

BA HISTORY HONOURS AND BA PROGRAMME IN HISTORY

1ST SEMESTER PAPERS

B.A. HISTORY HONOURS
DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I

History of India- I

Course Objectives:

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots.
- Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.
- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Course Content:

Unit I: Reconstructing ancient Indian history

- [a] The Indian subcontinent: landscapes and environments
- [b] Sources of historical reconstruction (up to 600 BCE)
- [c] Changing historiography
- [d] Early Indian notions of history

Unit II: Prehistoric hunter-gatherers

- [a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern
- [b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy
- [c] The prehistoric mind: funerary practices and art

Unit III: The advent of food production

The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence; patterns of interaction and exchange

Unit IV: The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

Unit V: Cultures in transition up to c. 600 BCE

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

- a) North India
- b) Central India, the Deccan and South India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: This unit aims to familiarise students with the varied sources for, divergent landscapes of and the various approaches to the history of ancient India. **(Teaching Time: 2weeks Approx.)**

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters- 1 & 2.)

- Arunachalam, B. (2013). “Geography and Environment” in *Prehistory of India, A Comprehensive History of India*, vol. 1, Part 1. New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)
- Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.

Unit II: This unit aims to familiarise students with the distribution of as well as the economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent. It also enables students to describe some of their cultural practices especially with regard to their art and funerary practices. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking. (Chapters 3, 4 & 5.)
- Chattopadhyaya, U. C. (1996). “Settlement Pattern and the Spatial Organization of Subsistence and Mortuary Practices in the Mesolithic Ganges Valley, North-Central India, *World Archaeology*, vol. 27(3), pp. 461-476
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 2, pp. 58-93.) (Available in Hindi)
- Neumayer, Erwin. (2014). “Rock Paintings of the Mesolithic Period” in Shonaleeka Kaul (Ed.). *Cultural History of Early South Asia: A Reader*. Delhi: Orient Blackswan. Pp. 55-88.

Unit III. This unit seeks to understand the beginnings of organized food production in the pre-historic times in the Indian subcontinent. It also explains the ways in which that could leave its impact on other aspects of the life of the Neolithic and Chalcolithic men and women. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapter 5.)
- Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press. PP. 41-116.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 3, pp. 94- 131.) (Available in Hindi)

Unit IV. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. **(Teaching Time: 3 weeks Approx.)**

- Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222)
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261)
- Lahiri, Nayanjot, ed. (2000).*The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Ratnagar, Shereen. (2001).*Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
- Singh, Upinder. (2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman.(Chapter 4, pp. 132- 181.) (Available in Hindi)
- Thaplyal, K. K. and Sankata Prasad Shukla.(2003). *Sindhu Sabhyata (सिंधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363

Unit V. This unit seeks to understand the post-Harappan patterns of settlement and civilisation up to 600 BC in the Indian subcontinent. It should equip students with the ability to explain the patterns of development in the religio-philosophical, political and technological spheres, and would familiarise them with social, economic, and cultural life of people during this period. **(Teaching Time: 3 weeks Approx.)**

- Allchin, Bridget and Raymond.(1982).*The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346.
- Sahu, B.P. (ed.). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
- Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (Also available in Hindi)
- Sharma, R.S. (1983).*Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22- 88) (Also available in Hindi)

- Singh, Upinder.(2008).*A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter V, pp. 182-255.) (Also available in Hindi)
- Thapar, Romila.(1984).*From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press. (PP. xi – xliii.)

Suggested Readings:

- Allchin, F.R. *et al.* (1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press. (Chapter 6.)
- Chakrabarti, D.K. (2006).*The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)
- Kenoyer, J. Mark. (1998). *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Moorti, U.S. (1994).*Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House.
- Neumayer, E. (1993).*Lines on Stone: The Prehistoric Rock Art of India*. Delhi: Manohar.
- Pathak, V. S.(1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. Delhi: Vistaar Publications.
- Ratnagar, Shereen. (2015).*Harappan Archaeology: Early State Perspectives*, Delhi: Primus.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.

- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.

Teaching Learning Process:

Classroom lecture and discussion method, problem solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. 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 the ways in which various macro and micro-level developments/phenomena can be historicised.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation 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 trace historiographical changes reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Itihas-Purana tradition, Changing Historical Interpretations, Hunting-gathering Stage, Tool Technologies, Food production, Civilization, Culture, Aryan, Social Stratification, Megaliths, Urbanization.

Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

Course Objectives:

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

Learning Outcomes:

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

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

Course Content:

Unit-I: Evolution of humankind and Palaeolithic cultures

- a. Comprehending prehistory and history: issues and interpretative frameworks
- b. Environmental context of human evolution
- c. Biological evolution of hominins
- d. Social and cultural adaptations: mobility and migration; development of lithic and other technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic

- a. Mesolithic as a transitional stage in prehistory
- b. Ecological change and changes in subsistence strategies based on case studies from West Asia, Europe and Meso-America: seasonal and broad-spectrum exploitation of resources, food storage, tools, semi-sedentism and features of social complexity

Unit-III: The Neolithic

- a. Debating the origins of food production – climate change; population pressure; ecological choices; cognitive reorientations
- b. Features of the Neolithic based on sites from West Asia, Europe and China: nature and size of settlements; tool-kits, artefacts and pottery; family and household
- c. Features of social complexity in late Neolithic communities; ceremonial sites and structures

Unit-IV: The Bronze Age

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

Ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty).

- a. Concepts: 'Bronze Age', 'Civilization' 'Urban Revolution' and 'State'
- b. Ecological context of early civilizations
- c. Aspects of social complexity: class, gender and economic specialization
- d. Forms of kingship, religion and state

Unit V: Nomadic Pastoralism: Concept of Pastoralism; Emergence in West Asia and interaction with urban-state societies between the third and second millennium

Unit-VI: The Advent of Iron: Spread of iron technology and complex technological and economic changes

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-I:This Unit introduces students to the basic aspects of world prehistory particularly with reference to the debate on the biological and cultural evolution of Hominines.(**Teaching Time: 3 weeks Approx.**)

- Bogucki, P. (1999).*The Origins of Human Society*. Wiley-Blackwell 1999, Chapter 2, pp. 29-77.
- Carr, E.H. (1961/1991). “The Historian and his facts”, in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- Childe, V.G. (1942/1971). “Archaeology and History”, Chapter 1, in V.G. Childe, *What Happened in History?* Great Britain: Pelican, 1942, reprint 1971, pp. 13-32.
- Fagan, B.M. and N. Durrani. eds. (2019). *The People of the Earth: An Introduction to World Pre-history*. (15thedn.). New York: Routledge, Chapters 2-5, pp. 22-134.
- Website: www.humanorigins.si.edu (website of the Smithsonian Museum)
- कार, E.H.(1976).‘इतिहासकर और उसके तथ्य’, E.H. कार, इतिहास क्या है? में अध्याय 1, मेकमिलन पब्लिकेशन (हिन्दी अनुवाद, 1976).
- चाइल्ड, V.गॉर्डन, इतिहास का इतिहास, राजकमल प्रकाशन, अध्याय 1.
- चाइल्ड, V.गॉर्डन. (2019) औजारों का इतिहास (अनुवाद सुशील कुमार), दिल्ली: गार्गी प्रकाशन.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.
- मजूमदार, D.N तथा गोपाल शरण, प्रागितिहास, दिल्ली विश्वविद्यालय, हिन्दी माध्यम कार्यान्वयन निर्देशलय.

Unit II. This Unit will familiarise students with a significant stage in prehistory called the Mesolithic when advanced Hunter-Gatherer communities responded to environmental changes with greater sedentism and newer ways of exploiting plants and animals.(**Teaching Time: 3 weeks Approx.**)

- Bogucki, P. (1999). *The Origins of Human Society*. Massachusetts: Blackwell, pp. 127-159.
- Price, T.D. (1991). “The Mesolithic of Northern Europe”, *Annual Review of Anthropology*, Vol. 20, pp.211-233.
- Shea, J. J. and D.E. Lieberman. (2009). eds. *Transitions in Prehistory. Essays in Honour of Ofer Bar-Yosef*. Oxbow Books, pp. 185-222

- Zvelebil, M. (1989). “Economic Intensification and Postglacial Hunter-Gatherers in North Temperate Europe.” in C. Bonsall, (Ed). *The Mesolithic in Europe*. Edinburgh: University of Edinburgh Press 1989, pp. 80-88.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit III. This Unit deals with the debate on the beginning of agriculture and related changes in the subsistence pattern and ways of life. **(Teaching Time: 3 weeks Approx.)**

- Cohen M. (2009). ‘Introduction. Rethinking the Origins of Agriculture’. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Pre-history*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Hodder, I. (2007). “Catalhoyuk in the context of Middle Eastern Neolithic”, *Annual Review of Anthropology*, Vol. 36, 2007, pp. 105-120.
- Price, T.D. and O. Bar-Yosef. (2011). “The Origins of Agriculture: New Data, New Ideas”, An Introduction to Supplement 4. *Current Anthropology*, Vol. 52, No. S4, October 2011, pp. S163-S174.
- Wenke, R.J. and D. Olzewski. (2007). *Patterns in Prehistory: Humankind’s First Three Million Years*. New York: Oxford University Press, pp. 228-268.
- फ़ारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

Unit IV. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world. **(Teaching Time: 3 weeks Approx.)**

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

Mesopotamia

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

OR

China

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

OR

Egypt

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

Unit V. This unit will discuss pastoralism as a conceptual social category and enlarge on its evolution in Western Asia. The unit will also discuss the relationship of pastoralism with sedentary regimes and urban-state societies in the third and second Millennium BCE. **(Teaching Time: 1 week Approx.)**

- Sherratt, A. “Sedentary Agriculture and nomadic pastoral populations.” in *History of Humanity: from the third millennium to the seventh century BCE, vol. II*, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Lees, S. And D.G. Bates. (April 1974), “The Emergence of Specialised Nomadic Pastoralism: A Systemic model,” *American Antiquity*, Vol. 39, No. 2, pp. 187-193.

Unit VI: This Unit highlights the discussion on the introduction of iron technology and the impact that it had on parts of West Asia and Europe. **(Teaching Time: 1 week Approx.)**

- Villard, P. (1996). “The beginning of the Iron Age and its Consequences”, in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the Seventh Century B.C.* Paris, London: Routledge: UNESCO.
- Maddin, R., J.D. Muhly, T.S. Wheeler (1977). “How the Iron Age Began”, *Scientific American*, Vol. 237, No, 4, Oct. 1977, pp. 122-131.
- Cotterell, A. (1985). “The Coming of Iron”, in A.Cotterell, *Origins of European Civilization*, London: Michael Joseph/ Rainbird, pp. 118-140.

SUGGESTED READINGS:

- Bar-Yosef, O, and F. Valla. (1990). “The Natufian culture and the origins of the Neolithic in the Levant”, *Current Anthropology*, Vol. 31, No. 4, Aug-Oct, pp. 433-436
- Binford, L.R. (1968). ‘Post-Pleistocene adaptations’ in L. R. Binford and S. R. Binford, eds. *New perspectives in Archaeology*. Chicago: Aldine, pp. 313-342.
- Chang, K.C. (1986). *The Archaeology of Ancient China*, New Haven, Conn: Yale University Press, pp. 234-294.
- Clark, G. (1977). *World Prehistory in New Perspective*, Cambridge: Cambridge University Press (3rd edn.) pp. 1- 61.
- Darwin, C. (1859, 2003). *On the Origin of Species by Means of Natural Selection*, Joseph Carroll Ed. Canada: Broadview Press (2003 edn.) Chapters 1-5/
- Flannery, K.V. (1973). “Origins of Food Production”, *Annual Review of Anthropology*, 2 (1973), pp.271- 310.
- Fried, M. (1978). “The State, the Chicken, and the Egg; or, What Came First” in R. Cohen and E. Service Ed. *Origins of the State: The Anthropology of Political Evolution* (Institute for the Study of Human Issues, 1978), pp. 3-47.

- James, T.G.H. (1979, 2005). *The British Museum's Concise Introduction to Ancient Egypt* British Museum Publications, Michigan: University of Michigan Press.
- Johnson, A. W. and Timothy Earle (2000). *The Evolution of Human Societies: From Foraging Group to Agrarian State*, Stanford: Stanford University Press.
- Kemp, B. (1989). *Ancient Egypt. Anatomy of a Civilisation*. London: Routledge.
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage.
- Lamberg-Karlovsky, C.C. and J.A. Sabloff. (1979). *Ancient Civilizations, The Near East and Mesoamerica*. California: Benjamin-Cummings Publishing Company.
- Leakey, R. (1981). *The Making of Mankind*. London: Michael Joseph Limited, 1981, pp. 9 – 183.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press, pp. 54-76.
- Lewin, R. (2005). *Evolution: An Illustrated Introduction*. (5th edn.) USA, UK, Australia: Blackwell Publishing, pp. 1-29, 39-55, 60-66, 95-127, 131-156, 159-175, 179-235.
- Lewis-Williams. D. (2002). *The Mind in the Cave: Consciousness and the Origins of Art*, London: Thames and Hudson.
- Maisels, C. K. (1987). "Models of Social Evolution: Trajectories from the Neolithic to the State", *Man*, New Series, Col. 22, No. 2, June, pp. 331-359.
- McAdams, Robert. (1966). *The Evolution of Urban Society: Early Mesopotamia and Prehispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*. London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions*: W.W. Norton & Co.
- Sherratt, A. (1996) "Sedentary Agricultural and nomadic pastoral populations' in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J. de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
- Starr, H. (2005). "Subsistence Models and metaphors for the Transition to Agriculture in North western Europe", MDIA, Issue Title: Subsistence and Sustenance, Vol.15, no. 1, 2005Ann Arbor, Publishing, University of Michigan Library
[url:http://hdl.handle.net/2027/spo.0522508.0015.103](http://hdl.handle.net/2027/spo.0522508.0015.103).
- Website: www.bradshawfoundation.com
- Wright, G. A. (1992). "Origins of Food Production in Southwestern Asia: A Survey of Ideas", *Current Anthropology, Supplement: Inquiry and Debate in Human Sciences: Contributions from Current Anthropology, 1960-1990*, Vol.33, No. 1, Feb., 1992, pp. 109-139.

- Yoffee, Norman. (2004). *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilisation*, New York: Cambridge University Press, Chapter 3, pp. 44-90.
- कोरोवकिन, фयोदोर. (2019). प्राचीन विश्व इतिहास का परिचय, Delhi: Medha Publishing House.
- राय, U.N. (2017). विश्व सभ्यता का इतिहास, दिल्ली: राजकमल प्रकाशन

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 a history of a region/s relatively unfamiliar 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 submissions and at least one presentation 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:

Human Evolution, Pleistocene, Hominines, Hunter-gatherers, bands, Palaeolithic, Prehistoric art, Holocene, Mesolithic, Domestication, Neolithic Revolution, Complex Society, Food-production, Lithic technologies, Urban Revolution, 'State', Kingship, Bronze Age.

GE I

Delhi through the Ages: The Making of its Early Modern History

Course Objective:

The objective of the paper is to teach students about the changes in the city of Delhi from its early inception to the eighteenth century. The course teaches how the city grew into one of the largest cities in the world and was the capital of some of the great empires of its time. As the capital of these empires, Delhi profited from continuous immigration, state patronage and a vibrant cultural life. But the course also wants students to learn that the city was not merely dependent upon its rulers for cultural and political sustenance. It focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence. Other than recourse to readings the course tries to acquaint students with Delhi through project work and introspection of Delhi's presence and its uneasy relationship with its past.

Learning Outcomes:

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

- Analyse different kinds of sources -- archaeological, architectural and a variety of textual materials.
- Use these materials and correlate their sometimes discordant information.
- Analyse processes of urbanization and state formation.
- Describe the difficulties in appropriating narratives of the state with the history of particular localities.

Course Content:

Unit I: Between Myth and History -- Delhi's Early Pasts: Indraprastha, Lalkot

Unit II: From settlements to cityscape – Understanding the Many cities of Delhi

Unit III: Delhi's 13th and 14th Century settlements

Case study of **any two**: 1) Dehli-ikuhna's *masjid-ijami* (old Delhi/Mehrauli), 2) Siri, 3) Ghiyaspur-Kilukhri, 4) Tughluqabad, 5) Jahanpanah, and 6) Firuzabad

Unit IV: Shajahanabad: Qila Mubarak (Red Fort) as a site of power and the morphology of the city.

Unit V: 18th century Delhi: political upheaval and social empowerment – complicated understandings of 'decline'.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha and the Tomara and Chauhan constructions. **(Teaching Time: 2 weeks Approx.)**

- 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

Unit 2: This unit will study the proverbial ‘seven cities of Delhi’, focusing primarily on Sultanate settlements. It will discuss the possible reasons for the shift of capitals, how settlements of the 13th century gradually appeared as conjoined cities under the Tughluqs, and the differences between these urban spaces. **(Teaching Time: 3 weeks Approx.)**

- 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
- Habib, Irfan. (1978). ‘Economic History of the Delhi Sultanate -- an Essay in Interpretation’, *Indian Historical Review* vol. 4, pp. 287-303.
- 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. (2019) ”The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi”, in Kumkum Roy and NainaDayal.(Ed.).*Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.

Unit 3: This unit will study any two of the six sites in Delhi in detail. Students will be encouraged to use the readings mentioned below and correlated to the teaching units in the course content to plan field trips. **(Teaching Time: 3 weeks Approx.)**

- Flood, Finbarr B. (2008). “Introduction” in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii

- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', *Studies in People's History*, vol. 1, pp. 163–171
- 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.
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and NainaDayal ed, *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Flood, Finbarr B. (2003). "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi" *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' *IESHR*, 49 (2012).

Unit 4: This unit will study the Qila Mubarak (Red Fort) in detail as the site of power under Shah Jahan. It will also focus on Shahjahanabad (Old Delhi) as a mercantile and cultural centre.**(Teaching Time: 3 weeks Approx.)**

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i' Amm and ChihilSutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "'The Mighty Defensive Fort': Red Fort At Delhi Under Shahjahan -- Its Plan And Structures As Described By Muhammad Waris." *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

Unit 5 This unit will discuss the complicated developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence, perhaps, in the city, but it

also empowered new groups of people and created a cultural and social dynamism that was embraced and seen as a challenge by different types of people. (**Teaching Time: 4 weeks Approx.**)

- Alam, Muzaffar. (2013) “Introduction to the second edition: Revisiting the Mughal Eighteenth Century” in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp.xiii-lxiv
- Atallah. (2006-2007). “Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city” *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: MunshiramManoharlal Publishers.
- RaziuddinAquil, (2017) “Violating Norms of Conduct” in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

SUGGESTED READINGS:

- Anthony Welch, ‘A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi’, *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, ‘The Shrine of the Holy Footprint in Delhi’, *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). “Delhi Walled: Changing Boundaries” in James D. Tracy, *City Walls: the Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.
- Bayly, Christopher Alan. (1986). “Delhi and Other Cities of North India during the ‘Twilight’”, in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen Blake. (1985). “Cityscape of an Imperial City: Shahjahanabad in 1739”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 66-99.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Hasan, S. Nurul. (1991). “The Morphology of a Medieval Indian City: A Case study of Shahjahanabad”, in Indus Banga, (Ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.

- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Matsuo, Ara. (1982). “The Lodi Rulers and the Construction of Tomb-Buildings in Delhi”. *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) “Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History.” *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *An Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). “A True Beginning in the North” and “A Phenomenon called ‘Vali’” in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press

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:

Myth, history, settlements, cityscape, morphology, social empowerment, Delhi, urbanisation

GE II

Science, Technologies and Humans: Contested Histories

Course Objective

This course proposes to examine the histories of science and technology with respect to social acceptance, economic viability and politics associated with it. While dealing with the history of science and technology this paper challenges the notion of ‘modern origins of science in western societies’. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and nation making has been introduced to highlight the role of important figures that shaped the nature of Scientific development in India.

Learning Outcomes:

After completing this course, students should be able to:

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

Course Content

Unit 1: Science, technology and Society

- a. Revisiting ‘Scientific Revolution’
- b. Colonialism and Science

Unit 2: Contested ‘Scientific’ heritage

- a. Decimal and Zero
- b. Arch and Dome

Unit 3: Knowing unknown: Cross-cultural Exchanges

- a. Mitigating uncertainties: Popular saying and predictions

- b. Hegemony of documentation

Unit 4: Economics of Technologies: Questions of Ethics

- a. Generic Medicines
- b. Industrial Disasters

Unit 5: Science and the nation making

- a. Atomic Power
- b. Policies and Institutions
- c. Homi Jehangir Bhaba, Meghnad Shaha

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: Science and technology have a very complex relationship with Society. Popular understanding of ‘Science’ and ‘Technology’ will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. **(Teaching Time: 3 weeks Approx.)**

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

Unit-2: Student will understand the politics associated with appropriation of ‘Scientific’ heritage through the case study of the decimal and Zero. It will also suggest that ‘superior’ technology may not always be economically viable and thus socially marginalised. **(Teaching Time: 3 weeks Approx.)**

- Nanda, Meera. (2016). Nothing that is: Zero's Fleeting Footsteps, in idem, *Science in Saffron: Skeptical Essays on History of Science*. Delhi: Three Essays Collective. pp. 49-92.
- Kumar, Ravindra. (2012). Composite Culture: Portrayal in Architecture, in B L Bhadani, ed., *Medieval India 3: Researches in the History of India*. Delhi: Manohar. pp. 47-75. (Also available in Hindi as IGNOU Reading material: EHI-03 Block-8 Unit-31 & 33 and EHI 04 Block-8 Unit-33).

Unit-3: This unit will teach students about the evolutionary character of scientific knowledge and understand the significance of traditional knowledge on which it was based. It will also teach them about the politics of documentation and its importance during early modern times. **(Teaching Time: 3 weeks Approx.)**

- Kumar, Mayank. (2013). Traditional Notions of Monsoon, in Mayank Kumar, *Monsoon Ecologies: irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*. Delhi: Manohar. pp. 105-118.
- कुमार, मयंक. (२०१५). मानसून से सामंजस्यबनाता समाज: सन्दर्भ राजस्थान. *प्रतिमान*, अंक-३(संख्या-३), पृष्ठ, ६०२-१६.
- Grove, Richard. (1996). Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature. *Modern Asian Studies*, Vol. 30 (No.1), pp. 121-143.

Unit-4: This unit will make an attempt to convey that science and technology need to be carefully historicised in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. **(Teaching Time: 3 weeks Approx.)**

- Mazumdar, Pradip. (2017). The Generic manoeuvre. *Economic and Political Weekly*, Vol. LII(No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). "Are we prepared for another Bhopal?" in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.530-43. (Also available in Hindi)

Unit-5: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and associated institutions and their contribution in nation making. **(Teaching Time: 2 weeks Approx.)**

- Kosambi, D. D. (2016). Atomic Energy for India, in Ram Ramaswamy, ed., *D.D.Kosambi: Adventures into the unknown*. Gurgaon: Three Essays Collective. pp. 59-70.

- Marshal, Eliot. (2007). Is the Friendly Atom Poised for a Comeback? in Mahesh Rangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.544-49. *Available in Hindi also*
- Banerjee, Somaditya. (2016). MeghnadShaha: Physicist and Nationalists. *Physics Today*, Vol. 69(No.8), pp. 39-44.
- Wadia, Spenta R. (2009). Homi Jehangir Bhaba and the Tata Institute of Fundamental Research. *Current Science*, Vol.96(No.5), pp. 725-33.
- Krishna, V.V. (2013). Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment. *Economic and Political Weekly*, Vol. 48, No.16, pp. 15-19.

SUGGESTED READINGS:

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII(No.9), pp. 45-47
- Chatterjee, Santimay. (1994). MeghnadShaha: The Scientist and the Institution maker. *Indian Journal of History of Science*, Vol.29(No.1), pp. 99-110.
- Habib, Irfan. (2008). *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika(Also available in Hindi).
- Qaisar, A J. (1982). *Indian Response to European Technology and Culture AD 1498-1707*. Bombay: Oxford University Press.
- Rahman, A. (1979). Science and Culture in India: A socio-Historical Perspective, in B D Nag Chaudhuri, ed., *New Technological Civilisation and Indian Society*. New Delhi: Indian Institute of Advanced Study and Indus Publishing Company. pp.27-41.
- Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi also : (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>).
- Zimmerman, F. (1987). Monsoon in Traditional Culture, in Jay S. Fein and Pamela L. Stephens, eds., *Monsoon*. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:

The Fugitive A movie featuring Harrison Ford.

The Effects of the Atomic Bomb on Hiroshima and Nagasaki(<https://www.youtube.com/watch?v=3wxWNAM8Cso>

and

<https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5>

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:

Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation

B.A. PROGRAMME IN HISTORY
DEPARTMENT OF HISTORY, DELHI UNIVERSITY

Core Course I
History of India from the earliest times up to c. 300 CE

Course Objectives:

This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

Learning Outcomes:

On successful completion of this course, students will be able to:

- Delineate changing perceptions on 'Ancient/early' India.
- Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.
- Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.
- Outline the key features of the first ever empire under the Mauryas.
- Locate the shift of historical focus from Gangetic belt to newer areas.
- Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

Course Content:

- I. Interpreting Ancient India; survey of sources**
- II. Prehistoric Cultures:** Palaeolithic, Mesolithic, Neolithic; rock art
- III. Harappan Civilization:**Origin and extent, town planning, economy, society and religion, decline and continuity. Chalcolithic cultures
- IV. Vedic Culture:**polity, economy, society and religion. Beginnings of the iron age; Megalithic cultures
- V. Post-Vedic Period:**material and social changes, Mahajanapadas and the rise of Magadha, Buddhism and Jainism: doctrines; spread
- VI.The Mauryan Empire:**state and administration, society, economy, Ashoka's Dharma,decline, art and architecture
- VII. The Far South:**Tamilakam; polity, economy and society
- VIII. Post-Mauryan age with special reference to Satavahanas and Kushanas:** polity, economy, society, culture

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. Key interpretations stemming from historians' use of such sources shall be discussed. **(Teaching Time: 2 weeks approx.)**

- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास.दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.

Unit II. This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies. **(Teaching Time: 2 weeks approx.)**

- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
- सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.

Unit III. This Unit shall introduce students to one of the earliest urban civilizations in Asia of the Indian subcontinent. The unit shall also provide an overview of other material cultures. **(Teaching Time: 2 weeks approx.)**

- Ratnagar, Shereen.(2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika.

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.
- थपलियाल, के. के. औरसंकटाप्रसादशुक्ल. (2003). सिन्धुसभ्यता. लखनऊ: उत्तरप्रदेशहिंदीसंस्थान, संशोधितएवमपरिवर्धितसंस्करण.
- Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).
- जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld (ताम्रपाषाणसेसम्बंधितअध्याय)

Unit IV. This Unit shall provide the students a detailed overview of the evolving cultural traditions, socio-economic structures and political formations in the northern Indian subcontinent. The Unit shall also discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. **(Teaching Time: 2 weeks approx.)**

- a. Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
- b. शर्मा, आर. एस. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणवीर. (2012). भारतीयइतिहास: आदिकाल, नईदिल्ली: ओरिएंटब्लैकस्वान.
- f. Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.
- g. जैन, वी. के. (2008). भारतकाप्रागैतिहासऔरआद्यइतिहास: एकअवलोकन. नईदिल्ली: D.K. Printworld.

Unit V. This unit shall familiarize the students with major social transformations that unfolded from roughly c. 600 BCE to c. 200 BCE. **(Teaching Time: 2 weeks approx.)**

- a. R. S. Sharma. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
- c. 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.

- झा, डी. एन. एवमके. एम. श्रीमाली. (2000) प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.

Unit VI. This Unit shall introduce students to the evolving administrative framework, social structure, economy and cultural life of one of the earliest empires of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- a. Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press.
 - b. थापर, रोमिला. (2005). अशोकऔरमौर्यसाम्राज्यकापतन, दिल्ली: ग्रंथशिल्पी.
 - c. Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Unit VII. This Unit shall familiarize the students with important social transformations and cultural traditions that developed within communities settled the southern reaches of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

- a. Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.
 - सिंह, उपिन्द्र. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: पाषाणकालसे 12वीशताब्दीतक. नईदिल्ली: पियरसन.

Unit VIII. This Unit shall discuss the key features of polities and material life that emerged in the period c. 100 BCE to c. 300 CE, using the case studies of the Satavahanas and Kushanas. **(Teaching Time: 2 weeks approx.)**

- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए, नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

Suggested Readings:

- Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.

- Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.
- Ray, Niharranjan. (1975). *Maurya and Post-Maurya Art: A Study in Social and Formal Contrasts*. New Delhi: Indian Council of Historical Research.
- Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

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: Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*

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.). *Prakrti, 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.). *Prakrti, 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/videshow/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