

SEMESTER – IV
DEPARTMENT OF HISTORY
Category I
BA (Hons.) History

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – IV: c.1200 – 1500

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 – IV: c.1200 – 1500	4	3	1	0	12 th Pass	Should have studied History of India- III : 750-1200

Learning Objectives

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

Learning outcomes

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

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

SYLLABUS OF DSC-1

Unit I: Survey of sources

1. Persian ta'rikh traditions
2. Malfuzat and premakhyaans

3. Inscriptions and regional identity: Kakatiyas

Unit II: Political structures

1. Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas
2. Articulating political authority: monuments and rituals
3. Political cultures: Vijayanagara and '**Surāṣṭrān**'

Unit III: Society and economy

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

Unit IV: Religion, society and cultures

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2. Bhakti; Sant tradition: Kabir and Nanak, **Jnanaeshwar. and Namdev** cults: Jagannath and Warkari
3. Gender roles: women bhaktas and rulers

Practical component (if any) – NIL

Essential/Recommended Readings

Unit I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. (**Teaching Time: 12 hrs. Approx.**)

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", Indian Historical Review, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled Historians of Medieval India.)
- Ernst, Carl W. (1992). Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyanas'. In Rethinking A Millennium: Perspectives

on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.

- Behl, Aditya. 2012. *Love's Subtle Magic: An Indian Islamic Literary Tradition 1379–1545*, edited by Wendy Doniger, New York: Oxford University Press, pp. 286-338 (chap. 9-10: 'Hierarchies of Response' and 'The Story of Stories').
- Orsini, Francesca. (2012). 'How to Do Multilingual Literary History? Lessons from fifteenth- and sixteenth-century north India', *Indian Economic and Social History Review*, vol. 49 (2), pp. 225-46.
- Talbot, Cynthia. (2001). *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215.

- हबीब, मोहम्मद. (2014). 'सल्तनत काल के र्तया सी म्स्तावेज़', मध्यकालीन -9, रम्ल्ली: राजकमल प्रकाशन, सल्तनत का राजतनतक तसद् ा:ग्रंथश्लपी.
- :ततआउद्दीन बरनी के फतवा- ए जहा ा दारी के अनुवाद सतहत, र्ल्ली
- ररज़वी, सैतय अतहर अब्बास. (1957). तुगलक कालीन भारत, भाग -2, ,राजकमल प्रकाशन, प्रासंगक भाग; 'अनुद् त ग्रंथो की समीक्षा', पष्ठ संख्या -क -ढ.
- बहल, आर्ल् तय. (2012). 'मायावी मगृ ि: एक हचनर् वी स्फूी एेमाख्यान (1503 ई), मध्यकालीन भारत का सांस्कृ ततक इततहास (सं.) मीनाक्षी खन्ना, ओरररंट ब्लैकस्वॉन, पष्ठ सखं ं या.185-218.

Unit II: Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Delhi Sultanate and Vijayanagara. **(Teaching Time: 12 hrs. approx.)**

- Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', In Medieval India: Researches In The History Of India 1200-1750, Vol. I, Edited By Irfan Habib, New Delhi: Oxford University Press, Pp. 1-21.
- Kumar, Sunil. (1992). 'When Slaves Were Nobles: The Shamsi Bandagān In The Early Delhi Sultanate', Studies In History, Vol. 10, Pp. 23-52.
- Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and A Persian Secretarial Class In The Early Delhi Sultanates, 13th – 16th Centuries', Modern Asian Studies, Vol. 43, No. 1, Pp. 45-77.
- Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and Its Sultans in the Thirteenth and Fourteenth Centuries Ce', In Court Cultures In The Muslim World: Seventh To Nine-teenth Centuries, Edited By Albrecht Fuess And Jan Peter Hartung, London: Routledge, Pp. 123-48.
- Kumar, Sunil. (2014). 'bandagi And Naukari: Studying Transitions In Political Culture And Service Under The North Indian Sultanates, 13th-16th Centuries', In After Timur Left, Edited By Francesca Orsini And Samira Sheikh, Delhi: Oxford University Press, Pp. 60- 108.
- Ali, Athar. (1981). 'Nobility Under Mohammad Tughluq', Proceedings Of The Indian History Congress, Vol. 42, Pp. 197-202.
- Habib, Irfan. (1982). 'iqta', In Cambridge Economic History Of India, Vol. 2, Edited By Tapan Raychaudhuri And Irfan Habib, Cambridge: Cambridge University Press, Pp. 68-75. Note That The Entire Section On Agrarian Economy (Pp. 48-75) Should Be Read For A Fuller Understanding.
- Moreland, W.H. (1929). Agrarian System of Moslem India: A Historical Essay With Appendices, Allahabad: Central Book Depot. See Especially Chapter 2 And Appendix B & C.
- Hardy, Peter. (1998). 'growth Of Authority Over A Conquered Political Elite: Early Delhi Sultanate As A Possible Case Study', In Kingship And Authority In South Asia,

Edited By J. F. Richards, Delhi: Oxford University Press. (First Published, 1978).

- Kumar, Sunil. (2001). 'qutb And Modern Memory' In Partitions Of Memory: The After-life Of The Division Of India, Edited By Suvir Kaul. Delhi: Permanent Black, Pp. 140-82. (Re-printed In Sunil Kumar's The Present In Delhi's Pasts, Delhi: Three Essays Press, 2002, Pp. 1-61.)
- Meister, Michael W. (1972). 'the Two-And-A-Half-Day Mosque', Oriental Art, Vol. 18, Pp. 57-63. Reproduced In Architecture In Medieval India: Forms, Contexts, Histories, Edited By Monica Juneja, New Delhi: Permanent Black, 2001, Pp. 303-314.
- Wagoner, Philip.(1996). 'sultan Among Hindu Kings: Dress, Titles, And The Islamicization Of Hindu Culture At Vijayanagara', Journal Of Asian Studies,Vol. 55, No. 4, Pp. 851-80.
- Sheik, Samira. (2010). Forging A Region: Sultans, Traders And Pilgrims In Gujarat, 1200- 1500. Delhi: Oxford University Press.
- हबीब, इरफ़ान. 2007. '13वीं सदी में सल्तनत के शासक वर्ग का विकास ', मध्यकालीन भारत, अंक - 7, (संपादक.) इरफ़ान हबीब, रत्न लाली: राजकमल प्रकाशन.
- ईटन, ररडि. 2012. 'मध्यकालीन मुस्लिमों में इस्लामिक स्थान की अभिव्यक्ति'
- मध्यकालीनभारत का सांस्कृतिक इतिहास, (सं.) मीनाक्षी खन्ना
- ,ओरएंटलब्लैकस्वॉन, पृष्ठ संख्या. 134-53.

Unit III: This unit will apprise students of the economic and technological changes during this period and explore the interlinkages between them. **(Teaching Time: 9 hrs. approx.)**

Habib, Muhammad. (1974). 'introduction' To Elliot and Dowson's History Of India Vol. II. Reprinted In Politics and Society During the Early Medieval Period: Collected Works Of Professor Habib, Vol. 1, Edited By K.A. Nizami. New Delhi: People's Publishing House, Pp. 33-110.

- Moreland, W.H. (1988 Reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', In
- Agrarian System Of Moslem India. Delhi: Kanti Publications. Reprint, Pp. 21- 66.
- Habib, Irfan. (1991). 'Agricultural Production', In the Cambridge Economic History of India, Vol. I, Edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman Reprint.
- Habib, Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. Proceedings Of the Indian History Congress, Vol. 31, Pp. 139-161.
- Siddiqui, I.H. (1992). 'Social Mobility In The Delhi Sultanate', In Medieval India: Researches In The History Of India 1200-1750, Edited By Irfan Habib. New Delhi: Oxford University Press, Pp. 22-48.
- Habib, Irfan. (1984). 'Price Regulations Of Alauddin Khalji – A Defence Of Zia Barani',
- Indian Economic And Social History Review, Vol. 21, No. 4, Pp. 393-414. Also Reprinted In Money And The Market In India: 1100-1700, Edited By Sanjay

- Subrahmanyam, New Delhi: Oxford University Press, 1994, Pp. 85-111.
- Habib, Irfan. (1978). "Economic History Of The Delhi Sultanate – An Essay In Interpretation", Indian Historical Review Vol. 4, Pp. 287-303.
 - Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, Pp. 156- 294 (Chapters 6-7).
 - Phillip B. Wagoner, 'money Use in The Deccan, C. 1350–1687: The Role Of Vijayanagara-ra Hons In The Bahmani Currency System', Indian Economic And Social History Review 51, No. 4 (2014).
 - Subrahmanyam, Sanjay. (1994). 'introduction' To Money And The Market In India 1100- 1700, Edited By Sanjay Subrahmanyam, New Delhi: Oxford University Press, Pp. 1-56.
 - Digby, Simon. (1982). Chapter V: 'the Maritime Trade Of India', In Cambridge Economic History Of India, Edited By Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, Pp. 121-159.
 - हबीब, इरफान. (2016). मध्यकालीन भारत में प्रद्योतगकी: नई रू ल्ली: राजकमल.
 - हबीब, इरफान. (2017). मध्यका
 - लीन भारत का आतथवक इततहास: एक सवेक्षण. नई रू ल्ली: राजकमल.
 - म्, एस. सी. (2014.) 'मगु ल पूव भारत में सामाजकतशीलता ', मध्यकालीन
 - भारत, अक-9, (सं.) इरफान हबीब, रू ल्ली: राजकमल प्रकाशन. पष्ठ सखं्या.51-58.
 - हबीब, इरफान. (1999). 'मुर भारत में सामाजक और आगथकरवततन (1200-1500 ई.)', भारतीय इततहास में मध्यकाल, (सं.) इरफान हबीब: नई रू ल्ली: सफर हातमी मेमोरयल रस्ट पष्ठ सखं्या. 159-68.
 - हबीब, इरफान. (2016). 'रू ल्ली सलतनत का आगथमध्यकालीन भारत, खंि-9 पष्ठ सखं्या- 35-67.इतहास: एक व्याख्या लेख',
 - हबीब, मोहम्मम. (2014). ' मुरी भारत में नगरीय क्ांतच ', मध्यकालीन भारत, अं.) इरफान हबीब, रू ल्ली: राजकमल प्रकाशन. पष्ठ संख्या.51-58.
- हबीब, इरफान. (1992). 'अलाउद्दीन खजी के मलूय नयत्तण के उपाय: जया बरनी के समगथन में, मध्यकालीन भारत, अकाशन , पष्ठ सखं्या 24-46. -4.(सं). इरफान हबीब, रू ल्ली, राजकमल

Unit IV: This unit is chiefly focussed on the religious-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender roles. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
- Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
- Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
- Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
- Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38.
- Kulke, Hermann. (1993). Kings and Cults: State Formation and Legitimation in India and Southeast Asia, South Asia Books.
- Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
- Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
- Ramaswamy, Vijaya. (1997). Walking Naked : Women, Society, Spirituality in South India. Shimla: Indian Institute for Advanced Study, Simla.
- Manushi: Women Bhakta Poets (1989), Nos. 50-51-52, (January- June 1989), New Delhi, Manushi Trust, 1989.
- Christian Lee Novetzke, *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. Chapter 3 and Chapter 4 will be good enough for Jnanadev.
- For Namdev., Christian Lee Novetzke, *Religion and public memory: a cultural history of Saint Namdev in India*, Chapter 1: A Sant between Memory and History, pp. 35-73
- हबीब, इरफान. (1999). 'मध्यकालीन लोकवाग्नी एके मूर्खवाग्नी का मानवीय स्वरूप और ऐतिहासिक पररवर्धन', भारतीय इतिहास में मध्यकाल, (सं.) इरफान हबीब, रत्न लल्लू: राजकमल प्रकाशन. पृष्ठ संख्या. 145-58.
- रंजित, सतीश (1999). 'भारत में भक्ति आंदोलन के मूल की ऐतिहासिक पृष्ठभूमि', मध्यकालीन भारत में इतिहास लेखन, धर्म और राज्य का स्वरूप, रत्न लल्लू: ग्रंथशिल्पी. पृष्ठ संख्या. 83-97.
- बहुगुणा, आर. पी. (2009). मध्यकालीन भारत में भक्ति और साहित्यिक आंदोलन, रत्न लल्लू: ग्रंथशिल्पी.

- लॉरेन्स जे. विस्किन. (2010). नगुण संतों के स्वप्न. रत्न लली: राजकमल प्रकाशन.

Suggestive readings

- Asher, C.B. and C. Talbot, eds. (2006). India before Europe. Cambridge: Cambridge University Press.
- Behl, Aditya. (2007). 'Presence and Absence in Bhakti', International Journal of Hindu Studies, vol. XI, no. 3, pp. 319-24.
- Chekuri, Christopher. (2012). "'Fathers" and "Sons": Inscribing Self and Empire at Vijayanagara, Fifteenth and Sixteenth Centuries', Medieval History Journal 15, no. 1.
- Digby, Simon. (2004). 'Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century', Journal of the Economic and Social History of the Orient 47, no. 3.
- Eaton, R.M. & P.B. Wagoner. (2014.) Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
- Eaton, R.M. (2000). Essays on Islam and Indian History. New Delhi: Oxford University Press
- Eaton, R.M., ed. (2003). India's Islamic Traditions. 711-1750. New Delhi: Oxford University Press. <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- Flood, F.B., ed. (2008). Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press.
- Habib, I. ed. (1992). Medieval India 1: Researches in the History of India 1200- 1750. New Delhi: Oxford University Press.
- Jackson, P. (1999). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Jha, Pankaj. (2016). 'Literary Conduits for "Consent": Cultural Groundwork of the Mughal State in the Fifteenth Century', Medieval History Journal, vol. 19, no. 2, pp. 322-50.
- Juneja, M., ed. (2001). Architecture in Medieval India: Forms, Contexts, Histories. Delhi: Permanent Black.
- Kapadia, Aparna, (2013). 'The Last Chakravartin? The Gujarat Sultan as "Universal King" in Fifteenth Century Sanskrit Poetry', Medieval History Journal 16, no. 1, pp. 63– 88.
- Karashima, N. (2002). A Concordance of Nayakas: The Vijayanagara Inscriptions in South India. Delhi: Oxford University Press.
- Kolff, Dirk H. A. (1990). Naukar, Sepoy and Rajputs: The Ethnohistory of the Military Labour Market in Hindustan, Cambridge: Cambridge University Press, pp. 1-31
- Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192- 1286. Ranikhet: Permanent Black.
- Lal, K.S. (1980). Twilight of the Sultanate. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lorenzen, David N. (2004). Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press. [Paperback edition, 2005]
- Pollock, Sheldon. (1998). 'The Cosmopolitan Vernacular', The Journal of Asian Studies, vol. 57, no. 1, pp. 6-37.
- Prasad, P. (1990). Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford

University Press.

- Ramaswamy, Vijaya. (1991). 'Anklets on the Feet: Women Saints in Medieval Indian Society', *The Indian Historical Review*, vol. XVII, NOS.1-2, 60-89.
- Rao, Ajay. (2011). 'A New Perspective on the Royal Rama Cult at Vijayanagara', in Yigal Bronner, Whitney Cox and Lawrence McCrea (eds), *South Asian Texts in History: Critical Engagements with Sheldon Pollock* Ann Arbor: Association for Asian Studies.
- Sangari, Kumkum. (1990) 'Mirabai and the Spiritual Economy of Bhakti', *Economic & Political Weekly*, Vol.25, Issue No. 28.
- Schomer, K. and W.H. McLeod, eds. (1987). *The Sants: Studies in a Devotional Tradition of India*. Delhi: Motilal Banarsidas Publishers.
- Sharma, Sunil (2005). *Amir Khusraw: The Poet of Sultans and Sufis*. Oxford: One World.
- रंद्र, सतीश. मध्यकालीन भारत: सल्तनत से मगुल काल तक (1206-1526) , भाग -1, जवाहर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स पब्लिकेशन.
- तारारंम् . (2006). भारतीय संस्कृति पर इस्लाम का प्रभाव, नई दिल्ली, ग्रंथशाली. वमाम्, हररंद्र(सं). मध्यकालीन भारत , भाग -1 -(750-1540), हिंदी माध्यम
- कायाम् न्वय तनिशालय , दिल्ली विश्वविद्यालय .
- हबीब, मोहम्मद और खलीक अहमद नज़ामी. (1998). (सं.). *तदल्ली सल्तनत, तदल्ली मैकमलन*

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Rise of the Modern West – II	4	3	1	0	12 th Pass	Should have studied Rise of the Modern West – I

Learning Objectives

This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Learning outcomes

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

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

SYLLABUS OF DSC- 2

Unit 1: The 17th century European crisis: economic, social, and political dimensions.

Unit 2: The English Revolution (1603-1688): major issues, strands and implications.

Unit 3: Mercantilism and European economies: Trade and Empire - 17th - 18th centuries.

Unit 4: Scientific Revolution. Enlightenment: political, economic and social ideas.

Unit 5: Origins of the Industrial Revolution and the Divergence debate.

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: The Unit examines various aspects of the 17th century crisis and economic recovery in different parts of Europe. **(Teaching period: 9hrs. approx.)**

- Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) Early Modern Europe: From Crisis
- to Stability. Newark: University of Delaware Press.
- Black, Jeremy. (2002) Europe and the World, 1650-1830. New York: Routledge.
- Parker, G. and L.M. Smith, (Eds.). (1997). The General Crisis of the Seventeenth Century.
- London: Routledge. (Introduction, Chapters: 2, 4, 5 & 7)
- de Vries, Jan. (1976). Economy of Europe in an Age of Crisis 1600-1750. Cambridge: Cambridge University Press.
- Wallerstein, Immanuel. (1980). The Modern World System, Vol. II, Mercantilism and the
- Consolidation of the European World Economy, 1600-1750. New York: Academic Press.

Unit-II: The unit examines the social origins of the English Revolution. Important strands within the Revolution and their outcomes will be analysed. **(Teaching period: 9 hrs. approx.)**

- Gaunt, Peter, (Ed.). (2000). The English Civil War: The Essential Readings. Oxford: Blackwell Publishers Limited.
- Hill, Christopher. (1985). The Collected Essays of Christopher Hill, Vol. 2, Religion and
- Politics in Seventeenth-Century England. Amherst: The University of Massachusetts Press.
- Hill, Christopher. (1986). The Collected Essays of Christopher Hill, Vol. 3, People and Ideas in Seventeenth-Century England. Amherst: The University of Massachusetts Press.
- Kennedy, Geoff. (2008). Diggers, Levellers, and Agrarian Capitalism: Radical Political Thought in Seventeenth-Century England. Lexington: Lexington Books.

Unit-III: The Unit will define the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. **(Teaching period: 9 hrs. approx.)**

- Stern, Philip J and Carl Wennerlind, (Eds.). (2013). *Mercantilism Reimagined: Political Economy in Early Modern Britain and its Empire*. Oxford: Oxford University Press.
- Solow, Barbara L. (Ed.). (1991). *Slavery and the Rise of the Atlantic System*. Cambridge: Cambridge University Press.
- Solow, Barbara L. and Stanley L. Engerman, (Eds.). (1987). *British Capitalism and Caribbean Slavery*. Cambridge: Cambridge University Press.
- Mintz, Sidney W. (1986). *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.
- Beckert, Sven. (2013). *The Empire of Cotton: A New History of Global Capitalism*, Penguin Random House.

Unit-IV: The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will be highlighted. The unit will also define the phenomenon of Enlightenment. Main thinkers and their ideas, and the connection between Enlightenment and modernity will be analysed.

(Teaching period: 9 hrs. approx.)

- Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings*. Oxford: Blackwell Publishers Limited.
- Henry, John. (2008). *The Scientific Revolution and the Origin of Modern Science*. London: Palgrave.
- Conrad, Sebastian. (2012). *Enlightenment in Global History: A Historiographical Critique*. American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027.
- Fitzpatrick, Martin, et. al. (Ed.). (2004). *The Enlightenment World*. London: Routledge.
- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press. (Introduction and conclusion).

Unit-V: The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. **(Teaching period: 9 hrs. approx.)**

- Deane, Phyllis. (1965). *The First Industrial Revolution*. Cambridge: Cambridge University Press.
- Hobsbawm, E. J. (1999). *Industry and Empire*. London: Penguin Books.
- Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800*. Cambridge: Cambridge University Press.

- Pomeranz, Kenneth. (2000). The Great Divergence: China, Europe and the Making of the Modern World. Princeton: Princeton University Press.

Suggestive readings (if any)

- Anderson, M. S. (1976). Europe in the Eighteenth Century, 1713-1783. Oxford: Oxford University Press.
- Canny, Nicholas. (Ed.). (1998). The Oxford History of the British Empire, Vol. I, The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century. Oxford: Oxford University Press.
- Coleman, D.C. (Ed.). (1969). Revisions in Mercantilism. London: Methuen Young Books.
- Floud, Roderick, and D.N. McCloskey (Eds.). (1997). The Economic History of Britain Since 1700, Vol. I: 1700-1860. Cambridge: Cambridge University Press.
- Henry, John. (2011). A Short History of Scientific Thought. London. Macmillan International.
- Hill, Christopher. (1997). Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17th Century. London/New York: Palgrave Macmillan.
- Huff, Toby E. (2003). The Rise of Early Modern Science: Islam, China and the West. Cambridge: Cambridge University Press (2nd edition).
- Marshall, P. J. (Ed.). (1998). The Oxford History of the British Empire, Vol. II, The Eighteenth Century. Oxford: Oxford University Press.
- Mathias, Peter. (2001). The First Industrial Nation. London: Routledge.
- Stone, Lawrence. (2002). The Causes of the English Revolution, 1529-1642. New York: Routledge.
- Studer, Roman. (2015). The Great Divergence Reconsidered - Europe, India, and the Rise to Global Economic Power. Cambridge: Cambridge University Press.
- de Vries, Jan. (2008). The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present. Cambridge: Cambridge University Press.
- Williams, Eric. (1944). Capitalism and Slavery. Chapel Hill: University of North Carolina Press.

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern Japan (c. 1868 – 1950s)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern Japan (c. 1868 – 1950s)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts, contextualizing these against the backdrop of their contemporary history and politics.

Learning outcomes

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

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics. Examine the divergent pathways to modernity followed by Japan.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

SYLLABUS OF DSC-3

Unit 1: Transition from Feudalism to Capitalism

1. Crisis of the Tokugawa Bakufu System
2. The Meiji Restoration: Nature and Significance; Early Meiji Reforms
3. Economic Development in the Meiji Era

Unit 2: Democracy and Militarism

1. Meiji Constitution
2. Failure of Parliamentary Democracy; Militarism and Fascism

Unit 3: Imperialistic Expansion

1. Korea
2. Manchuria
3. China

Unit 4: American Occupation, post-War Reconstruction

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: This unit will introduce students to the history of Japan's transition from feudalism to capitalism. The Unit will also examine historical processes which led to Meiji Restoration and its impact on the economy of Japan. **(Teaching Time: 9 hrs. approx.)**

- Gordon, A. (2003). A Modern History Of Japan- From Tokugawa Times To The Present. New York: Oxford University Press, Chapter 3- The Intellectual World Of Late Tokugawa & Chapter 4- Overthrow Of The Tokugawa.
- Hall, J.W. (1991). (Ed.). Cambridge History Of Japan. Volume IV: Early Modern Japan. Cup. Cambridge.
- Jansen, M.B. (2000). The Making Of Modern Japan. Cambridge: Harvard University Press.
- Jansen, M.B. And Gilbert Rozman. (1986). Japan In Transition From Tokugawa To Meiji. Princeton, Princeton University Press
- Livingston, J. Et Al. (1974). The Japan Reader: Volume I- Imperial Japan: 1800-1945. Pantheon Asia Library, 1974.
- McClain, J.L. (2002). Japan – A Modern History. W.W. Norton And Company. Chapter 3- Self And Society.
- Pyle, K.B. (1995). The Making Of Modern Japan. Lexington: D.C. Heath.
- Sansom, G.B. (2015). The Western World And Japan-- A Study In The Interaction Of European And Asiatic Cultures. Bibliolife Dba Of Biblio Bazaar Llc. Chapters 14 And 15.
- Totman, C. (1980). Collapse Of The Tokugawa Bakufu. 1862-1868. University Of Hawaii Press.

Unit 2: This unit deals with the emergence and growth of democratic governance in Japan.

The polemics of Meiji Constitution, and failure of democracy and subsequent rise of Militarism have been examined in this unit. **(Teaching Time: 12 hrs. approx.)**

- Moore Jr., Barrington. (2015). Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
- Beasley, W.G. (2000). The Rise of Modern Japan: Political, Economic and Social Change Since 1850. Palgrave Macmillan. Chapter 6- Protest and Dissent.
- Beckmann, G.M. (1957). The Making of the Meiji Constitution: The Oligarchs and the Constitutional Development of Japan, 1868-1891. University of Kansas Press.
- Jansen, M. B. et. al ed. (1988). Cambridge History of Japan. Volume V: The Twentieth Century. Cambridge, CUP.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). East Asia: Tradition and Transformation. New Jersey: Houghton Mifflin. Chapter 23- Imperial Japan: Democracy and Militarism.
- Gordon, A. (2003). A Modern History of Japan- From Tokugawa Times to the Present. New York: Oxford University Press. pp 88-91.
- Ike, N. The Beginnings of Political Democracy in Japan. Praeger, 1969.
- Jansen, M.B. (1988). Cambridge History of Japan. Volume V: The Nineteenth Century. Cambridge: Cambridge University Press. pp 651-673
- Hall, J.W. (1970). Japan from Pre-history to Modern Times. Centre for Japanese Studies, the University of Michigan. Chapter 16- The Meiji Constitution and the Emergence of Imperial Japan. Chapter 17- The Decade of the 20's- Political Parties and Mass Movements.

Unit 3: This unit will enable students to understand the imperialistic designs of Japan and the role of nationalism in its conception. It will also examine the nature and consequences of Japanese colonialism in Korea, Manchuria and China. **(Teaching Time: 12 hrs. approx.)**

- Beasley, W.G. (1987) Japanese Imperialism 1894-1945. Oxford: Clarendon Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). East Asia: Tradition and Transformation. New Jersey, Houghton Mifflin, 1998, Chapter 26- The New Japan.
- Hall, J.W. (1970). Japan from Pre-history to Modern Times. Centre for Japanese Studies, the University of Michigan. Chapter 18- From Manchuria to War in the Pacific.
- Iriye, A. (1981). Power and Culture, The Japanese-American War, 1941-1945. Harvard University Press.
- Jansen, M.B. (1975). Japan and China: From War to Peace, 1894-1972. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 4- Japan and Change in Korea, Chapter 7-The New Generation, pp 241-247, Chapter 10-The Road to the Pacific War.
- Mayo, J.M.(Ed.). (1970). The Emergence of Imperial Japan-Self Defence or Calculated Aggression? Lexington, Massachusetts: D.C. Heath and Company. pp 19-24, 25-30, 47- 53, 55- 58, 69-73.
- Morley, J.W. (Ed). (1971). Dilemmas of Growth in Pre-war Japan. Princeton, New Jersey: Princeton University Press. Chapter I- introduction: Choice and

- Consequence, Chapter IV The Failure of Military Expansionism, Chapter VI-Rural origins of Japanese Fascism, Chapter IX- Intellectuals as Visionaries of the New Asian Order, Chapter XIII- What Went Wrong?.

Unit 4: This unit deals with the American occupation of Japan after World War-II and the post-war reconstruction. **(Teaching Time: 12 hrs. approx)**

- Dower, J.W. (1999). *Embracing Defeat: Japan in the Wake of World War II*. New York. W.W. Norton & Company.
- Duus, P. (1997). *Modern Japan*. Boston. Houghton Mifflin
- Jansen, M.B. (1975). *Japan and China: From War to Peace, 1894-1972*. Princeton University: Rand McNally College Publishing Company/Chicago. Chapter 12- The Postwar Era, pp 447-462.
- Porter, E.A. and Porter, Ran Ying, (2018) *Japanese Reflections on World War II and the American Occupation*. Amsterdam, Amsterdam University Press.
- Takemae, E. (2002). *The Allied Occupation of Japan*. New York, London: The Continuum International publishing group.

Suggested Readings:

- Akita, G. (1967). *Foundations of the Constitutional Government in Japan, 1868-1900*. Harvard East Asian Series, 23. Cambridge, Mass: Harvard University Press.
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin. (Chapter 2).
- Allen, G.C. (1946). *A Short Economic History of Modern Japan 1867-1937*. London: Allen & Unwin, 1946, Chapter 2.
- Barnhart, M.A. (1995). *Japan and the World since 1868*. New York: Edward Arnold.
- Beasley, W.G. (1963). *The Making of Modern Japan*. London: Wardenfield and Nicolson, 1963, Chapter VI- New Men and New Methods 1868-1873.
- Beasley, W.G. (1972). *The Meiji Restoration*. Stanford University Press.
- Borton, H. (1955). *Japan's Modern Century*. New York: Ronald Press Co.
- Chatterji, B.R. (1966). *Modern Japan: Perry to Sato*. Meerut, Meenakshi Prakashan, India.
- Duus, P. (1968). *Party Rivalry and Political Change in Taisho Japan*. Harvard: Harvard University Press.
- Fairbank, J.K., E.O. Reischauer and A. M. Craig. (1998). *East Asia: Tradition and Transformation*. New Jersey: Houghton Mifflin, Chapter 15-Tokugawa Japan: A Centralized Feudal State, Chapter 17- Japan's Response to the West, and Chapter 18- Modernization in Meiji Japan.
- Hall, J.W. (1970). *Japan from Pre-history to Modern Times*. Centre for Japanese Studies, the University of Michigan.
- Hall, J.W. (1991). ed. *Cambridge History of Japan*. Volume IV: Early Modern Japan. Cambridge University Press. Beasley, W.G. (1963). *The Making of*

- Modern Japan. London: Werdenfield and Nicolson Chapter 1- Japan in the Early 19th Century.
- Hane, M. (1992). *Modern Japan: A Historical Survey*. Avalon Publishing.
- Ike, N. (1969). *The Beginnings of Political Democracy in Japan*. Praeger.
- Jansen, M.B. (1965). ed. *Changing Japanese Attitudes toward Modernization*. Princeton: Princeton University Press.
- Jansen, M.B. (1988). ed. *The Cambridge History of Japan*. Volumes IV, V and VI. Cambridge, Cambridge University Press.
- Jansen, M.B. and Gilbert Rozman, (1986). *Japan in Transition: From Tokugawa to Meiji*. Princeton, New Jersey: Princeton University Press.
- Karlin, J.G. (2014). *Gender and Nation in Meiji Japan: Modernity, Loss, And The Doing of History*. Honolulu: University of Hawai'i Press, 2014.
- Kiguchi, Junko. *Japanese Women's Rights in the Meiji Era*. <https://www.soka.ac.jp/Kunio>
- Y. (1967). *Japanese Economic Development: A Short Introduction*. Oxford University Press. Third edition 1995.
- Lockwood, W.W. (1954). *The Economic development of Japan: Growth and Structural Change, 1868-1938*. Princeton, N.J.: Princeton University press.
- Lockwood, W.W. (1965). *The State and Economic Enterprise in Japan*. Part I and II. Princeton: Princeton University Press.
- McClain, J.L. (2002). *Japan – A Modern History*. Boston. W.W. Norton and Company.
- McLaren, W.W. (1923). *A Political History of Japan during the Meiji Era 1867- 1912*. Reproduction by Nabu Press, 2000.
- Morris I. (Ed.). (1963). *Japan 1931-1945: Militarism, Fascism, Japanism?* D.C. Heath and Company.
- Myers, R.H. and Mark R. Peattie (Ed.). (1984). *The Japanese Colonial Empire, 1895- 1945*. Princeton University Press.
- Norman, E.H. (1940). *Japan's Emergence as a Modern State*. New York: International Secretariat, Institute of Pacific Relations, First Indian Reprint 1977, Khosla and Co., Chapter III The Restoration.
- Pfeffer, N. (1958). *The Far East: A Modern History*. University of Michigan Press. Chapter 14- Constitutionalism, Japanese Style.
- Sansom, G.B. (1931). *Japan: A Short Cultural History*. London and New York: Cresset Press and D. Appleton.
- Scalapino, R.A. (1953). *Democracy and Party Movement in Pre-War Japan: the Failure of the First Attempt*. Berkeley: California University Press.
- Smethurst, R.J. (1974). *A Social Basis for Pre-War Japanese Militarism: The Army and the Rural Community*. University of California Press.
- Storry, R. (1991). *A History of Modern Japan*. Original Publication 1961. Penguin Publishing Group.
- Tipton, E.K. (2002) *Modern Japan: A Social and Political History*. London and New York: Routledge.

- Tsutsui, W.M. (2009). ed. A Companion to Japanese History. Oxford: Wiley- Blackwell.
- Wray, H. and H. Conroy. (1983). Japan Examined: Perspectives on Modern Japanese History. University of Hawaii Press, Honolulu.
- Yanaga, C. (1949). Japan since Perry. New York: McGraw-Hill Book Company.
- लातोरेत, के नेथ ,कॉट. (1965) जापान का इ9तहास. <म् >ल?: वैC ा9नक तथा तकनीकE शGम् ावल? आयोग, भारत सरकार.
- पणु तांबेकर, P िक ंरुण वSकटेश.(1967) एVशया के WवकासोXमख ंु एकता. लखनऊ: <हXम् ? सVम9त, सर्रूना Wवभाग, उरम् ेश.
- Wवनाके , हरे >ि एम. (1974). पवू एC Vशया का आधुनक इ9तहास. लखनऊ: <हXम् ? सVम9त सर्रूना Wवभाग.
- तवार?, ेमशंकर. (2005). जापान का इ9तहास. Wवगुव भारती: Wवगुव भारतीपुगलके शXस. ुनक जापान का इ9तहास. <म् >ल?: खोसला पुगलVशगं हाउस.
- नॉमनC, ई. एर्. (2015) आध
- सराओ, के. ट?. एस. (2015) आधुनक जापान का इ9तहास. <म् >ल? WवगुवWवक्यालय: <हXम् ? मायम कायाCखयन9तनेशालय
- Wवक्यालंकार, समयके त. ु (2015). एVशया का आधुनक इ9तहास, मसरू?: P ि सर,वतीससन.
- पांिये , धनप9त. (2017). आधुनक एVशया का इ9तहास. <म् >ल?: मोतीलाल बनारसीम् ास

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE): Environmental History of the Indian Subcontinent

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		
Environmental History of the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

Learning Objectives

This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history. The course has the following broad objectives: To introduce historical studies that explore the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies. The themes and issues discussed in this course familiarizes the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between human and environment. This will also enable students to situate the environmental historiography that revises the colonial notion of depicting pre-colonial India as an unchanging landscape.

Learning outcomes

After completing this course, students should be able to -

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

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

SYLLABUS OF DSE

Unit 1: Introduction to the Environmental History of the Indian Subcontinent

1. Doing Environmental History: Issues and Perspectives, Historiography
2. Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and Oral History

Unit 2: Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices, and Natural Resources

Unit 3: Environment and Livelihood in Medieval Times

1. Pastoralism, Animal Husbandry, and Agriculture
2. Forests and Tribal Groups

Unit 4: Colonial Capitalism and Natural Resources

1. Changing Energy Regimes; Railway and Deforestation, Dams and Hydroelectric Power
2. Rivers, Canals, and Embankments

Unit 5: Environmental Crisis and the Future

1. Factories and Urban Spaces; Bombay, Calcutta and Delhi
2. Industrial Agriculture; Biodiversity Loss; Species Extinction

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, and the major sub-fields of environmental history. The second rubric explores how archeological records, bio-mass, artistic depictions of nature, and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx.)**

- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Arnold, David and Ramachandra Guha (1995), "Themes and Issues in the Environmental History of South Asia," In David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 1-20.

Unit 2: This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs.approx)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- Lal, Makkhan (2008), "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- Thapar, Romila (2008), "Forests and Settlements," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Hughes, Donald J. (1998), "Early Ecological Knowledge of India from Alexander to Aristotle to Aelian," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 70-86.

Unit 3: This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism, and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre- modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K, (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: PermanentBlack.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, pp. 97-106.
- Singh, Chetan, (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.

- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.

Unit 4: This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of waterbodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. **(Teaching time: 9 hrs. approx.)**

- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Guha, Ramchandra (1983), "Colonialism, Capitalism and Deforestation," *Social Scientist*, Vol. 11, No.4, pp.61-64.
- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- D'Souza, Rohan, (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550- 583.
- Rao, G. N. (1988), "Canal Irrigation and Agrarian Change in Colonial Andhra: A Study of Godavari District, c. 1850-1890, *Indian Economic and Social History Review*, Vol. 25, No. 1, pp. 25-60.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185- 209.
- Gilmartin, David (1996), "Models of the Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin, In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the*

Unit 5: Historical thinking and writing on climate change help to provide a long-term perspective on contemporary social, ecological, economic crisis with the question of socio-environmental justice as a central concern. By focusing on the specific contexts of Bombay, Calcutta and Delhi, the first rubric provides a historical perspective to the contemporary urban problems of air and water pollution, and issues related to access to energy sources as social issues of urbanized environment. The second rubric explains how the issues of biodiversity loss, species extinction, and the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. **(Teaching time: 9 hrs. approx)**

- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution]
- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52.
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728, Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban Environment during the Nineteenth Century, Studies in History, Vol. 23, No. 1, pp. 1-31.
- Shiva, Vandana (2016), Stolen Harvest: The Hijacking of the Global Food Supply. Kentucky: The University Press of Kentucky, Chapter 1: "The Hijacking of the Global Food Supply", pp. 5-20.
- Adve, Nagraj (2022), Global Warming in India: Science, Impacts, and Politics. Bhopal: Eklavya Foundation.

Suggested Readings:

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. The Making of Agrarian Policy in British India, 1770-1900. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Colombia University Press. pp. 205 -224.
- Chakravarti, Ranabir, (1998), "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, Nature and the Orient: The Environmental History of South and Southeast Asia. Oxford: Oxford University Press, pp. 87-105.
- D'souza, Rohan (2006), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India. New Delhi: Oxford University Press.

- Erdosy, George (1998), "Deforestation in Pre and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press.
- Fisher, Michael H. (2018), *An Environmental History of India: From Earliest Times to the Twenty-first Century*. New York: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
- Hughes, Donald (2006), *What is Environmental History?*. Cambridge: Polity Press. Chapter 1: Defining Environmental History: pp. 1-17
- Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black [Introduction]
- Rodrigues, Louiza (2019), *Development and Deforestation: The Making of Urban Bombay, C. 1800-1880*. Delhi: Primus Books.
- Satya, Laxman D. (1997), *Cotton and Famine in Berar, 1850-1900*, Delhi: Manohar Publishers.
- Thapar, Romila, (2008), "Perceiving the Forest: Early India," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): History of South East Asia – II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of South East Asia – II	4	3	1	0	12 th Pass	Should have studied History of South East Asia – I

Learning Objectives

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of decolonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

Learning outcomes

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

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence on maritime and agrarian economy of the region.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
- Illustrate the transformation of the local agrarian and labour economy.
- Interpret the history of popular movements and peasant revolts
- Describe the historiographical trends to study history of Southeast Asia

SYLLABUS OF DSC-3

Unit 1: From Commerce to Colonialism:

1. The Dutch and English ascendancy
2. Changing Patterns of Maritime Trade: The Straits of Malaka

Unit II: Colonialism in Dutch Indonesia, British Burma: The 19th and 20th centuries

1. The Colonial State: Traditional elite, Race and the Legal Order
2. Agrarian Transformation: Plantation Economy, Peasant Protests
3. Colonial Modernity: Education and religion in the early twentieth century

Unit III: Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

1. Burma: From Independence to the Revolutionary Council
2. Indonesia: The Revolution, the making of Indonesia, Sukarno

Unit IV: Post War Southeast Asia

1. Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
2. The Port and City in Southeast Asia: Singapore

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 6 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume I & II, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). Southeast Asia in Early Modern era: Trade, Power and Belief, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). Prelude to Colonialism: The Dutch in Asia, Hilversum: Uitgeverij Verloren

Unit- II: At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the case studies of Dutch Indonesia and British Burma learn about the structure and organization of the colonial state and how the agrarian plantation economy altered the political and economic landscape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 15 hrs. approx.)**

- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). *Law, Disorder and the State: Corruption in Burma c.1900*, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). *British Burma in the New Century, 1895-1918*, London: Palgrave Macmillan
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). *Being "Dutch" in the Indies: A history of creolization and Empire, 1500-1920* (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Breman, Jan. (1989). *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Delhi: Oxford University Press
- Scott, James. (1976). *Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, New Haven: Yale University Press
- Ann Stoler, 'Plantation, Politics and Protest on Sumatra's East Coast', *Journal of Pesant Studies*, Vol.13, No.2, 1986
- Pannu, Paula, *Production and Transmission of Knowledge in Colonial Malaya*, *Asian Journal of Social Science*, Vol 37, No 3, Special Focus, *Beyond Sociology*, 2009, pp.427- 451
- Laffan, Michael. (2011). *The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past*, Princeton: Princeton University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press

Unit-III: After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 15 hrs. approx.)**

- Christie, Clive J. (2000). *A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism*, London: I.B. Tauris
- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). *Nations and States in Southeast Asia*, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). *Making Enemies: War and State Building in Burma*, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). *The Making of Modern Burma*, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press

- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press

Unit-IV: At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. **(Teaching time: 9 hrs. approx.)**

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

Suggested Readings:

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): History of Vernacular Literature

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		
DSE- History of Vernacular Literature	4	3	1	0	12 th Pass	-

Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

In the Indian subcontinent, too, it is possible to see a similar evolution of different languages in different parts of the country. Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. While Sanskrit had a pan-India presence, Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how core these languages are to the identities of their speakers.

Learning Outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

SYLLABUS OF DSC-3

Unit 1: Debating the Vernacular and its significance for History

Unit 2: Language Culture and Histories from the South

Unit 3: The Early Modern Context of Language and Region

Unit 4: The Colonial Context

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

Essential Readings

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Zutshi, Chitralkha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India", *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

Unit 2: Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

Essential Readings

- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151-195, 2009
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891-1970*, University of California Press, 1997.

Unit 3: In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 09 hours)

The Early Modern Context of Language and Region:

1. Marathas and Marathi
2. Hindavi/ Awadhi
3. Braj and the Vernacular debate

Essential Readings

- Busch, Allison, "Hidden in Plain View: Brajbhasha Poets at the Mughal Court", *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, "Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha", in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500," *Daedalus*, Vol. 127, No. 3, *Early Modernities*, 1998, pp. 41-74.

Unit 4: The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

The Colonial Context:

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

Essential Readings

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803-1956*, Cambridge University Press, 2020.
- Misra, Salil, 'Transition from the Syncretic to the Plural: the World of Hindi and Urdu', Jamal Malik and Helmut Reifeld (ed.) *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

Suggested Readings:

- Borek, Piotr, "Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji's Visit to Agra (1666) in Brajbhāṣā Verse", *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1-17.
- Mantena, Rama Sundari, "Vernacular Publics and Political Modernity: Language and Progress in Colonial South India", *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.

- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

DSE for BA (Hons.)**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Delhi Through the Ages**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- Delhi Through the Ages	4	3	1	0	12th Pass	

Course Objective

This introductory course looks at watershed moments in Delhi's historical past concerning politics, urbanization, culture, and crisis to provide a background to Delhi's significance and dilemmas today.

Learning Outcome

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

- To provide a framework within which to locate and study the history of Delhi till the early modern period.
- Analyse and comprehend the challenges of Delhi through the study of the history of its political, urban, and socio-cultural developments and changes

Course Content**Unit I: The Historical Polities of Delhi:**

- Indraprastha: from Earliest time to 1000CE
- Delhi in the Tomar-Chauhan period
- Sultanate Delhi
- Shahjahanabad
- The colonial capital

Unit II: Delhi's Urbanization and its Challenges:

- Lal Kot to Tughluqabad
- Delhi under the Mughals
- Delhi's modern transformation in the 20th Century

Unit III: The Syncretic and Changing Culture of Delhi:

- Ashokan Edicts and Iron Pillars
- Hazrat-i Delhi: Nizamuddin Auliya and Nasiruddin Chirag Delhi
- Humayun Tomb
- Growth of Urdu language and literature in 18th -19th Century Delhi
- Delhi University

Unit IV: A City of Crises, Resilience and Transition

- The Mongols Invasions
- Delhi when it was not the Mughal capital
- 'Crisis' of the 18th Century?
- Delhi in the 19th Century: Between the Mughals and the Colonial
- The Revolt of 1857
- Delhi in 1947

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: This unit will seek to introduce the students to the various significant historical political formations that emerged in Delhi by focusing on the debate on Indraprastha; evidence for Lalkot-Rai Pithora; the nature of the Sultanate polity and the city; the imperial design of Shahjahanabad and the British conception of the city as an imperial capital. (Teaching Time: 12 hours Approx.)

Essential Reading

- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- R., Mani B., 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.
- Mani, B.R. 1997. *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International
- 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.
- 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
- Metcalf, Thomas. 1989. *Imperial Visions*. Delhi: Oxford University Press, 211–239, (Ch.7 & 39; New Delhi: The Beginning of the End').

Unit II: This unit will briefly explore significant periods of urbanization in Delhi and some of the challenges faced during these developments. It will trace the early urbanization of Delhi from Lal Kot to Tughluqabad, the changes during the Mughal Period, Marathas and Sikhs in Delhi and finally, the transformation of Delhi in the 20 th Century, focusing on migration and displacement. (Teaching Time: 12 hours Approx.)

Essential Readings:

- 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
- Shokoohy, Mehrdad. 2007. *Tughluqabad: a paradigm for Indo-Islamic Urban Planning and its architectural components*. London: Araxus Books.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- 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.
- 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.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Datta, V N. 1986.; *Punjabi Refugees and the Urban Development of Greater Delhi*, ; in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, 442–462.
- Tarlo, Emma. 2001. *Welcome to History: A Resettlement Colony in the Making*. Manohar Publishers and Distributors, 51-69.

Unit III: This unit will touch upon some episodes in the past of Delhi that show the historical shaping and reshaping of a syncretic culture over time, with a focus on the names of Delhi, beliefs about the Iron Pillar, Ashokan Edict, the emergence of Sufi tradition in Sultanate Delhi, Mughal architecture, Urdu language and literature in the 18 th - 19 th Century Delhi Renaissance and the emergence of Delhi University. (Teaching Time: 9 Hours Approx.)

Essential Reading:

- 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
- Haidar, Najaf. 2014; *Persian Histories and a Lost City of Delhi*, *Studies in People History*, vol. 1, pp. 163–171
- 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.
- Aquil, R. 2008; *Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam*, *South Asia Research* 28: 23–48.
- Sunil Kumar, *The Pir's Barakat and the Servitor's Ardour: The Contrasting History of the two Sufi Shrines in Delhi* in Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Lowry, Glenn D. 1987. *Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
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Unit IV: This unit will examine a few exceptional periods of crisis in the history of Delhi and how these phenomena shaped the city over time. (Teaching Time: 12 hours Approx.)

Essential Readings:

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- Frances W. Pritchett, *A Long History of Urdu Literary Culture*, Part 2: *Histories, Performances, and Masters in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 864–911.
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- (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
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- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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