

**BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY  
2<sup>nd</sup> SEMESTER PAPERS**

## SEMESTER 2 PAPERS: BA HISTORY HONOURS

### CORE PAPERS

II	History of India – II	5+1
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II	5+1

### GE PAPERS

Semester II GE		GE Course III: Delhi Through the Ages: From Colonial to Contemporary Times <b>Or</b>	5 +1
		GE Course IV: The World After 1945 <b>Or</b>	
		GE Course V: History and Culture: Representations in Texts, Objects & Performance	

### AECC PAPERS

AECC PAPERS			
Semester II AECC II		English / Hindi/ MIL Communication <b>Or</b> Environmental Sciences	4

## **CORE COURSES SEMESTER 2**

### **Core Course III**

#### **History of India- II**

##### **Course Objectives:**

This course is about early historical and early medieval periods of Indian history. It explores the transition from proto-historical to early medieval phase highlighting major changes that shaped the character of the Indian civilization. Highlighting the features of early historic times, the course tries to trace the emergence of state system from tribal stage to 'early-state' stage and at the same time seeks to underline the important developments in the arena of economy, society and culture. The purpose of this course is to familiarise the students with the ways in which historians work with the sources of various kinds and reach at conclusions.

##### **Learning Outcomes:**

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.
- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the *varna*/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

##### **Course Content:**

**Unit: I. Introducing the early historical: Sources (600 BCE onwards) and historiographical trends**

**Unit: II. Changing political formations (c. 600 BCE to c. 300 CE)**

- [a] The *mahajanapadas*; monarchies and *ganas/sanghas*
- [b] The Mauryan empire: political structure; the nature of *dhamma*
- [c] Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
- [d] Tamilakam

**Unit: III. Economy and society (c. 600 BCE to c. 300 CE)**

- [a] Expansion of agrarian economy and production relations
- [b] Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across India, Asia and beyond
- [c] Social stratification: class; *varna*; *jati*; untouchability; gender; marriage and property relations

**Unit: IV. Towards early medieval India (c. 4<sup>th</sup> century to 750 CE)**

- [a] Introducing the early medieval: changing perspectives
- [b] The nature of polities: the Gupta Empire and its contemporaries; post-Gupta polities -- Pallavas, Chalukyas and Vardhanas
- [c] Agrarian expansion; land grants; changing production relations; graded land rights and peasantry
- [d] Urban patterns; trade and currency
- [e] *Varna*; the proliferation of *jatis*; changing norms of marriage and inheritance

**Unit: V. Religion, philosophy and society (c. 600 BCE – 750 CE)**

- [a] Shramanic traditions with special reference to Buddhism and Jainism
- [b] Consolidation of the Brahmanical tradition
- [c] Puranic Hinduism

**Unit: VI. Cultural developments (c. 600 BCE – 750 CE)**

- [a] A brief survey of creative literature; scientific and technical treatises
- [b] Art and architecture; forms of patronage

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

**Unit I:** This unit seeks to take stock of the nature of sources and the historiography for the period between 600 BC to 750 CE. (**Teaching Time: 1week Approx.**)

- Allchin, F. R, *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 2 pp. 10-25 & chapter 5 pp. 54-72.)
- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*, Delhi: Oxford University Press. (Introduction, pp. 1-37.)
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. Delhi: Munshiram Manoharlal. (Second edition. See especially, Chapters 16 and 18.)
- Salomon, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan Languages*. New York: Oxford University Press. Chapters 4(pp. 7-71) and 7(226-251).
- Thapar, Romila. (2002). *Reading History from Inscriptions: Professor D. C. Sircar Memorial Lecture Delivered at the University of North Bengal*. Kolkata: K. P. Baghchi. Pp. 1-17

**Unit II.** This unit would enable students to trace the history of changing political formations in India from the mahajanapadas to the Mauryan and the post-Mauryan states. **(Teaching Time: 3 weeks Approx.)**

- Alcock, Susan E. (*et. al.*) (2001). *Empires: Perspectives from Archaeology and History*, Cambridge: Cambridge University Press. (Chapter 6, pp. 155- 178.)
- 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 (pp.73-98) & Chapter 10 (pp. 185- 221).
- Chattopadhyaya, B.D. (2003). *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black. Chapter 3 (pp.39-47).
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. Delhi: Oxford University Press. (Chapters 6 and 7 pp.136-165.)
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters XV(pp.197-232), XVIII (pp. 275-290), XIX (pp.291-310), XX (pp. 311-320, XXIII (pp.371-402) (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8)(Also available in Hindi)
- Thapar, Romila. (1987). *Mauryas Revisited*. In Romila Thapar, *Cultural Pasts: Essays in Early Indian History*. Delhi: OUP. PP. 462-488.(Available in Hindi also)
- Thapar, Romila. (2012). *Asoka and the Decline of the Mauryas*. Delhi: Oxford University Press. PP. 119-227.(Also available in Hindi)

**Unit III.** This unit will apprise students of the socio-economic developments up to 300 CE, with particular attention to agrarian relations and production as well as varna, jati, gender and class relations. **(Teaching Time: 3 weeks Approx.)**

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapters 5,6,7 & 8 PP. 54-151)
- Chakravarti, Uma. (1996). *The Social Dimensions of Early Buddhism*. Delhi: Munshiram Manoharlal. (Chapters 2,3,4 and 5. pp. 7-149)
- Champakalakshmi, R. (1996). *Trade, Ideology and Urbanization: South India 300BC to Ad 1300*. Delhi: Oxford University Press. (Chapters 1 and 2. pp. 24-154)
- Jaiswal, Suvira. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (pp.1-131.) (available in Hindi also)
- Sahu, B. P. (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (pp. 1-31).
- Sharma, R. S. (1983). *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan. (pp.89-116.) (available in Hindi also).
- Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 90-254) (Available in Hindi also).
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Longman. (Chapters 6 and 8.) (Available in Hindi also).

**Unit IV.** This unit introduces students to the varied perspectives on the early medieval India with regard to the nature of polities, agrarian expansion as well as social and urban processes. **(Teaching Time: 2weeks Approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. Delhi: Oxford University Press. (Chapters 7 & 8.)
- Roy, Kumkum. (ed.) (2001). *Women in Early Indian Societies*. Delhi: Manohar. (Introduction and pp. 113-122.)
- Sharma, R. S. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600*. Delhi: Motilal Banarsidas. (pp. 245-326.) (Available in Hindi also)
- Sharma, R.S. (1980). *Indian Feudalism*. Madras: Macmillan. (Chapter 1.) (Also available in Hindi).
- Sharma, R.S. (1996). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidas. (Chapters XXI, pp.321-348 and XXIII (III), pp. 386-392) (Available in Hindi)

- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Longman. (Chapters 9 and 10.) (Available in Hindi also)

**Unit V.** This unit traces the religious and philosophical developments in the period of study especially with regard to the emergence of the Shramanic traditions and the consolidation of the Puranic tradition. **(Teaching Time: 3 weeks Approx.)**

- Brockington, J.L. (1997). *The Sacred Thread: A Short History of Hinduism*. Delhi: Oxford University Press. (2<sup>nd</sup> edition). PP.1-129
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. Delhi: Munshiram Manoharlal. (Chapters 3 (pp.32-115), 6 (pp. 167-228) and 7 (pp. 229-235). (available in Hindi also)
- Shrimali, K. M. (2017). *Prachin Bhartiya Dharmon ka Itihas* (प्राचीनभारतीयधर्मोकाइतिहास). Delhi: Granth Shilpi. (In Hindi). PP. 1-80.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Longman. (Chapters 6,8, 9& 10) (Available in Hindi also)

**Unit VI.** This unit aims at familiarising students with the salient developments during the period of study in the field of art and literature as well as science and technology. **(Teaching Time: 2 weeks Approx.)**

- Huntington, S. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New Delhi: Weather Hill.(pp. 41-321)
- Basham, A.L. (1954). *The Wonder that was India: A survey of the history and culture of the Indian subcontinent before the coming of the Muslims*. Calcutta: Rupa. pp. 348-507. (Available in Hindi also)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Longman. (Chapters 7 (pp. 356-366), 8 (pp. 445-471), and 9 (pp. 526- 545) (Available in Hindi also)

#### **SUGGESTED READINGS:**

- Chakravarti, R. (2010). *Exploring Early India up to c. AD 1300*. Delhi: Primus. (2016, 3<sup>rd</sup> edition). [Also available in Hindi]
- Desai, D. (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International.
- Gethin, Rupert. (1998). *The Foundations of Buddhism*. Oxford: Oxford University Press.

- Habib, Irfan and Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Jaini, Padmanabh S. (1979). *The Jaina Path of Purification*. Berkeley: University of California Press.
- Jha, D.N. (ed.) (2003). *The Feudal Order: State, Society and Ideology in Early Medieval India*. New Delhi: Manohar.
- Karashima, N. (ed.) (2000). *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. (Available in Hindi also)
- Lahiri, Nayanjot. 2015. *Ashoka in Ancient India*. Delhi: Permanent Black.
- Mukherjee, B.N. (1989). *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay.
- Olivelle, P. (ed.) (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press.
- Olivelle, P., J. Leoshko and H.P. Ray. (Eds.) (2012). *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press.
- Pandey, G. C. (1990). *Bauddha Dharma ke Vikas ka Itihas (बौद्धधर्मकेविकासकाइतिहास)*. Lucknow: Uttar Pradesh Hindi Sansthan. (3<sup>rd</sup> edition)
- Pollock, Sheldon. (2007). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*, Delhi: Permanent Black.
- Ray, H.P. (1994). *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.
- Ray, H.P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. Delhi: Oxford University Press.
- Roy, Kumkum. (2010). *The Power of Gender & the Gender of Power: Explorations in Early Indian History*. Delhi: Oxford University Press.
- Sahu, B. P. (2015). *Society and Culture in Post-Mauryan India: c. 200 BC- AD 300*. Delhi: Tulika.
- Sharma, R. S. (1987). *Urban Decay in India c.300- c. 1000*. Delhi: Munshiram Manoharlal. (Available in Hindi also).
- Shrimali, K.M. (2007). *The Age of Iron and the Religious Revolution*. Delhi: Tulika.
- Singh, Upinder. (2016). *The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. Delhi: Sage.
- Thapar, R. (2003). *Early India: From the Origins to AD 1300*. Delhi: Penguin. [Also available in Hindi]
- Thapar, Romila. (1998). *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

**Teaching Learning Process:**

Classroom lecture method, group discussion, student presentations in class and/or in tutorials, assignments. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

**Assessment Methods:**

Students will be regularly assessed for their grasp through debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Early Historical Period, Early-Medieval Period, Second Urbanization, *Mahajanapada*, *Ganasangha*, *Dhamma*, *Tinai*, *Varna*, *Jati*, Untouchability, *Varnasankara*, *Sreni*, Buddhism, Jainism, *Stupa*, *Dravida*, *Nagara*, Gandhara art, Mathura Art, Indian feudalism, Integrative Model, Brahmadeya, Puranic Hinduism, Patronage.

## **Core Course IV**

### **Social Formations and Cultural Patterns of the Ancient and Medieval World-II**

#### **Course Objectives:**

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments undertaken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8<sup>th</sup> to the 14<sup>th</sup> centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church played an important role in the confirmation of these ties. The European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal society to a Caliphal State in West Asia from the 7<sup>th</sup> to the 9<sup>th</sup> centuries widens the quest for 'training' students to understand long-term historical processes.

#### **Learning Outcomes:**

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

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.

- Understand the role of religion and other cultural practices in community organisation.

## Course Content

### Unit 1: Ancient Greece and Rome:

- [a] Evolution of the ‘polis’ and changing political formations in ancient Greece: Athens and Sparta.
- [b] Rome from Republic to Principate (c. 500 BCE- 200 CE)
  - i) Conflict of the Orders: Imperial expansion and social tensions in the Republic
  - ii) The Augustan experiment – the Principate and the crisis in the Empire.
- [c] Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society).
- [d] Culture and religion in Ancient Greece and Rome

### Unit 2: Feudal societies in medieval Europe (8th – 14 centuries)

- [a] The emergence of medieval monarchies, aristocracies and nobilities
- [b] Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to serfdom.
- [c] Early feudal state and the Church
- [d] Cultural Patterns in medieval Europe
- [e] Transitions in the feudal economy from 11<sup>th</sup> – 14<sup>th</sup> centuries
  - (i) Agriculture: changes in *serfdom* and *seigneurie*
  - (ii) Growth of trade and towns and their impact
  - (iii) Onset of 'feudal crisis' in 13th and 14th centuries

### Unit 3: Early Islamic Societies in West Asia: Transition from tribe to state

- [a] Pre-Islamic tribal society in Arabia
- [b] The Prophet and the *Ummah*
- [c] State formation: The Caliphate – Rashidun, Ummayyads and early Abbasids (c.632 CE to c. 800CE)
- [d] Cultural transformations: *Adab*, literature and the urban tradition

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit 1:** This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman

military expansion and its impact on social conflict, institutionalisation of slavery, and shaping of Roman law and religion. **(Teaching Time: 7 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1, 4 (pp. 18-28 and 53-103).
- Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint), Chapters 1-4, pp.15-94.
- Finley, M.I. (1973). "Masters and Slaves," in M.I. Finley, *The Ancient Economy*. Berkeley and Los Angeles: University of California Press, pp. 62-94.
- Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson Ltd., Chapters 1-5, pp. 9-172.
- Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, (on Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.
- Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press, Chapter 2, pp. 10-30.
- Brunt, P.A. (1966). "The Roman Mob," *Past and Present*, No. 35, Dec. 1966, pp. 3-27
- Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press, 1978, Chapter 2, pp. 99-132.
- Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

**Unit 2:** This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. **(Teaching Time: 3 weeks Approx.)**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, Part One/II/ Chapters 1, 2, 3 (pp. 107-142), Part Two/I/Chapters 1, 4 (pp. 147-153, 182-196).
- Bloch M. (1973). "The Seigneurie down to the crisis of the fourteenth and fifteenth centuries", Chapter 3 in Marc Bloch, *French Rural History: An Essay on its Basic Characteristics*. Berkeley: University of California, pp. 64-101.
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe Volume I, The Middle Ages*, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174; Chapter 5, pp. 175-220.

- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*, Cornell: Cornell University Press, 1978, Chapter 6, pp. 157-180.
- Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the twelfth century – a revision”, “Youth in Aristocratic Society”, in *Chivalrous Society*, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80, 112-122
- Hilton, R.H. (1976). “Introduction” in R.H. Hilton, *Peasants, Knights and Heretics: Studies in Medieval English Social History*. Cambridge: Cambridge University Press, pp. 1-10.
- IGNOU Study Material in Hindi, MAH, प्राचीनऔरमध्ययुगीनसमाज, MHI-01 ब्लॉक 6, ‘सामंतवाद’ यूनिट 20, 21, 22, 23. (website: www. egyankosh.ac.in) <http://www.egyankosh.ac.in/handle/123456789/44611>
- Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 207-220.
- Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso, 1978, Aakar, Delhi, 2006.
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.
- ब्लॉक, M. (2002). ‘सामंतीसमाज’, भाग-1, नईदिल्ली: ग्रंथशिल्पी

**Unit 3:** This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia. **(Teaching Time: 4 weeks Approx.)**

- Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.
- Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 271-273.
- Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press, pp. 2-31.

- Duri, A.A. (2000). "The Rise of Islam," in *History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*, UNESCO, pp. 264-267.
- Lapidus, I.M. (1988/2002). *A History of Islamic Societies*, Cambridge: Cambridge University Press (2002edn.), Chapters 1-5, pp. 10-77.
- इंजीनियर, A. A. (2018). इस्लामकाजन्मऔरविकास. दिल्ली:राजकमलप्रकाशन
- फ़ारूकी, A. (2015). प्राचीनऔरमध्यकालीनसामाजिकसंरचनाएँऔरसंस्कृतियाँ, दिल्ली: मानकप्रकाशन.

### **SUGGESTED READINGS:**

- Bloch, M. (1961). *Feudal Society* Vol. I, Chicago: University of Chicago Press.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M.M. Postan (Ed.), *The Cambridge Economic History of Europe*, Volume 1. Cambridge: Cambridge University Press.
- Boardman, J., J. Griffin, O. Murray (Eds.) (2001). *The Oxford History of Greece and the Hellenistic World*. Oxford: Oxford University Press.
- Brunt, P.A. (1971). *Social Conflicts in the Roman Republic*. London: Chatto and Windus.
- Dobb, M. (1950) *Studies in the Development of Capitalism*, London: Routledge and Kegan Paul.
- Donner, F.M. (2010). *Muhammad and the Believers at the Origins of Islam*. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). *The Expansion of the Early Islamic State*, London and New York: Routledge.
- Duby, G. (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth century*. Cornell: Cornell University Press.
- Ehrenberg, V. (1990). *From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC*, London: Routledge, Chapters 1-4, and 6-7, pp. 1-97, 154-265.
- Finley, M.I. (1980). *Ancient Slavery Modern Ideology*. London: Chatto and Windus.
- Finley, M.I. (1983). *Politics in the Ancient World*. Cambridge: Cambridge University Press.
- Hilton, R. (1973). *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*. London: Routledge.
- Hodgson, M.G.S. (1974). *The Venture of Islam, Volume 1: The Classical Age of Islam*, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.

- Le Goff, J. (1992) *Medieval Civilisation, 400-1500*, (translated by Julia Barrow), Oxford UK & Cambridge USA: Blackwell.
- Matthews, J. (2006) “Roman Law and Roman History” in D. S. Potter (Ed.), *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing, pp. 477-491.
- Potter, D. S. (Ed.), (2006). *A Companion to the Roman Empire*, USA, UK, Australia: Blackwell Publishing.
- Serjeant, R.B. (1990). “Meccan Trade and the Rise of Islam: Misconceptions and flawed polemics,” *Journal of the American Oriental Society*, Vol. 110, No. 3 (Jul-Sep., 1990), pp. 472-486.
- Temin, P. (2004), “The Labor Market of the Early Roman Empire,” *Journal of Interdisciplinary History*, Vol.34, No. 4, pp. 513-538.
- Watt, W.M. (1970/2000). “Muhammad” in P.M. Holt, A.K.S. Lambton, B. Lewis (Eds.), *The Cambridge History of Islam*, Volume IA, Cambridge: Cambridge University Press, Part I, Chapter 2, pp. 30-56.
- Wood, E. M. (1988/2015), *Peasant-Citizen and Slave: The Foundations of Athenian Democracy*, London, New York: Verso
- कोरोवकिन, фयोदोर. (2019). प्राचीनविश्वइतिहासकापरिचय, Medha Publishing House.
- गोयल, S. R. (2011). विश्वकीप्राचीनसभ्यताएँ, बनारस: विश्वविद्यालयप्रकाशन.
- राय, U.N. (2017). विश्वसभ्यताकाइतिहास. दिल्ली: राजकमलप्रकाशन

### **Teaching Learning Process:**

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

### **Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Polis, Hellenic society, Roman Empire, Slavery, Feudalism, Three orders, Chivalry, Church, state, Serfdom, Seigneurial authority, Crisis of feudalism, Rise of Islam, Caliphate, *Ummah*, Ummayyads, Abbasids

# **GE COURSES SEMESTER II**

## **GE Course III:**

### **Delhi through the Ages: From Colonial to Contemporary Times**

#### **Course Objectives:**

This course examines the physical and social transformation of Delhi from the colonial to the contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

#### **Learning Outcomes:**

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

- Contextualize contemporary questions with regard to the city in the light of its colonial past and lived present.
- Analyse the political developments and their legacy for the shaping of the city.
- Discern importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regards to Delhi.

#### **Course Contents:**

**Unit I: Delhi before 1857:** Company Raj, Mughal Court and Literary Culture

**Unit II: 1857 in Delhi:** Rebel violence and British re-conquest

**Unit III: Making of New Delhi:** Imperial ideology and Urban Morphology

**Unit IV: Delhi in 1947:** Partition and its Aftermath

**Unit V: Making of Contemporary Delhi:** Displacement and Resettlement

**Unit VI: Capital Culture:** Public Spaces and Socialities

## ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

**Unit-1.**This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. **(Teaching time: 3 weeks Approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Delhi: Primus Books, pp.106-133, (chap. 6: “The Palace and the City”)
- C. M. Naim.(2004). ‘
- “Ghalib’s Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,” in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250-279.
- Gail Minault.(2003). “Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary,” *Annual of Urdu Studies*, vol. 18, pp. 95-104

**Unit-2.**The unit examines political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution. **(Teaching time: 3 weeks Approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). “Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,’ *World Archaeology*, vol. 35, no.1, pp. 35-60
- Dalrymple, William, (2006). *The Last Mughal: The Fall of A Dynasty*, Delhi: Penguin/Viking, pp. 193-229, 346-392.(Chap 6 “The Day of Ruin and Riot” and Chap. 10 “To Shoot Every Soul”.

**Unit-3.**This unit enquires into the historical antecedents of some of the capital’s contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regards to Delhi. **(Teaching time: 2 weeks Approx.)**

- Metcalf, Thomas. (1989). *Imperial Visions*. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 ‘New Delhi: The Beginning of the End’).
- Johnson, David A. (2015). *New Delhi: The Last Imperial City*. Basingstoke: Palgrave 2015. (Chap. 8, “Land Acquisition, Landlessness and the Building of New Delhi”).
- Mann, Michael. (2007). “Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century,” *Studies in History*, Vol. 23:1, pp. 1-30

**Unit-4.**This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

**(Teaching time: 2 weeks Approx.)**

- Pandey, Gyan. (2001). *Remembering Partition*, Cambridge: Cambridge University Press.(Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
- 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, pp 442-462
- Tan, Tai Yong and Gyanesh Kudaisya. (2000).*The Aftermath of Partition in South Asia*. New York: Routledge, pp 193-200,(Chap. 7, “Capitol Landscapes”)

**Unit-5:**The unit examines and locate ‘local’ social, ecological and cultural processes that shape and reshape the city. **(Teaching time: 2 weeks Approx.)**

- Emma. Tarlo. (2000). “Welcome to History: A Resettlement Colony in the Making,’ in Veronique Dupont *et al* (Ed.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). “Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims”, in Veronique Dupont *et al* (Ed.). *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985). ‘The Ghosts of Mrs Gandhi,’ *The New Yorker*, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)

**Unit-6.**The aim of this unit is to explore the historical antecedents of some of the capital’s contemporary dilemmas.**(Teaching time: 2 weeks Approx.)**

- Beg, Mirza Farhatullah. (2012). *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna.(1986). “The Foundations and Early History of Delhi University,” in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). ‘From Kingsway to Rajpath – the Democratization of Lutyens’ New Delhi,’ in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia’s Visual Past*. Delhi: Oxford University Press
- Sharma, Ravikant. (2016).“Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi,” *City, Culture and Society*, vol.7, pp. 275-28

## **SUGGESTED READINGS:**

- Farooqui, Mahmood. (2013). *Besieged: Voices from Delhi, 1857*. Delhi: Penguin. (Dateline pp. xix-xxvii; *In the Name of the Sarkar*, pp 407-432.)
- Mann, Michael and Samiksha Sehrawat. (2009). “A City with a View: The Afforestation of the Delhi Ridge, 1883-1913”, *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). ‘Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,’ *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). ‘The Megacity of Delhi: Colonies, Hybridisation and Old-New Paradigms,’ in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). “Ghalib: A Self Portrait”, in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: Oxford University Press. Also available at: [http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt\\_ralphrussell\\_1972.pdf](http://www.columbia.edu/itc/mealac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf)
- 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.)

## **Teaching Learning Process:**

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

## **Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Imperial, British, Morphology ,Contemporary History, Displacement,Resettlement,  
Capital

OR

## **GE Course IV**

### **The World After 1945**

#### **Course objectives**

This course seeks to familiarise students with broad trends in politics, society and culture in the latter half of the twentieth century and the early part of the twenty first century. It seeks to familiarise the student to the historical processes that led to the dismantling of older powers and the formation of new political and cultural regimes. The emergence of the new social movements challenging these regimes and the move towards unipolarity by the end of the 20th century constitutes important themes of study for students. In the end the course seeks to develop a critical understanding of globalization with its diverse implications across continents. It does so by encouraging students to critically engage with selected themes such as environment, social movements, art, digital media, etc.

#### **Learning Outcomes:**

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

- Analyse the evolving polities, societies and cultures of an increasingly global world.
- Analyse diverse social movements and cultural trends.
- Analyse processes of Decolonisation and politics during Cold War era.
- Draw inferences to explain the inter-connectedness of various facets of culture; sports, music, cinema, etc.

#### **Course Content:**

##### **Unit I: A New World Order**

- a. De-colonisation and after (Focus on Algeria and Indonesia)
- b. Politics of Cold War: Super Power Rivalries (Focus on Korea and Vietnam)
- c. United Kingdom: The Challenge of the Welfare State
- d. South Africa: From Apartheid to Reconciliation

##### **Unit II: Social Movements**

- a. Environmental disasters and Struggles: Chipko Movement; Struggles for the Amazon; Bhopal; Chernobyl
- b. Student Movements: Paris 1968; Beijing 1989
- c. Civil Rights Movement: Martin Luther King and Malcom X
- d. Movements for Democracy: The Arab Spring

- e. Women's Movements: Issues and Debates (focus on Black feminism and Feminism in the Islamic World)

**Unit III: A Global Culture:**

- a. Spectator Sports
- b. Cinema and Digital Media
- c. Music: Cross Cultural Influences
- d. Food and Globalisation

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

**Unit-I:** This unit deals with the history of decolonisation and subsequent era when Super Power rivalries manifested in multiple ways. It will also examine the challenges of the welfare state with reference to United Kingdom. Unit also touches upon the important issue of Apartheid and history of reconciliation. **(Teaching time: 5 weeks Approx.)**

- Le Sueur, J.D. (2003). *The Decolonization Reader*. London and New York: Routledge.
- Betts, R.F. (1998). *Decolonization*. London and New York: Routledge.
- Kahin, George McTuman. (2003). *Nationalism and Revolution in Indonesia*, Cornell: Cornell University Press.
- Horne, Alistair. (1977/2006). *A Savage War of Peace: Algeria, 1954-1962*, New York: Books.
- Beresford, M. (1989). *National Unification and Economic Development in Vietnam*. New York: St. Martin's.
- Garland, David. (2016). *The Welfare state: A very Short Introduction*, Oxford: Oxford University Press.
- Guelke, Adrian. (2005). *Rethinking the rise and fall of Apartheid: South Africa and World Politics*. Basingstoke and New York: Palgrave Macmillan.

**Unit-II:** This unit examine history of social movements with reference to questions of livelihood, students' perceptions, Civil rights movements. It also deals with history of movements for Democracy in Arab; The Arab Spring. It also examines women's movements. **(Teaching time: 5 weeks Approx.)**

- Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in *A Companion to Global Environmental History*, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.

- Nagraj, Vijay K. & Nithya V Raman (2006). “Are we Prepared for Another Bhopal.” in *Environmental Issues in India*, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
- Rodrigues, Gomercindo. (2007). *Walking the Forest with Chico Mendes: Struggle for Justice in the Amazon*. Austin: University of Texas Press.
- Dierenfield, Bruce J., (2008). *The Civil Rights Movement*, Revised ed., London: Routledge (Available as eBook: [http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/download/The\\_Civil\\_Rights\\_Mov\\_by\\_Bruce\\_J.\\_D\\_www\\_pdfbook\\_co\\_ke\\_pdf?id=446471](http://staff.rentonschools.us/rhs/review-for-hl-seniors/civil-rights-and-social-movements-post-1945/download/The_Civil_Rights_Mov_by_Bruce_J._D_www_pdfbook_co_ke_pdf?id=446471))
- Bayar, Safe, (2017). *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford: Stanford University Press.
- Gillis, S., G. Howie and R. Munford (Eds.). (2004/07) *Third Wave Feminism: Critical Exploration*. Hampshire: Palgrave.
- Kemp, S. and J. Squires(1997). *Feminisms*. Oxford: Oxford University Press.
- Breines, Winifred. (2007). "Struggling to Connect: White and Black Feminism in the Movement Years." *Contexts* 6 (1), pp. 18-24.( Available online: <https://journals.sagepub.com/doi/pdf/10.1525/ctx.2007.6.1.18>)
- Springer, Kimberly. (2005). *Living for the Revolution: Black Feminist Organizations, 1968–1980*. USA: Duke University Press (Ch.1 and Ch.4)
- Badran, Margot. (2009). *Feminism in Islam: Secular and Religious Convergences*. London: Oneworld Publications (Ch.5 and Ch.7).

**Unit-III:** This unit deals with history of culture in world after 1945 with specific reference to spectator sports, Cinema and digital Media. It also deals with cross cultural influences in Music and relations between food and Globalisation.(**Teaching time: 4 weeks Approx.**)

- Mangan. J. A. (Ed.). (2001). *Europe, Sport, World: Shaping Global Societies*. London: Frank Cass Publishers.
- Shove, Elizabeth, F. Trentmann and R. Wilk. (2009). *Time, Consumption and Everyday Life: Practice, Materiality and Culture*. London: Bloomsbury.
- Chapman, James. (2003). *Cinemas of the World: Film and Society from 1895 to the Present*. London: Reaktion Books.
- Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food*. New York: Berg Publishers.
- Hoffman, Frank W, (2015). *History of Popular Music; From Edison to the 21<sup>st</sup> Century*, Create Space Independent Publishing Platform.

## SUGGESTED READING:

- Hobsbawm, Eric. (1996). *Age of Extremes*. Delhi: Rupa. (translated into Hindi by Lal Bahadur Verma, Allahabad, 2013)
- Lowe, Norman. (2013). *Mastering World History*. London: Palgrave Macmillan.
- Winders, James A. (2001). , *European Culture since 1848: From modern to postmodern and Beyond*, New York: Palgrave
- Heywood, Andrew. (2011). *Global Politics*. New York: Palgrave Macmillan.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan. (available in Hindi)
- Fage, J.D. (1993). *A History of Africa*. London: Unwin and Hyman.
- Hobsbawm, Eric. (2013). *Fractured Times: Social and Cultural History of the Twentieth Century*. New York: New Press.
- Lancaster, R.N. and M.D. Leonardo. (1997). *The Gender/ Sexuality Reader: Culture, History, Political Economy*. London: Routledge.
- Appadurai Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Gorbachev, Mikhail. (1996). *Memoirs*. New York: Doubleday.
- Guha, Ramchandra. (2000). *Environmentalism: A Global History*. Delhi: Oxford University Press.
- Oulette, L., (ed.) (2013). *The Media Studies Reader* New York: Routledge, 2013.
- Stiglitz. Joseph (2003). *Globalisation and its Discontents*. Delhi: Penguin India.
- Parker, R. and P. Aggleton (Ed.). (2007). *Culture, Society and Sexuality: A Reader*. London: Routledge.
- Safranski, Rudiger. (2003). *How Much Globalization can we bear?* Cambridge and Malden: Polity. (pp. 1-25 & 42-69.)
- Mathews, Jessica T. (2000). "The Information Revolution", *Foreign Policy*, Vol.119. pp. 63-65.
- Choudhary, Kameshwar. (2014). "Globalization and Culture" in *Indian Sociology: Identity, Communication and Culture*. (Ed.).Yogender Singh. Delhi: Oxford University Press, pp.223-230, 238-242, 251-52 & 255-57, 283-90. Music: 294-97)
- Ross, Robert. (1997). *Concise History of South Africa*. Cambridge: Cambridge University Press.
- Smith, Sharon. (2013-14). "Black Feminism and Intersectionality." *International Socialist Review* 91 (Available online: <https://isreview.org/issue/91/black-feminism-and-intersectionality>)

## Teaching Learning Process:

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

**Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

De-colonisation, Cold War, Apartheid, Environment, Feminism, Welfare State, Student Movements, Arab Spring, Cinema, Sports, Food

**OR**

## GE V

### History and Culture: Representations in Texts, Objects & Performance

#### Course Objective:

The objective of the course is to teach culture through its intangible and tangible attributes that are discussed in four themes including traditions of kingship and courtly culture; inter-cultural perceptions of 'other' religious communities and gender; performing ritual devotions by recitation of songs and processions; and exploring performance of narrative traditions using inanimate objects like, masks, puppets and cloth/paper scrolls. This course requires students to explore the continuity of cultural patterns, iconic representations, and styles of performance into our present times. For example, the iconic *raja* (king) of the pre-modern times continues to perform royal ritual and sacrificial ceremonies, into contemporary times when India is a republic. The court jester of the past lingers on into the present as represented by Hajari Bhand. The complex nature of inter-cultural discourse between the Hindus and Muslims continues into the present and we know that neither community represents monolithic form. What shall we make of these multifaceted representations? How do performative traditions evolve over time? The pedagogy of an interdisciplinary approach is thus inbuilt into the structure of this course. Readings and audio-visual material have been knitted into themes to encourage active participation and discussion in the classroom.

#### Learning Outcomes:

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

- Identify complex nature of kingship in medieval times through the case study of Krishnadevaraya of Vijayanagara.
- Discuss the nature of identities and interactions between different groups of people in the past and the present.
- Examine the complex nature of religious communities in the past and their fluid participation in ritual and culture.
- Illustrate how culture is communicated through narrative strategies and performative acts.
- Distinguish that textuality and performativity are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

#### Course Content:

**Unit I: Kings, *bhanda*s and politicians**

**Unit II: Perceiving cultures and negotiating identities**

**Unit III: Performing Devotion: rituals, songs & processions**

**Unit IV: Storytelling with objects: Masks, puppets & scrolls**

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

**Unit I:** Kingship is identified as a key component of India’s civilizational ethos. In the years following Indian Independence, kingdoms were dissolved, but this did not provoke the disappearance of ‘royal’ rituals which continued to be celebrated in different ways and court jesters lingered on as buffoons. **(Teaching Time: 4 weeks Approx.)**

- Shulman, David Dean. (1985). *The King and the Clown in South Indian Myth & Poetry*, Princeton: Princeton University Press. (Excerpt from Chapter 4, “The Kingdom of Clowns: Brahmins, Jesters & Magicians”, pp. 152-213, available in Meenakshi Khanna (ed.), (2007). *The Cultural History of Medieval India*. New Delhi: Social Science Press, pp. 3-24  
शुलमन, डेविडदीन (2007). "मसखरों का राज्य: ब्राह्मण, मसखरे और जादूगर", *मध्यकालीन भारत का सांस्कृतिक इतिहास*, मीनाक्षी खन्ना, (संपादित) (अनुवादउमाशंकरशर्मा 'ऋषि'), नयीदिल्ली: ओरिएण्टलब्लैकस्वान, पृष्ठ. 3-25.
- Emigh, John and Ulrike Emigh, (1986). “Hajari Bhand of Rajasthan: A Joker in the Deck”, *The Drama Review: TDR*, vol. 30, No. 1, pp. 101-130.
- Berti, Daniela. (2006). “Kingship, divine bureaucracy and electoral politics in Kullu”, *European Bulletin of Himalayan Research*, vol. 29-30, pp. 39-61

**Unit II:** This rubric draws on four essays based on multilingual textual sources such as inscriptions, poetic texts, chronicles and travellers accounts composed during 8<sup>th</sup> to 19<sup>th</sup> centuries. The historians have problematised issues relating to cultural perceptions and identities of religion and gender and presented a complex understanding of identities that were not monolithic. These readings will clarify the methodological approaches used by historians to unravel narratives from the past in the quest for explaining the present. **(Teaching Time: 4 weeks Approx.)**

- Chattopadhyaya, Brajadulal. (1998). “Images of Raiders and Rulers” in B. D. Chattopadhyaya, (ed.), *Representing the Other: Sanskrit Sources and the Muslims, Eighth to Fourteen Century*, New Delhi: Manohar, pp. 101-125

- चट्टोपाध्याय, बृजदुलाल. (2007). “आक्रामकों और शासकों की छवियां”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 107-133
- Behl, Aditya. (2003). “The Magic Doe: Desire and Narrative in a Hindavi Sufi Romance, circa 1503” in Richard M. Eaton (ed.), *India’s Islamic Traditions: 711-1750*, Oxford: Oxford University Press, pp. 180-208
  - बहल, आदित्य (2007) “मायावीमृगः एक हिंदी सूफी प्रेमाख्यान में कामना और आख्यान (1503 ईसवी)”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 185-216
  - Eaton, R. M. (2002). “Multiple Lenses: Differing Perspectives of Fifteenth Century Calicut”, R. M. Eaton (ed.), *Essays on Islam and Indian History*, New Delhi: OUP, pp. 76-93.
  - Petievich, Carla. (2001). “Gender politics and the Urdu ghazal: Exploratory observations on *Rekhta* versus *Rekhti*”, *The Indian Economic & Social History Review*, vol. 38, no.3, 223–248.
  - पेतिव्च, कार्ला. (2007). “लिंग की राजनीति तथा उर्दू गज़ल: रखता बनाम रखती का खोज परक अवलोकन”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ 154-184
  - Jenny, Nilsson. (2004). “The Sense of a Lady’: An Exploration of Transvestite Roles in Kathakali and their Relation to Kerala Gender Constructions”, *The Cambridge Journal of Anthropology*, vol. 24, no. 3, pp. 1-40

**Unit III:** The acts of devotion, whether these are observed in private spaces or in public sphere, formulate expressions of religious identities. Many rituals, like the recitation of songs dedicated to Siva or the procession of icons in the temple at Madurai; lamentation over the martyrdom of Husain and parading of the replica of his tomb shrine during Muharram, developed during medieval times. Political patronage was necessary for such devotional acts in the past as well as in the present. **(Teaching Time: 3 weeks Approx.)**

- Champakalakshmi, R. (1994). “Patikam Pātuvār: Ritual Singing as a Means of Communication in Early Medieval South India”, *Studies in History*, vol.10, no.2, pp. 199–215.
- चंपकलक्ष्मी, राधा. (2007). “पाटीकम्पटुआर: आधुनिक मध्यकालीन दक्षिण भारत में संवाद-माध्यम के रूप में धार्मिक गायन”, *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 50-75

- Orr, Leslie. (2004). "Processions in the Medieval South Indian Temple: Sociology, Sovereignty and Soteriology", in *South Indian Horizons: Felicitation Volume for François Gros on the Occasion of his 70<sup>th</sup> Birthday*, ed. Jean-Luc Chevillard and Eva Wilden, Pondichéry: Institutfrançais de Pondichéry/ Ecole française d'Extrême-Orient, pp. 437-470.
- Qureshi, Regula Burckhardt. (1981). "Islamic Music in an Indian Environment: The Shi'a Majlis" in *Ethnomusicology*, vol. 25, No. 1, pp. 41-71
- Cole, J.R.I. (1988). *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh, 1722-1859*. Berkley: University of California Press. (Chapter 4, "Popular Shi'ism", pp. 92-119.)  
कोल,जे.आर.आई.(2007). "लोक प्रचलित शियाधर्म", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 76-104.

**Unit IV:** In the three narrative traditions discussed in this rubric the human agency (*Purusha*) exists in a specific kind of relation with inanimate objects used in different types of dramatic performances. These objects have meanings embedded in the social and political contexts of various cultural traditions and express processes by which notions of 'self'/'selves' are constructed and reconstructed. **(Teaching Time: 3 weeks Approx.)**

- Vishalakshi, Nigam Chandra and Veronica Chishi. (2010). "Tradition of Story Telling in India through Masks" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India.*, New Delhi: IGNCA, pp. 28-33
- Emigh, John. (2013). "Crisis and Contestation in the Prahlada Nataka of Ganjam", in Hermann Kulke, (ed.), *Imaging Orissa*, Bhubaneshwar: Prafulla Publication, 2013.
- Sarma, Dhurjjati and Ahanthem Homen Singh. (2010). "Storytelling and Puppet Traditions of India" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*. New Delhi: IGNCA, 2010, pp. 34-41
- Sorensen, Niels Roed. (1975). "Tolu Bommalu Kattu: Shadow Theater Re: Andhra Pradesh". *Journal of South Asian Literature*, vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 1-19  
\* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>
- Jyotindra, Jain. (2010). "Indian Picture Showmen: Tradition and Transformation" in *Akhyan Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, pp. 14-27.
- Wickett, Elizabeth. (2010). "The epic of Pabujiki par in performance", *World Oral Literature Project. Voices of Vanishing Worlds, Occasional Paper 3*, Cambridge: University of Cambridge, pp. 1-27.

Short documentary [https://www.youtube.com/watch?v=f4EiAdeKi\\_E](https://www.youtube.com/watch?v=f4EiAdeKi_E)

### SUGGESTED READINGS:

- Clark, Bradford. (2005). "Putul Yatra: A Celebration of Indian Puppetry", in *Asian Theatre Journal*, vol. 22, no. 2, pp. 334-347.
- Eaton, Richard. M. (2007). "The Articulation of Islamic Space in the Medieval Deccan", reprinted in *Cultural History of Medieval India*, (ed.), Meenakshi Khanna. New Delhi: Social Science Press, pp. 126-141.  
ईटन, रिचर्ड. (2007) "मध्यकालीन दक्कन में इस्लामिक स्थान की अभिव्यक्ति", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमाशंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, 134-151.
- Fischer-Lichte, Erika. (2009). "Culture as Performance" *Modern Austrian Literature*. vol. 42, no. 3, Special Issue: Performance, pp. 1-10.
- Foley, Kathy and Dadi Pudumjee "India" in *World Encyclopaedia of Puppetry Arts called "WEPA" or "EMAM" for Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima)  
Available in English <https://wepa.unima.org/en/india/>  
Available in Hindi at <https://wepa.unima.org/en/india/>
- Katz, Marc. (2004). *Banaras Muharram and the Coals of Karbala*. Written, produced, and narrated by Marc J. Katz. DVD, colour, 70 minutes; 2004.
- Khanna, Meenakshi. (2007). "Introduction", in *Cultural History of Medieval India*. (ed.). Delhi: New Delhi: Social Science Press, pp. ix-xxxiv.  
खन्ना, मीनाक्षी. (2007). "भूमिका", *मध्यकालीन भारत का सांस्कृतिक इतिहास*. मीनाक्षी खन्ना, (संपादित) (अनुवाद उमा शंकर शर्मा ऋषि), नयी दिल्ली: ओरिएण्टल ब्लैकस्वान, पृष्ठ, ix-xxxiv.
- Lochtefeld, James G. (2004). "The Construction of the Kumbha Mela", *South Asian Popular Culture*. vol. 2 No. 2, pp. 103-126.
- Sarkar, Pabitra. (1975). "Jatra: The Popular Traditional Theatre of Bengal", in *Journal of South Asian Literature*, Vol. 10, No. 2/4, Special Issue: Theatre in India, pp. 87-107.
- Schomer, Karine. (1990). "The "Ālhā" Epic in Contemporary Performance", *The World of Music* Vol. 32, No. 2, pp. 58-80.
- Singh, Karan. (2016). "Structural Peripheries and Ideological Underpinnings: Performative Narration in Par of Pabuji", *Dialogue: A Journal Devoted to Literary Appreciation*, vol. XII, no. 1, pp. 35-45.
- Sivasankaran, Sreekala. (2010). "Akhyān: Masks, Puppets and Picture Showmen Traditions of India - An Introduction" in *Akhyān Celebration of Masks, Puppets and Picture Showmen Traditions of India*, New Delhi: IGNCA, 2010, pp. 8-11.

- Smith, John D. *The Epic of Pābūjī. A study, transcription and translation*, second revised edition available electronically at:  
<http://bombay.indology.info/pabuji/statement.html>

**Teaching Learning Process:**

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

**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Bhand, Vidushak, Kullu, Masks, Puppets, Tolu Bommalu Kattu, Scrolls, Picture Showmen, Patikam Patuvar, Muharram, Kathakali

## B.A. History Programme

Semester 2	Core Paper II: <b>History of India c. 300 to 1200</b>	English / Hindi/ MIL Communication <b>Or</b> Environmental Science
	Second Discipline	
	English/ Hindi/MIL-I (In Lieu of MIL (Also offered to students of B.Com programme) <b>Communicating Culture: Tellings, Representations and Leisure</b>	

## Core Course II

### History of India, c. 300 to 1200

#### Course Objectives:

This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.

**Learning Outcomes:** On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; *puranic* religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

#### Course Content:

**Unit-I:** Survey of the sources

**Unit-II:** The Guptas and Vakatakas: State and administration, economy, society, religion, literature, art

**Unit-III:** Changes in the post-Gupta period, characterizing early medieval India

**Unit-IV:** Vardhanas, Pallavas and Chalukyas: political and cultural developments

**Unit-V:** Rashtrakutas, Palas and Pratiharas: The tripartite struggle

**Unit-VI:** Emergence of Rajput states in Northern India: Socio-economic foundations

**Unit-VII:** The Cholas: State and administration, economy and culture

**Unit-VIII:** The Arabs, the Ghaznavids in the northwest, trans-regional exchange

#### ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

**Unit-I.** In this Unit the students shall be introduced to the varied sources used for writing history of ancient India from c. 300 CE onwards. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Sharma, R.S. (1995). "An analysis of land grants and their value for economic history" in *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- आर. एस. शर्मा. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय (भूमि अनुदान से सम्बंधित अध्याय)
- Chopra, P. N. (Ed.). (1973). "Source Material of Indian History" (relevant section). in *The Gazetteer of India, Vol. Two: History and Culture*. New Delhi: Publications Division.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson.
- उपिन्दर सिंह. (2016). प्राचीन एवम पूर्व मध्यकालीन भारत का इतिहास: पाषाणकालसे 12 वी शताब्दी तक. नई दिल्ली: पियरसन

**Unit II.** This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two important and vast empires that emerged in the mid-third century CE. **(Teaching Time: 2 weeks approx.)**

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारती यइतिहास: आदि काल .नई दिल्ली: ओरिएंट ब्लैकस्वान.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए. नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

**Unit III.** This Unit shall introduce students to the evolving state formation and socio-economic transformations that debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). "Introduction." *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Sharma, R. S. (2001). *Early Medieval Indian Society: A Study in Feudalization*. Delhi: Orient Longman.
- शर्मा, आर. एस. (2009). पूर्व मध्यकालीन भारत का सामंती समाज और संस्कृति. नई दिल्ली: राजकमल प्रकाशन.
- Champakalakshmi, R. and B. D. Chattopadhyaya. (1995). Chapters on state and economy In Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

**Unit IV.** This Unit shall provide an overview of important political developments between the 8<sup>th</sup> to 10<sup>th</sup> centuries CE. **(Teaching Time: 2 weeks approx.)**

- Devahuti, D. (1999). *Harsha: A Political Study*. New Delhi: Oxford University Press, third edition.
- Harle, J.C. (1994). *The Art & Architecture of the Indian Subcontinent*. PLACE: Yale University Press.
- Sharma, R.S. (2005). *India's Ancient Past*. New Delhi: Oxford University Press.
- Karashima, Noborou (ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.

**Unit V.** This Unit shall introduce students to the evolving state formation of post-Gupta polities. **(Teaching Time: 2 weeks approx.)**

- Mazumdar, R. C. (1952). 'Chapter 5' *Ancient India*. Delhi: Motilal Banarsidas, Book III.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारतीय इतिहास: आदिकाल. नई दिल्ली: ओरिएंट ब्लैकस्वान.

**Unit VI.** This Unit shall introduce students to another important case study of state formation in the medieval period. The nature of evolving Rajput polity, social structure and economic developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. New Delhi: Oxford University Press (Chapter on origins of the Rajput).
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीन भारत का इतिहास. दिल्ली: हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, पुनर्मुद्रन.
- Singh, Vipul. (2009). *Interpreting Medieval India, Vol. I*. New Delhi: Macmillan.

**Unit VII.** This Unit shall introduce the students to another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson.

- सिंह, उपिन्द्र. (2016). प्राचीन एवम पूर्वमध्यकालीन भारत का इतिहास: पाषाण काल से 12 वी शताब्दी तक. नई दिल्ली: पियरसन
- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय

**Unit VIII.** This Unit shall provide students a detailed overview of transregional exchange that unfolded with the growing presence of the Arabs and Ghaznavids in the northwest region. **(Teaching Time: 2 weeks approx.)**

- Avari, Burjor. (2013). *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. London: Routledge (Ch.2).
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J. Brill.
- Flood, Barry Finbarr. (2009). *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter*. Delhi: Permanent Black (Ch.1, "The Mercantile Cosmopolis" and Ch.2, "Cultural Cross-Dressing")
- Anooshahr, Ali. (2018). "The Elephant and Sovereign: India circa 1000 CE". *Journal of Royal Asiatic Society*. Series 3, pp. 615-44.

#### **Suggested Readings:**

- Basham, A. L. (1991). *The Origins and Development of Classical Hinduism*. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). *Trade and Traders in Early India*. New Delhi: Manohar.
- Champakalakshmi, R. (2010). *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300*. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). *Harsha and Buddhism*. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in *The State in India 1000-1700*. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). *History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj*. Bombay: Bhartiya Vidya Bhawan, second edition.

- Stein, Burton. (1980). *Peasant, State and Society in Medieval South India*. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." *Studies in History* vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). *The Political Structure of South India*. Delhi: Orient Longman. (second revised edition),

### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange

**In lieu of MIL (Semester I/II)**  
**Also offered to students of B.Com. programme**

**Communicating Culture: Tellings, Representations and Leisure**

**Course Objectives:**

The aim of the course is to explore culture through its intangible attributes that include traditions inherited from our ancestors – such as oral myths and folktales, performative practices including theatre, music, dance, rituals and festive events, knowledge and practices concerning nature, food, crafts and cultural pursuits like sports. Even though such aspects of culture are a part of our intangible heritage, they are nevertheless crucial in determining ideas that inform material aspects of our life, such as objects, monuments, artefacts and places. Both the intangible and tangible aspects collectively define culture in any given society. The aim of this course is to introduce students into an investigation of the subcontinent's cultural traditions through its intangible components discussed over four themes that address diverse narrative traditions; multiple performances; processional displays; and sporting activities.

**Learning Outcome:**

After the successful completion of the course, the student will be able to:

- Identify significant features of India's intangible cultural heritage.
- Distinguish between various technical forms like myth, folklore, theatrical and ritual performance, as well as know about evolving patterns of sporting traditions.
- Identify how culture is communicated through narrative strategies and performative acts.
- Appreciate that textuality and performance are not binary opposites and are mutually interactive.
- Develop analytical skills that are necessary for students of literature, sociology, anthropology, religion, psychology, political science and South Asian studies.

**Course Content:**

**Unit I: Tellings:** Myths, tales and folklore

**Unit II: Performance as communication:** Theatre, puppetry and music

**Unit III: Processions as display:** *Yatra, barat&julus*

**Unit IV: Sporting:** Mind, body & nation

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

**Unit I:** This theme explores the meaning, form and function of storytelling in Indian context. It starts with the earliest forms of Oral traditions concerning myths, legends,

folktales, proverbs, riddles, jokes and songs. Besides oral traditions, folklore, includes material culture, such as handmade toys, and customary lore, such as rituals etc. Such acts of telling are communication strategies for re-invention and dissemination of culture. **(Teaching Time: 4 weeks approx.)**

- Mital, Kanak. (1995). “A Santhal Myth, Five Elements” in Baidyanath Saraswati, (ed.). *Prakriti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 119-125
- Chandran, M.D. Subhash. (1995). “Peasant Perception of Bhutas, Uttara Kannada.” in Baidyanath Saraswati, (ed.). *Prakriti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition), pp. 151-166
- Ramanujan, A. K. (1997). “‘A Flowering Tree’: A Woman’s Tale.” *Oral Tradition* vol. 12 no.1, pp. 226-243.
- Blackburn, Stuart H. (1978). “The Folk Hero and Class Interests in Tamil Heroic Ballads.” *Asian Folklore Studies* vol.. 37 no.1, pp. 131-149
- Hauser, Beatrix. (2002). “From Oral Tradition to “Folk Art”: Reevaluating Bengali Scroll Paintings.” *Asian Folklore Studies* vol. 61 no.1, pp. 105-122.

**Unit II. Performance as communication: Divine-play, bardic storytelling & puppetry:** A traditional point of view suggests that in the West culture was preserved in texts and artefacts, while in the East culture was communicated as performance. The following essays suggest that it is counterproductive to define textuality and performativity as binary opposites even for heuristic purposes. **(Teaching Time: 4 weeks approx.)**

- Rani, Varsha. (2014). “The unforgettable magic of the Ramnagar Ramlila.” *Indian Horizons* vol. 61 no.2, pp. 12-27.  
\* *The Ramnagar Ramlila* <https://www.youtube.com/watch?v=AiAgXRHZRDw>
- Jain, Jyotindra. (1998). “The Painted Scrolls of the Garoda Picture Showmen of Gujarat.” *Marg* vol. 49 no.3, pp. 10-25.
- Sorensen, Niels Roed. (1975). “Tolu Bommalu Kattu: Shadow Theatre Re: Andhra Pradesh.” *Journal of South Asian Literature* vol. 10 no.2/4, THEATRE IN INDIA, pp. 1-19  
\* For illustrations <https://www.sahapedia.org/tag/shadow-puppetry>

**Unit III. Processions as display: Yatra, barat & julus:** There are many types of processions in India that are organized on various occasions like military parades, political processions, protest marches, religious processions and others such as weddings,

festivals and pilgrimages. Processions are about display, public space and domination and communicate cultural identities. **(Teaching Time: 4 weeks approx.)**

- Kulke, Hermann. (1979). "Rathas and Rajas: The car festival at Puri", "Art and Archaeological Research Papers" (AARP, London) XVI, Dec. 1979, on "Mobile Architecture in Asia: Ceremonial Chariots. Floats and Carriages", pp. 19-26  
\* A clipping <https://timesofindia.indiatimes.com/videos/news/explained-the-significance-of-puris-jagannath-yatra/videoshow/65095341.cms>
- Booth, Gregory D. (2008). "Space, sound, auspiciousness, and performance in North Indian wedding processions" in Knut A. Jacobson, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 63-76.
- Balasubrahmanyam, Suchitra. (2016). "Imagining the Indian Nation: The Design of Gandhi's Dandi March and Nehru's Republic Day Parade", in Kjetil Fallan, Grace Lees-Maffei, (eds.). *Designing Worlds: National Design Histories in an Age of Globalization*. New York: Berghahn Books, pp. 108-124.

**Unit IV: Sporting: Mind, body & nation:** Sports are specific to leisure activities in cultural traditions. But games and sports often travel from their point of origin to influence other cultural traditions. Some like cricket have been appropriated at the national level in India. The following essays explain the historical process of such transfers. **(Teaching Time: 4 weeks approx.)**

- Hillyer Levitt, Stephan. (1991-92). "Chess—Its South Asian Origin and Meaning." *Annals of the Bhandarkar Oriental Research Institute* vol. 72/73 no1/4, *Amrtamahotsava* (1917-1992), pp. 533-547.
- Zarrilli, Phillip B. (1989). "Three Bodies of Practice in a Traditional South Indian Martial Art." *Social Science & Medicine* vol. 28 no.12, pp. 1289-1309.
- Guha, Ramachandra. (1998). "Cricket and Politics in Colonial India." *Past & Present*. Vol. 161 no.1, pp. 155-190 (is available in Hindi).

#### **Suggested Readings:**

- Awasthi, Induja. (2019). "Ramlila: Tradition and Styles", pp. 23-36 accessed on 19 May 2019 from the *Sahapedia An open online resource on the arts, cultures and heritage of India* <https://www.sahapedia.org/tag/dashavatara>
- Bradford Clark, (2005). "Putul Yatra: A Celebration of Indian Puppetry", *Asian Theatre Journal*. vol. 22, No. 2, pp. 334-347.
- Foley, Kathy and Dadi Pudumjee. (2013). "India" in *World Encyclopaedia of Puppetry Arts* called "WEPA" or "EMAM" for *Encyclopédie Mondiale des Arts de la Marionnette*, a project of International Unima.

<https://scholarworks.iu.edu/journals/index.php/resound/article/view/26293/31918>)

Available in English <https://wepa.unima.org/en/india/>

Available in Hindi at <https://wepa.unima.org/en/india/>

- Korom, Frank J. (2017). "Introduction: locating the study of folklore in modern South Asian studies." *South Asian History and Culture* vol. 8 no.4, pp. 404-413.
- Kothari, Komal. (1981). "Myths, Tales and Folklore: Exploring the Substratum of Cinema." *India International Centre Quarterly* vol. 8 no.1, Indian Popular Cinema: Myth, Meaning and Metaphor, pp. 31-42.
- Masselos, Jim. (1985). "Audiences, Actors and Congress Dramas: Crowd Events in Bombay City in 1930." *South Asia: Journal of South Asian Studies* vol. 8 no.1-2, pp. 71-86.
- Wadley, Susan S. (1988). "Singing for the Audience: Aesthetic Demands and the Creation of Oral Epics", *RESOUND, A Quarterly of the Archives of Traditional Music* vol. VII no.2

### **Teaching Learning Process:**

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

### **Assessment Methods:**

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

### **Keywords:**

Myths, Oral Epics, Ramlila, Performance, Puppetry, Garoda scrolls, Processions, Sports, Chess, Kalarippayattu, Cricket