol. 21 (No.5), pp. 445-458.
- Habib, S Irfan and Raina, Dhruv. (2007). 'Introduction', in S Irfan Habib & Dhruv Raina. (Eds.). Social History of Science in Colonial India. Delhi: Oxford University Press. pp. XII-XL.
- (Revised version published as S Irfan Habib & Dhruv Raina, 'Introduction' in Social History of Science in Colonial India, New Delhi: Oxford University Press, 2007, pp. XII- XL.)
- Kumar, Deepak, Science and the Raj, OUP, 1998 (Introduction).

Unit-2: Students will understand the politics associated with appropriation of 'Scientific' heritage through the case study of the decimal and zero. It will also teach them about the politics of

documentation and its importance during early modern times. (Teaching Time: 16 hours Approx.)

- Nanda, Meera. (2016). 'Nothing that is: Zero's Fleeting Footsteps', in Science in Saffron: Skeptical Essays on History of Science. Delhi: Three Essays Collective. pp. 49-92.
- Grove, Richard. (1996). 'Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature'. Modern Asian Studies, Vol. 30 (No. 1), pp. 121-143.
- Joseph, George V., A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact, Sage Publication, 2009 (Introduction).

Unit-3: This unit will make an attempt to convey that science and technology need to be care-fully historicized in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. (Teaching Time: 12 hours Approx.)

- Mazumdar, Pradip. (2017). 'The Generic manoeuvre'. Economic and Political Weekly, Vol. LII (No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). 'Are we prepared for another Bhopal?' in Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson. pp. 530-43. (Also available in Hindi)
- Banerjee, Madhulika, Power, Knowledge, Medicine: Ayurvedic Pharmaceuticals at Home and in the World', Hyderabad: Orient Blackswan, 2009 (Introduction).

Unit-4: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and women; associated institutions and their contribution in nation making. (Teaching Time: 12 hours Approx.)

- Kosambi, D. D. (2016). 'Atomic Energy for India', in Ram Ramaswamy, ed., D.D.Kosambi:Adventures into the unknown: Gurgaon: Three Essays Collective. pp. 59-70.
- Marshal, Eliot. (2007). 'Is the Friendly Atom Poised for a Comeback?' in Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson. pp.544-49. (Also available in Hindi)
- Banerjee, Somaditya. (2016). 'Meghnad Shaha: Physicist and Nationalists'. Physics To-day, Vol.69 (No.8), pp. 39-44.
- Wadia, Spenta R. (2009). 'Homi Jehangir Bhaba and the Tata Institute of Fundamental Research'. Current Science, Vol.96 (No.5), pp. 725-33.
- Krishna, V.V. (2013). 'Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment'. Economic and Political Weekly, Vol. 48 (No.16), pp. 15-19.
- Damodaran, Vinita. (2013). 'Gender, Race and Science in Twentieth-Century India: E.K. Janaki Ammal and the History of Science.' History of Science, Vol. 51 (No. 3), pp. 283- 307.
- Chattopadhyay, Anjana. (2018). 'Janaki Ammal, Edavaleth Kakkat (1897-1984)', in Women Scientists in India: Lives, Struggles and Achievements, New Delhi: National Book Trust, pp. 170-172.

Suggestive readings -

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. Economic and Political Weekly, Vol. LIII (No.9), pp. 45-47.
- Chatterjee, Santimay. (1994). 'Meghnad Shaha: The Scientist and the Institution maker.' Indian Journal of History of Science, Vol.29 (No.1), pp. 99-110.

- Habib, Irfan. (2008). Technology in Medieval India. c. 650-1750. New Delhi: Tulika (Also available in Hindi).
- Qaisar, A J. (1982). Indian Response to European Technology and Culture AD 1498-1707, Bombay: Oxford University Press.
- Rahman, Abdur. (1984). Science and Technology in Indian Culture: A Historical Perspective. Delhi: National Institute of Science, Technology & Development Studies Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi Al-so :(<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>).
- Zimmerman, F. (1987). 'Monsoon in Traditional Culture', in Jay S. Fein and Pamela L. Stephens, eds., Monsoon. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:

- The Fugitive A movie featuring Harrison Ford.
- The Effects of the Atomic Bomb on Hiroshima and Nagasaki (<https://www.youtube.com/watch?v=3wxWNAM8Cso> and <https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5>)

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

GENERIC ELECTIVES (GE-3): Culture and Everyday Life in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course
		Lecture	Tutorial	Practical/ Practice		
Culture and Everyday Life in India	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for workplace, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives, and most people have the same sorts of everyday experiences. At the same time, however, different people across the world have different sorts of every-day lives that are defined by their society. Further, the society itself is defined by peoples' ideas, values, customs, beliefs, and ways of thinking. All these things may be explained as 'culture'. While there are several

definitions of culture, in this module we will take culture to mean the ‘whole way of life’ of a given group of people who form the urban populace in India. This course explores everyday life in India through mundane aspects like food, beverage, and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema, recreational outings or seeking guidance for well-being. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstances.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Identify some of the basic components of culture that determine our everyday existence
- The complex nature of the relationship between everyday life and society in urban India.
- Appreciate that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized.
- Appreciate an interdisciplinary approach that is indispensable for reading culture in any given society.
- Analyse cultural behaviour through multiple frames of reference.

SYLLABUS OF GE-3

Unit I: Culture and everyday life (12 hours)

Unit II: Sustenance and beyond: Chai, Coffee & Paan (16 hours)

Unit III: Religion everyday - at the threshold, shrine, and online (16 hours)

Unit IV: The everyday global in g/local: Metro, malls, and pilgrimage online (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This Unit tries to initiate discussion about the emergence of culture as a specific field of sociological analysis and draw attention to the relationship between ‘culture’ and ‘everyday life’. Further, these readings discuss if there is something peculiar about Indian culture. (Teaching time: 12 hours)

- David Inglis, “Introduction” in *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005, pp. 1-14.
- S. Radhakrishnan, “Culture of India” in *The Annals of the American Academy of Political and Social Science*, Vol. 233, *India Speaking* (May 1944), pp. 18-21.
- K. Ramanujan, “Is There an Indian Way of Thinking? An Informal Essay” in Vinay Dharwarkar ed., *The Collected Essays of A.K. Ramanujan*, New Delhi: OUP, 1999, pp. 34-51.
- Kathryn Hansen, “Who wants to be a cosmopolitan? Readings from the composite culture”, *The Indian Economic and Social History Review*, Vol. 47, No. 3 (2010), pp. 291–308.

Unit II: In the opinion of some scholars India, traditionally, most discourses on food have centered on social and religious rituals. The following articles discuss how historical circumstances has redefined culinary patterns in India by introducing new foods and beverages like tea and coffee. (Teaching time: 12 hours)

- Ashis Nandy, "The Changing Popular Culture of Indian Food: Preliminary Notes", *South Asia Research*, Vol. 24, No. 1 (May 2004), pp. 9–19
- Philip Lutgendorf, "Making tea in India: Chai, capitalism, culture", *Thesis Eleven*, vol. 113(1), pp. 11-31
- R. Venkatachalapathy, "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu", *The Indian Economic & Social History Review*, vol. 39 (2–3), pp. 301–316.
- M. Gowda, "The Story of Pan Chewing in India", *Botanical Museum Leaflets, Harvard University*, Vol. 14, No. 8 (January 15, 1951), pp. 181-214.

Unit III. Religion is a significant aspect of everyday life. Rituals define the boundary between the private and public lives. Ritual observance in the public sphere invites community participation and defines religiosity in a wider cultural context. (Teaching time: 12 hours)

- Jyotsna S. Kilambi, "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad", *RES: Anthropology and Aesthetics*, No. 10 (Autumn, 1985), pp. 71-102.
- Harjot Singh Oberoi, "The Worship of Pir Sakhi Sarvar: Illness, Healing and Popular Culture in the Punjab", *Studies in History*, vol. 3/1 (February 1987), pp. 29–55.
- Heinz Scheifinger, "The Jagannath Temple and Online Darshan", *Journal of Contemporary Religion*, vol. 24:3, pp. 277-290.

Unit IV: Life in a metropolitan is largely regulated by means of commutation, access to utilities and convenience of rendering the everyday business of living. This theme identifies cinema, modern holy cum entertaining urban spaces as significant for creating leisure in city life. The four essays discuss our changing response to everyday existence in a globalized world. (Teaching time: 8 hours approx.)

- Rashmi Sadana, "On the Delhi Metro: An Ethnographic View", *Economic and Political Weekly*, Vol. 45, No. 46 (November 13-19, 2010), pp. 77-83.
- Malcolm Joyce, "Shopping Malls in India: New Social 'Dividing Practices'", *Economic and Political Weekly*, Vol. 42, No. 22 (Jun. 2-8, 2007), pp. 2055-2062.
- Philip Lutgendorf, "Is There an Indian Way of Filmmaking?", *International Journal of Hindu Studies*, Vol. 10, No. 3 (December 2006), pp. 227-256.
- Joanne Punzo Waghorne, "Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living" in *Gurus of Modern Yoga*, eds., Mark Singleton & Ellen Goldberg, New York: OUP (2014), pp. 283-307.

Suggestive readings

- David Inglis, *Culture and Everyday Life*, London & New York: Routledge, Taylor & Francis Group, 2005.
- Maya Warriar, "Online Bhakti in a Modern Guru Organization", Chapter 14 in *Gurus in Modern Yoga*, eds., Mark Singleton and Ellen Goldberg, New York: OUP, 2013, pp. 308-327.

- K.N. Panikkar, "Culture as a Site of Struggle", in *Social Scientist*, Vol. 37, No. 5/6 (May-June 2009), pp. 21-37.
- Pushpesh Pant, "INDIA: Food and the Making of the Nation", in *India International Centre Quarterly*, Vol. 40, No. 2 (AUTUMN 2013), pp. 1-34.
- R. S. Khare, "Anna", in Sushil Mittal and Gene Thursby, eds., *The Hindu World*, New York: Routledge, 2004
- Samta P. Pandya, "'Guru' Culture in South Asia: The Case of Chinmaya Mission in India", in *Society and Culture in South Asia*, 2016, Vol. 2(2), pp. 204-232.
- Darshana Sreedhar Mini, "Attukal 'Pongala': The 'Everydayness' in a Religious Space", *Journal of Ritual Studies*, Vol. 30, No. 1, Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance (2016), pp. 63-73.
- Yousuf Saeed, "Jannat ki Rail: Images of Paradise in India's Muslim Popular Culture", in Mumtaz Currim (ed.), *Jannat: Paradise in Islamic Art*, Mumbai: Marg Foundation, 2012.
- Sanjay Srivastava, "Shop Talk: Shopping Malls and Their Publics", in *Consumer Culture, Modernity and Identity*, edited by Nita Mathur, Sage, 2014, pp. 45-70.
- Sanjay Srivastava, "Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi," *Economic and Political Weekly*, Vol. 44, No. 26/27 (June 27 - Jul. 10, 2009), pp. 338-345.

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

GENERIC ELECTIVES (GE-4): Understanding History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course
		Lecture	Tutorial	Practical/ Practice		
Understanding History	4	3	1	0	12th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

This course aims to familiarize students with what it means to historicize human activities, and to think historically. It seeks to equip students with an understanding of what historians do, i.e., explore causation; contingency; explain factors that influence individuals and human society; and how historians build on generalizations to construct consistent narratives from historical facts and credible sources. It also familiarizes students with broad kinds of histories written, and the relationship shared between history and other disciplines.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Outline / illustrate the need for historical perspective.

- Explain the historical nature of all human activities and social sphere.
- Distinguish essential features of historical inquiry.
- Identify the essential skills of a historian, and explain the key aspects of the historian's work.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between various kinds of histories.
- Situate history among other disciplines and distinguish the key aspects of their interface.

SYLLABUS OF GE-3

Unit I: What History Can Tell Us (12 hours)

Unit II: The Historian at Work (16 hours)

Unit III: Issues in History Writing (16 hours)

Unit IV: History and Other Disciplines (16 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit-1: This Unit shall explore the meaning of history and historical thinking. The students will be equipped to distinguish the historical perspective from other ways of understanding our individual and collective pasts. (Teaching time: 12 hours approx.)

- Schlabach, Gerald. A Sense of History: Some Components <http://www.geraldschlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.1 and Ch. 2).
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Daniels, Robert V. (1981). Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- आथार मारतवक, इतहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवांि)

Unit-2: This Unit shall explore how the historian establishes historical facts, traces historical contexts from the facts, and how the historian evaluates and uses different kinds of sources for history writing. It will familiarize the students with different varieties and frameworks in history writing (social, economic, local, global, etc.). (Teaching time: 16 hours approx.)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, "The Historian and His Facts").
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (Ch. 5, The Historian at Work: Historical Facts and Historical Sources).
- Daniels, Robert V. (1981), Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall (pp. 47-61).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch. 3, "Mapping the Field", Ch. 4, "The Raw Materials" and Ch. 5, "Using the Sources").

- अशोक चक्रधर (अनुवाङ्किक), इततहास क्या है – ई.एच. कार। Macmillan, 2000. (Chapter-1)
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाङ्किक) (Chapter-5)

Unit-3: This Unit will familiarise the students about how historians understand, describe and explain the past. The student will be introduced to some of key aspects of history writing, i.e., cau-sation, narrative building, explanation and generalization. (Teaching time: 16 hours approx.)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.4, “Causation in History”).
- Marwick, Arthur. (1989) The Nature of History. Third edition, Hampshire and London: Mac-Millan (Ch. 6, pp. 242-255).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.6, “Writing and Interpretation”).
- अशोक चक्रधर (अनुवाङ्किक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.
- एररक हॉब्सबॉम, इततहासकार की तचंता । ग्रंथ तशल्पी, 2007 (अनुवाङ्किक) ।

Unit-4: This Unit will familiarize the students with the relationship between history and other disciplines, and how the interface enriches history writing, as well as their understanding of other disci-plines. (Teaching time: 12 hours approx.)

- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.3, “History, Science and Morali-ty”).
- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford Uni-versity Press Inc. (Ch. 3, “History and Other Disciplines”).
- Sreedharan, E. (2007). A Manual of Historical Research Methodology. Centre for South Indi-an Studies: Trivandrum [Ch.2-Part II: History and Social Science; Ch.2-Part III: History and the Humanities; Ch.5; Ch.7]. [Also available in Hindi].
- अशोक चक्रधर (अनुवाङ्किक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.

Suggestive readings

- Ambedkar, B.R. (1948). 'Preface' in The Untouchables: Who were They and Why did They Become Untouchables?. Reproduced in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 7, New Delhi: Ministry of Social Justice and Empowerment, 1990, pp. 239-245.
- Arnold, J.H. (2000). History: A Very Short Introduction. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). American Historical Review 37 (January), pp. 221-36, reprinted in Ad-am Budd (Ed.). (2009). The Modern Historiography Reader. London and N.Y: Routledge (“Everyman His Own Historian”, Presidential Address).
- Bloch, Marc. (1992). The Historian’s Craft, Manchester: Manchester University Press, re-print, pp. 190-197; 60-69 and 138-144.
- Budd, Adam. (Ed.). (2009). The Modern Historiography Reader: Western Sources. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 (“What is a Historian?”).
- Hobsbawm, Eric J. (1998). On History. UK: Abacus (Ch. 21, “Identity History is Not Enough”).

- Jordonova, Ludmilla. (2000). History in Practice. London/New York: Arnold and Oxford Uni-versity Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History" and "Ch.7, "Historians' Skills").
- Smith, Bonnie G. (1998). The Gender of History: Men, Women and Historical Practice. Cam-bridge, M.A.: Harvard University Press. (Relevant chapters).
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.5, "The Themes of Mainstream History").
- लाल बहादुर वमाा, इततहास के बारे में । 1984
- माका ब्लॉक, इततहासकार का तशलप । मेधा पम्भब्लतशंग हाउस, 2013 (अनुवाि)

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


REGISTRAR