

**BA PROGRAMME IN HISTORY**  
**6th SEMESTER PAPERS**



  
विभागाध्यक्ष/Head  
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दिल्ली-110007/Delhi-110007

# B.A. History Programme

## 1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
VI DSE II			5+1
		History of Europe 1500-1848	
		Or	
		Economy and Politics: Histories of Capitalism and Colonialism II	
		Or	
		Issues in twentieth Century World History II	
Generic Elective			
VI GE II		Nature in Human History Or	5+1
		Investigating Inequalities Or	
		Delhi Through the Ages	
Skill Enhancement Course			
VI SEC IV		Understanding Text, Rituals and Orality in Indian History Or	4
		Radio and Cinema in India: A Social History	



## 2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
VI		Choice of DSE II papers	Choice of GE II papers	Choice of SEC IV papers	



  
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## DSE IV

### History of Europe 1500-1848

#### Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and to give them a European perspective of themes involved.

#### Learning Outcomes:

On completion of this course, the student will be able to:

- Define the role of Europe in the world during the period under study.
- Describe Reformation.
- Explain the scientific 'discoveries'.
- Outline the contemporary state and politics.

#### Course Content:

##### Unit I. Reformation:

- [a] The Papacy and its critics
- [b] The Protestant reformation: Calvinism; the English Reformation
- [c] Catholic Reformation

##### Unit II. Science, Navigation and the ' Discoveries'

- [a] Voyages
- [b] Reflections on the scientific method
- [c] Hobbes, Locke and the Philosophes

[d] Despotism and the limits of Enlightenment

Unit III. State and Politics:

- [a] King and Parliament in 17th century England
- [b] Absolutism and the peasantry in Eastern Europe

Unit IV. Gender, Literature and Art

- [a] Literary trends from Dante to Shakespeare
- [b] Art from Baroque to Rococo and Neo Classicism
- [c] Women Family and the Public Sphere

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

**Unit I:** At the completion of this unit students would have learnt about the ascendancy of the Church and Papacy, the Reformation in Europe and England and its impact on Catholicism and Protestantism. (Teaching Time: 3 weeks approx.)

- Elton, G.R. (1990). Reformation Europe, 1517-1559. London: Fontana Press.
- Hill, Christopher. (1969). Reformation to Industrial Revolution. London: Penguin Books.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.3).
- Sinha, A. (2010). Europe in Transition. Delhi: Manohar. [Available in Hindi].

**Unit II:** At the completion of this unit, students would have learnt about the shifts in human history that were a result of the 'Enlightenment' and the Renaissance. (Teaching Time: 4 weeks approx.)

- Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield & Nicholson.



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- Pagden, Anthony. (2013). *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.8).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

**Unit III.** At the completion of this unit, students would have learnt about the making of the modern state, its early representative systems and their exclusions. (Teaching Time: 4 week approx.)

- Kumin, Beat (ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.
- Wolf, Eric R. (2010). *Europe and the People without History*. Berkeley: University of California Press.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.
- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.7).

**Unit IV.** At the Completion of this unit, students would have learnt about the social changes in Europe history through interventions in the field of gender, literature and art. (Teaching Time: 5 weeks approx.)

- Rogers, Pat (Ed.). (2001). *The Oxford Illustrated History of English Literature*. Oxford: Oxford University Press, pp. 59-159.

- Landes, J.B. (1988). *Women and the Public Sphere in the Age of the Revolution*. New York: Cornell University Press.
- Power, E. (1997). *Medieval Women*. Cambridge: Cambridge University Press.
- Hauser, Arnold. (2005). *The Social History of Art, Vol. III: Rococo, Classicism and Romanticism*. London: Routledge.
- Cameron, E. (2001). *Early Modern Europe: An Oxford Dictionary*. Oxford: Oxford University Press.

#### **Suggested Readings:**

- Anderson, M.S. (1976). *Europe in the 18<sup>th</sup> century*. New York: Longman.
- Anderson, Perry. (1979). *Lineages of the Absolutist State*. London: Verso Edition.
- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Eisenstein, E. (1980). *The Printing Press as an Agent of Change*. 2 Vols. Cambridge: Cambridge University Press.
- Gay, Peter. (1966). *The Enlightenment: An Interpretation*. New York: Alfred K. Knopf.
- Greaves, R. L., Robert Zaller and J. T. Roberts. (1994). *Civilizations of the West: From 1660 to the Present*. New York., Harper and Collins College Publishers.
- Kearney, Hugh. (1971). *Science and Social Change, 1500-1700*, University of Wisconsin-Madison: McGraw-Hill.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations, Vol. II*. New York, London: W.W. Norton & Co.
- Wiesner, Merry E. (2013). *Hanks, Early Modern Europe, 1450-1789*. New York: Cambridge University Press.
- विजय, देवेश (सं.). (2010). *यूरोपीयसंस्कृति*, नईदिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय
- सिन्हा, अरविन्द. (2009). *संक्रांतिकालीनयूरोप*, नईदिल्ली: ग्रन्थशिल्पी.

**Teaching Learning Process:**

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

**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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Reformation, the Papacy, Catholic reformation, discoveries, theory of social contract, despotism, absolutism, enlightenment, Neo-classicism, public sphere



*[Signature]*  
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## DSE V

### Economy and Politics: Capitalism and Colonialism-II

#### Course Objective:

The course familiarizes the students understand the process of transformation and the uniqueness of Capitalism and Imperialism. It will introduce the student to the impact of imperialist economic policies in China, South Africa and Southeast Asia. The student will also study the impact of the Imperialist interventions in Africa and West Asia. The students will also study the development of capitalism outside the Atlantic economy and examine the rise of Japan as an important economic power.

#### Learning Outcomes:

- Demonstrate the implications of capitalist developments and their socio-economic impacts in the colonial world.
- Distinguish the nature of imperialist expansion and exploitation of weaker nations.
- Explain the impact of imperialism on various colonies.

#### Course Content:

Unit I: The Civil War and the emergence of USA as a capitalist power

Unit II: Finance Capital and Imperialism:

[a] Theories of Capitalism; Hobson, Lenin and Schumpeter

[b] Railways (China) / Gold (South Africa) / Rubber (Southeast Asia)

Unit III: Capitalist developments in Japan (1868-1920s)



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Unit IV: Colonialist partition of Africa

Unit V: West Asia 1914-1930s:

[a] Ottoman Empire and the first world war

[b] Redrawing the Map: The British and French mandates

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

**Unit I:** This Unit will highlight the development of capitalism in USA in the latter half of the nineteenth century and accordingly contextualize the Civil War. (Teaching Time: 3 weeks approx.)

- Randall, J. G. and David Herbert Donald. (1969). Civil War and Reconstruction. U.S.A.: D.C. Heath & Company.
- Foner, E. (2007). Give Me Liberty! An American History. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). Historical Development of Capitalism in the United States, 2 vols. New York, Lincoln, Shanghai: iUniverse, Inc.
- Barrington, M. Jr. (2015). "The American Civil War: The Last Capitalist Revolution." Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
- Datar, K. (1997). America Ka Itihas. Delhi: Directorate of Hindi Medium Implementation Board, University of Delhi.

**Unit II:** In this Unit the students will be provided an overview of the key theories of imperialism and shall proceed to look at a case study of one of the regions of imperialist competition. (Teaching Time: 4 weeks approx.)

- Brewer, Anthony. (1990). Marxist Theories of Imperialism. London, New York: Routledge (Ch.1, Ch.4 and Ch.6).



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- Joll, J. (1990). Europe since 1870: An International History. Fourth edition. London: Penguin (Ch.4, "Imperialism"). [Available in Hindi].
- Kocka, J. (2014). Capitalism: A Short History. (Trans. Jeremiah Reimer.) Princeton and Oxford: Princeton University Press (Ch.4).
- Beaud, Michel. (2001). A History of Capitalism 1500 to 2000. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.3, and Ch.4).
- Jean Chesneaux et al. (1977). China from the 1911 Revolution to Liberation. New York: Pantheon Books.
- Chung, Tan. (2013). Triton and Dragon: Studies on the Nineteenth Century China and Imperialism. Reprint. Delhi: Gyan Publishing (Ch.6 and Ch.7).
- Tarling, Nicholas. (2001). Imperialism in Southeast Asia: 'A Fleeting, Passing Phase'. London and New York: Routledge (Ch.6).
- Osborne, Milton. (2002). South East Asia: An Introductory History. Sydney: Allen and Unwin
- Meredith, M. (2007). Diamonds, Gold and War: The Making of South Africa. Simon & Schuster.

**Unit III:** This Unit shall provide the students a detailed overview of how an Asian power, Japan, developed along capitalist and imperialist lines from the second half of the nineteenth century. (Teaching Time: 3 weeks approx.)

- Allen, G. C. (2003). A Short Economic History of Modern Japan, 1867-1937. London: Routledge.
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition.
- Hane, Mikiso. (2000). Japan: A Short History. Great Britain: Oneworld Publications.
- Norman, E H. (2000). Japan's Emergence as Modern State. Canada: UBC Press.



**Unit IV:** This Unit shall familiarize the students with the land grab and aggressive partitioning of the African continent by advanced imperialist powers. (Teaching Time: 3 weeks approx.)

- Klein, Herbert S and Ben Vinson. (1986). African Slavery in Latin America and Caribbean. Oxford: Oxford University Press.
- Hobsbawm, E. J. (1975). Age of Capital, 1848-1875. London: Phoenix Press.
- Joll, James and Gordon Martel. (2006). Origins of the First World War. London, New York: Routledge.
- Roth J.J. (Ed.). (1968). World War I: A Turning Point in Modern History. Second edition. New York: Knopf.
- Mazrui, Ali A. (1993). UNESCO General History of Africa, Africa since 1935. Vol. 8. California: UNESCO.
- Mackenzie, J. (1983). The Partition of Africa and European Imperialism of the Nineteenth Century. London, New York: Methuen.
- Wolf, Eric. (2010). Europe and the People without History. California: University of California Press.
- वर्मालालबहादुर, यूरोपकाइतिहासे-book: <https://epustakalay.com/book/67721-europ-ka-itihis-by-lal-bahadur-varma/>

**Unit V:** This Unit shall provide the students an overview of the key developments that unfolded in West Asia from the period of First World War to the end of the Second World War. (Teaching Time: 3 weeks approx.)

- Aksakal, Mustafa. (2008). The Ottoman Road to War in 1914: The Ottoman Empire and the First World War. London, New York, Singapore, Delhi: Cambridge University Press ("Introduction", Ch.3 and Ch.4).
- Provence, Michael. (2017). The Last Ottoman Generation and the Making of the Modern Middle East. Cambridge: Cambridge University Press (pp. 56-100; 190-260).



- Fieldhouse, D.K. (2006). Western Imperialism in the Middle East 1914-1958. Oxford: Oxford University Press (sections on Britain and Mesopotamia/Transjordan/Syria-Lebanon, and the French).

### **Suggested Readings:**

- Austen, Ralph. (1987). African Economic History. London: James Currey.
- Davies, Norman. (1998). Europe: A History. New York: Harper Collins.
- Faulkner, H. U. (1958). American Economic History. New York: Harper Bros.
- Galbraith, J.K. (1993). American Capitalism: The Concept of Prevailing Power. USA: Transaction Publishers.
- Hobsbawm, E.J. (1987). The Age of Empire 1875-1914. New York: Pantheon Books.
- Jelavich, Charles and Barbara Jelavich. (1977). Establishment of the Balkan National States 1840 – 1920. Seattle/London: University of Washington Press.
- Kemp, Tom. (1967). Theories of Imperialism. London: Dobson Books.
- Lowe, Norman. (1997). Mastering Modern World History. Third edition. Delhi: Macmillan India Ltd.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Merriman, J. (2010). A History of Modern Europe: From Renaissance to the Present. Volume 2. New York, London: W.W. Norton.
- Pedersen, Susan. (2015). The Guardians: The League of Nations and the Crisis of Empire. Oxford: Oxford University Press (pp. 17-106).
- Porter, A. (1994). European Imperialism, 1860-1914. London: Palgrave Macmillan.



- Stephens, J.J. (2003). *Fuelling the Empire: South Africa's Gold and the Road to War*. New Jersey: Wiley.
- Tarling, Nicholas. (Ed.). (1992). *Cambridge History of South-East Asia*. Vol. II. Cambridge: Cambridge University Press.
- Tran, Binh Tu. (1985). *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. (Trans. by John Spragens Jr.) Ohio City: Centre for Research in International Studies, Ohio University.
- Wesseling, H.L. (1996). *Divide and Rule: The Partition of Africa, 1880-1914*. Michigan: Praeger.

### **Teaching Learning Process:**

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

### **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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks



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Total: 100 Marks

**Keywords:**

American civil war, Theories of capitalism, Imperialism, Africa, China., Southeast Asia, Capitalist Japan, the Ottoman empire and the first world war.

**DSE VI**

**Issues in Twentieth Century World History-II**

**Course Objectives:**

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

**Learning Outcomes:**

- Define world history.
- Discuss and explain the evolving politics, economies and cultures of the twentieth century world.
- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

**Course Content:**

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria

Unit III: Popular Movements:

1. Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal
2. Student Movements: Paris 1968



3. Anti-apartheid movements in S. Africa and Civil Rights Movement USA
4. Women's Movements: Issues and Debates/Women and Work Place-  
Vishakha Guidelines

Unit IV: Leisure and Entertainment

1. Spectator Sports (football/Olympics)
2. Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

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

**Unit I:** This Unit shall discuss the global impact of the Cold War through specified case studies. (Teaching Time: 3 weeks approx.)

- Dickinson, Edward Ross. (2018). The World in the Long Twentieth-Century, An Interpretive History. USA: University of California Press.
- Lightbody, Bradley. (1999). The Cold War. New York and London: Routledge.
- McMahon, Robert. (2003). Cold War-A very Short Introduction. USA: Oxford University Press.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.31).
- Anderson, David L. (2005). The Vietnam War. New York: Palgrave Macmillan.
- Stueck, W. (2010). "The Korean War." in M.P. Leffler and O.A. Westad, (Eds.). The Cambridge History of the Cold War. Volume 1. Cambridge: Cambridge University Press.

**Unit II:** This Unit shall familiarize the students with the decolonization process and with the politics of persisting colonial interests through a prescribed case study from the African/South American region. (Teaching Time: 3 weeks approx.)





- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.36).
- Whitfield, Lindsay. (2018). Economies after Colonialism: Ghana and the Struggle for Power. Cambridge: Cambridge University Press, pp. 133-177.
- Choi, Sung-Eun. (2016). Decolonization and the French of Algeria: Bringing the Settler Colony Home. New York: Springer (Introduction).
- Findley, Carter V. and John Rothery. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- महाजन, जे.ए. (२०१६). बीसवींशताब्दीका विश्व इतिहास: एक जलक (भाग-२). दिल्ली : लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहासके प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

**Unit III:** This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century. (Teaching Time: 6 weeks approx.)

- Findley, Carter V. and John Rothery. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
- Burkett, Elinor. (YEAR). "Women's Rights Movement - Political and Social Movement." Encyclopaedia Britannica (<https://www.britannica.com/topic/womens-movement>).
- Flavia Agnes. (2001). Law and Gender Equality: The Politics of Women's Rights in India. Delhi: Oxford University Press (relevant sections in Part-II).



- 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)
- McNeill, J. R. (2001). Something New Under the Sun: An Environmental History of Twentieth-Century World. New York & London: W.W. Norton & Company. (Especially Introduction)
- Mitchell, Timothy. (2013). Carbon Democracy: Political Power in the age of Oil. London & New York: Verso (Introduction).
- Skinner, R. (2017). Modern South Africa in World History: Beyond Imperialism. London: Bloomsbury (Ch.6 and Ch.7).
- महाजन, मेह. (२०१६). बीसवींशताब्दीका विश्व इतिहास: एक जलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहासके प्रमुख मुद्दे: बदलते आयाम. दिल्ली : दिल्ली विश्वविद्यालय प्रकाशन

**Unit IV:** This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies. (Teaching Time: 4 weeks approx.)

- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes, translated into Hindi : अतिरेकों का युग : बीसवीं शताब्दी का इतिहास : 1914-1991; अनुवादक, प्रकाश दीक्षित ; मेरठ : संवाद प्रकाशन
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.

- Leab, D.L. (1998). "Introduction: The Cold War and the Movies." Film History vol. 10 no.3, pp. 251-53.
- महाजन, स्नेह. (२०१६). बीसवींशताब्दीका विश्व इतिहास: एक झलक (भाग-२). दिल्ली लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहासके प्रमुख मुद्दे बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

### Suggested Readings:

- Chapman, James. (2005). Cinemas of the World—Film and Society from 1895 to the Present. London: Reaktion Books.
- Cumings, Bruce. (2010). The Korean War: A History. New York: Modern Library.
- Falola, Toyin and Achberger, Jessica. (Eds.). (2012). The Political Economy of Development and Underdevelopment in Africa. New York and London: Routledge.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press (Chs.7-8).
- Grosfoguel, Ramon and Cervantes-Rodriguez, Ana Magarita (Eds.). (2002). The Modern/Colonial/Capitalist World-System in the Twentieth Century: Global Processes, Antisystemic Movements, and the Geopolitics of Knowledge. USA: Greenwood Press.
- Guelke, Adrian. (2005). Rethinking the Rise and fall of Apartheid-South Africa and World Politics. New York: Palgrave Macmillan.
- Guttmann, A. (1986). Sports Spectators. New York: Columbia University Press (Chs.4-6).
- John, M. (2014). "Fears and Furies of Sexual Harassment." The Economic and Political Weekly vol. 49 no.15, 29-32.



- Klimke, M. and J. Scharloth. (Eds.). (2008). 1968 in Europe: A History of Protest and Activism 1956-1977, Basingstoke: Palgrave Macmillan.
- Kumar, Radha. (1993). The History of Doing. Delhi: Zubaan (Chs.6-12).
- McNeill, J. R. and Erin Stewart Mauldin (Eds.). (2012). A Companion to Global Environmental History. West Sussex: Wiley-Blackwell.
- Moore, Jason W. (2015). Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London & New York: Verso.
- Rajadhyaksha, Ashish. (2016). Indian Cinema: A Very Short Introduction. Delhi: Oxford University Press.
- Rathbone, Richard. (2000). Nkrumah and the Chiefs: The politics of Chieftaincy in Ghana 1951-60. Athens: Ohio University Press, pp 1-28, 89-150.
- Schofield, John, Johnson, William Gray and Beek, Colleen M. (Eds.). (2002). Material Culture-the Archaeology of Twentieth Century Conflict. New York and London: Routledge.
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective." Policy Research Report on Gender and Development Working Paper Series No. 9. (World Bank), pp. 20-46.
- Sorlin, Pierre. (1998). "The Cinema: The American Weapon for the Cold War." Film History vol. 10 no.3, pp. 375-381.

### Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching, Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories



traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

**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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Cold war, Decolonisation, Vietnam War, Anti-apartheid movement, students' movement: Paris 1968, Chipko Movement, Bhopal gas tragedy, Vishakha Guidelines, sports, cinema



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**GE IV**  
**Nature in Human History**

**Course Objectives:**

This course proposes to examine the history of change in human-nature interactions. It unpacks standard environmental narratives which reduce environmental concerns to pollution and global warming, on the one hand, and human-nature harmony in pre-colonial era on the other. This will help students understand the usually invisible interplay of political, economic and ideological factors on questions of nature and natural resources. In what ways were environmental concerns mitigated by the class imprint of aspirational consumerism? This course also draws attention to the call of 'national interest' while addressing contemporary environmental concerns, often designated by specialists as anthropocene.

**Learning Outcomes:**



  
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After the completion of this Course, the students will be able to:

- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a social- political framework
- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources, in an understanding of the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematised the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

#### **Course Content:**

##### **Unit I. Society and Nature**

- a. Unending quest for Energy resources
- b. Livelihood patterns: Agriculture, Pastoralist

##### **Unit II. Conquest, Colonialisms, and Control**

- a. Global Ecological interconnectedness
- b. Conquests, Colonialisms and Control: Forest rights and forest dwellers
- c. Insatiable appetite: agrarian production, commercial plantation

##### **Unit III. Waterscapes**

- a. Water harvesting: Conventional vs. Multi Purpose River Valley Projects
- b. Contemporary Urban water disparities

c. Water rights

**Unit IV. Climate Change: Genesis and mitigation**

a. International Cooperation vs. national interests

b. Debating Anthropocene

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

**Unit I:** This unit introduces student to conflict over natural resources. Changing livelihood patterns and its impact on nature is focus of this unit. (Teaching Time: 3 weeks approx.)

- Agarwal, Anil. (1985). "The Politics of Environment I & II." in *The State of India's Environment 1984-85: The Second Citizens' Report*. New Delhi: Centre for Science and Environment. pp. 354-80. [Available in Hindi also].
- McNeill, John. (2000). "Prologue: Peculiarities of a Prodigal Century." in *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. New York: W. W. Norton & Company. pp. 3-17.
- Roy, Duru. (2007). "Environmentalism and Political Economy." in Mahesh Rangarajan, (ed.), *Environmental Issues in India*. Delhi: Pearson. pp. 521-29.
- रॉय, दुनु. (2010). "पर्यावरणवाद और राजनैतिक अर्थव्यवस्था", महेशरंगाराजन (संपादक), भारत में पर्यावरण के मुद्दे: एक संकलन, दिल्ली: पीयरसन, पृष्ठ 331-38.
- Singh, Chetan. (2017). "Forest, Pastoralists and Agrarian Society in Mughal India." in Meena Bhargava, (ed.). *Frontiers of Environment: Issues in Medieval and Early Modern India*. Hyderabad: Orient Blackswan. pp. 71-97.

**Unit II:** This unit examines the role and impact of colonial power in redefining the character of natural resources exploitation and consequent changes in the livelihood patterns. It also critical examines the significance of discovery of 'new world' and its impact on flora-fauna across the globe. (Teaching Time: 5 weeks approx.)



- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World." in David Arnold and Ramachandra Guha, (Ed.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85.
- Crosby, Alfred W. (1988). "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon." in Donald Worster, (ed.), *The Ends of the Earth* New York: Cambridge University Press. pp.103-117.
- Gadgil, Madhav & Ramachandra Guha. (1992). "Conquest and Control", in *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
- माधवगाडगीळएवंरामचंद्रगुहा. (2010). "भारतमेंपारिस्थितिकीसंघर्षऔरपर्यावरणोयआंदोलन", महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 225-57.
- Tucker, Richard. (2007). "Conclusion: Consuming Appetites." in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers Inc. pp. 217-22.

**Unit III:** This unit highlights the significance of water management in general and the monsoon ecology of Indian sub-continent in particular. Vagaries of nature, vulnerabilities of human society and resultant contestations focus of the unit.  
(Teaching Time: 4 weeks approx.)

- D'Souza, Rohan. (2003). "Supply-Side Hydrology in India: The Last Gasp". *Economic and Political Weekly* vol. 38 no.36, pp. 3785-90.
- Kumar, Mayank. (2013). "Visibly Invisible: "Ecological Imprints". In *Monsoon Ecologies: Irrigation, Agriculture, and Settlement Patterns in Rajasthan during the Pre-colonial period*. New Delhi: Manohar, pp. 233-64.
- कुमार, मयंक. (2015). "मानसूनसेसामंजस्यबनातासमाज: सन्दर्भराजस्थान". प्रतिमान, अंक-3 संख्या3, पृष्ठ. 602-16.

- Sharan, Awadhendra. (2014). "Contaminated Flows: Water in City, 1868-1956," in *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, pp. 28-67.
- Singh, Chhatrapati. (1991). "The Jurisprudence of Water Rights." in *Water Rights and Principles of Water Resources Management*. Delhi: Indian Law Institute, pp. 62-97.

**Unit IV:** This unit addresses the complex issue of Climate Change, its genesis, impact and mitigation with special reference to anthropocene. **(Teaching Time: 4 weeks approx.)**

- Dubash, Navroz K., Radhika Khosla, Ulka Kelkar, and Sharachchandra Lele. (2018). "India and Climate Change: Evolving Ideas and Increasing Policy Engagement". *Annual Review of Environment and Resources* vol. 43no.1, pp. 395-424.
- Seffen, Will., Paul J. Crutzen, and J. R. McNeill. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature". *Ambio* vol. 36 no.8, pp. 614-21.

#### SUGGESTED READINGS:

- Agarwal Anil and Narain, Sunita (Eds.). (1997). *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment. [Available in Hindi also].
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India." *Feminist Studies* vol. 18 no.1, pp. 119-158.
- Bauer, Jordan and Martin V. Melosi. (2012). "Cities and the Environment." in J. R. McNeill and E. S. Maudlin, (eds.). *Companion to Environmental History*. Chichester, United Kingdom: Blackwell, pp. 360-376.
- Baviskar, Amita. (2012). "Written on the Body, Written on the Land: Violence and Environmental Struggles in Colonial India", in Mahesh Rangarajan and K.



- Sivramakrishnan, (Eds.). *India's Environmental History*, Vol. II: "Colonialism, Modernity and the Nation". Ranikhet: Permanent Black, pp. 517-549.
- Botkin, Daniel B. (2012). *The Moon in the Nautilus Shell: From Climate Change to Species Extinction, How Life Persists in an ever-changing world*. Oxford: Oxford University Press, pp. 3-96.
  - Moore, Jason W. (2015). "The Long Green Revolution: the Life and Times of Cheap Food in the Long Twentieth Century." in *Capitalism in the Web of Life: Ecology and Accumulation of Capital*. London: Verso, pp. 241-290.
  - Urry, John. (2013). "The Century of Oil", in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 36-52.
  - Water Resources Law. (2004). *Indian Juridical Review* 1. Special Issue.
  - स्वामीनाथन, एम.एस. (2010). "अंतरिक्षयानपृथ्वीपरखेती", महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 115-33.

#### 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:



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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:**

Energy Resources, Forest Rights, Water Harvesting, Water, Climate Change

**GE- V**

**Investigating Inequalities**

**Course Objectives:**

This course proposes to examine the meaning, definition and types of inequality, types of inequality. The paper conveys that difference need not necessarily lead to inequalities; differences are often historical and may result in inequalities. The paper shows that inequalities generate sub-ordination and exploitation. The paper examines inequalities in the larger context of socio-politico-economic-legal structures. It makes a conscious attempt to convey historical processes through which differences and inequalities emerge and change; thereby . Paper critically engages with the political-social mobilization on the basis of 'identity politics', which are linked to issues of inequalities, in an era of electoral politics.

**Learning Outcomes:** After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.



- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Critically engage with various initiatives taken by the state to prohibit caste-gender atrocities and upliftment of deprived sections of society.

#### Course Content:

- Unit I. Inequalities: Caste: Varna, jati/race and untouchables
- Unit II. Gender and the Domestic
- Unit III. Slavery and Servitude
- Unit IV. Tribes and Forest Dwellers
- Unit V. Equality and the Indian Constitution

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

**Unit I:** This unit introduces students to structure of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities. (Teaching Time: 4 Weeks Approx.)

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.
- जायसवाल, सुवीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्य और रूपांतरण (अनुवादक: आदित्यनारायणसिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ, 15-43.
- Jha, Vivekanand. (1973). "Stages in the History of Untouchables". *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India." in Veluthat, Kesavan and D R Davis, (Eds.). *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.



- Singh, Yogender. (1977). "Sociology of Social Stratification." in *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90
- आंबेडकर, भीमराव. (2006). अछूत: कौनऔरकैसे (अनुवादक: जुगलकिशोरबौद्ध). नईदिल्ली: सम्यकप्रकाशन, पृष्ठ31-46एवं117-124.

**Unit II:** This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. (Teaching Time: 3 Weeks Approx.)

- Chakravarti, Uma. (2006). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State," in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- चक्रवर्ती, उमा. (२०११). जातिसमाजमेंपितृसत्ता: नारीवादीनजरियेसे (अनुवादक: विजयकुमारजा). नईदिल्ली: ग्रन्थशिल्पी, पृष्ठ 43-66.
- Gupta, Charu. (2001). "Mapping the Domestic Domain," in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

**Unit III:** Inequalities are defined by their socio-political contexts which are by their character dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. (Teaching Time: 3 Weeks Approx.)

- Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries." in Richard Eaton and Indrani Chatterjee. (eds.). *Slavery in South Asia*. Bloomington: Indiana University Press, pp. 83-114.
- Saxena, Monika. (2006). "Ganikas in Early India: Its genesis and dimensions". *Social Scientist* vol. 34 no.11-12, pp. 2-17.



**Unit IV:** This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and tribes. **(Teaching Time: 3 Weeks Approx.)**

- Singh, Chetan. (1988). "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India", *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). "Colonial transformation of Tribal Society in Middle India". *Economic and Political Weekly* vol. 13 no. 30, pp.1221-32.
- गुप्ता, रमणिका (संपादक). (2008). आदिवासीकौन. नईदिल्ली: राधाकृष्णप्रकाशन. पृष्ठ, 13-24, 25-28 एवं 29-40.

**Unit V:** Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of the constitutional provisions through the prism of their stated objectives. **(Teaching Time: 3 Weeks Approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. ("Introduction").
- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups", in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp.187-99.

#### **Suggested Readings:**

- Banerjee-Dube, Ishita. (2008). "Introduction: Questions of Caste." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: OUP, pp. xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp.1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.



- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change", in Yogender Singh, (Ed.), *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press, pp. 19-52.
- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Volume III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-59.
- Parasher-Sen, Aloka. (2007). "Naming and Social Exclusion: The Outcaste and the Outsider." in Patrick Olivelle, (Ed.), *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press, pp 415-55.
- Risley, H. H. (2008). "Caste and Nationality." in Ishita Banerjee-Dube, (Ed.), *Caste in History*, New Delhi: Oxford University Press, pp. 70-75.
- Rodrigues, V. (Ed.). (2005). *The Essential Writings of B.R. Ambedkar*, New Delhi: Oxford University Press, pp. 1-44.
- Sen, Amartya. (2005). "Secularism and Its Discontents", in *The Argumentative Indian*. New Delhi: Penguin, pp. 294-316.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP. Pp. 106-157.
- Xaxa, V. (2014). "Sociology of Tribes." in Y. Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105.
- नंदी, आशिस. (2019). जिगरीदुश्मन: उपनिवेशवादकेसायेमेंआत्म-ह्ययऔरआत्मोद्धार, (अनुवादक: अभयकुमारदुवे), नईदिल्ली:वाणीप्रकाशन. पृष्ठ. 95-156.
- शर्मा, रामशरण. (1990). प्राचीनभारतमेंभौतिकप्रगतिएवंसामाजिकसंरचनाएं, (अनुवादक: पूरनचंद्रपंत), नईदिल्ली:राजकमलप्रकाशन. पृष्ठ. 29-52.
- सरकार, सुमित. (2001) सामाजिकइतिहासलेखनकीचुनीती, (अनुवादक: एन. ए. खांशाहिद). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ. 377-409.

#### Teaching Learning Process:



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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:**

Caste, Gender, Tribes, Ganikas, Equality and the Constitution



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**GE VI**  
**Delhi through the Ages**

**Course Objectives:**

The aim of this paper is to acquaint the students with the historical evolution of Delhi. Students are introduced to significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period. The paper focuses on how ecological and historical aspects of Delhi contributed to the gradual growth of the city's hybrid cultural milieu.

**Learning Outcomes:**

After the completion of this Course, the students will be able to:



- Analyze the historical contexts of tangible and intangible heritage of Delhi.
- Discuss the Ecology of Delhi and outline changes in it through the ages.
- Describe the archaeological cultures that flourished in and around Delhi.
- Analyze the processes leading to the establishment of urban settlements of Delhi
- Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.
- Trace the role of Delhi College in the political and literary culture of Delhi.
- Discuss various aspects of the Revolt of 1857 and its consequences for the future development of Delhi.
- Delineate the processes leading to the making of the New Imperial Capital under the British.
- Analyze the impact of Partition on the structure and settlement pattern of Delhi.
- Describe Delhi's importance as economic and cultural centre.

#### **Course Content:**

**Unit I. Many pasts of Delhi:** Ecology, Archaeology and History

**Unit II. Cities of Delhi:** Urban Settlements from the 13th and 14th centuries –  
Focus on any two Mehrauli, Siri, Tughluqabad, Firuzabad

**Unit III. 18<sup>th</sup> and early 19<sup>th</sup> Century Shahjahanabad:** Politics, Literary Culture and Delhi College

**Unit IV. Delhi in 1857:** Revolt and Re-conquest

**Unit V. Making of the New Imperial Capital:** Delhi 1911-1930

**Unit VI. Delhi in 1947:** Partition and After

**Unit VII. Delhi as economic and cultural centre:** Case study (Any Two)

1. Crafts and artisans
2. Music



3. *Hazrat-i Dehli*
4. Tombs of Delhi
5. Coronation park

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

**Unit I.** This section should apprise students about the early pasts of Delhi by focussing on its ecology, archaeology and historical Methodology. **(Teaching Time: 2 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi, Social Science Press. (see the articles by Grover and Bakliwal; Dilip K. Chakrabarti and Nayanjot Lahiri; A.K. Sharma; B. R. Mani; and B. D. Chattopadhyaya; pp. 3-25, 36-40, 68-76).
- Singh, Upinder. (Ed.). (2010). *Dilli: Prachin Itihas*. New Delhi: Orient Blackswan (above text published in Hindi, refer to same articles).
- Singh, Upinder. (1999). *Ancient Delhi*. Delhi: Oxford University Press, p. 46-62, 75-87

**Unit II.** In this section the learning outcomes would focus on the readings and field trips that students would plan pertaining to 13-14<sup>th</sup> century settlements in Delhi with specific focus on any two: Mehrauli, Siri, Tughluqabad, Firuzabad. **(Teaching Time: 3 weeks approx.)**

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi: Social Science Press (articles by B. R. Mani and I. D. Dwivedi; pp. 185-211).
- 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. 123-48.

**Unit III.** This segment should apprise students about the politics, literary culture and the role of Delhi College in 18th and early 19th Century Shahjahanabad. **(Teaching Time: 2 weeks approx.)**

- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*. Delhi: Primus Books. (Ch.6, "The Palace and the City", pp. 106-133).
- Naim, C. M. (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. 250-79.
- Ataulah, (2006-2007). "Mapping 18th Century Delhi: The Cityscape of a Pre-Modern Sovereign City." *Proceedings of the Indian History Congress*. Session 67, pp. 1042-1057.

**Unit IV** The unit should familiarise students about the revolt and the process of British reconquest of Delhi in 1857. It would examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced the city. **(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.

**Unit V.** This section examines the motivation, planning and the ideological impact that the British wanted to make through the making of the new Imperial Capital in Delhi. **(Teaching Time: 2 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp 160-182.
- Metcalf, Thomas R. (1986). "Architecture and Empire: Sir Herbert Baker and the Building of New Delhi." in R. E. Frykenberg, (ed.). *Delhi through the Ages*. Delhi:



Oxford University Press. pp. 391-400.

**Unit VI.** 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, Gyanendra. (2001). *Remembering Partition*. Cambridge: Cambridge University Press, pp. 121-51
- Kidwai, Begum Anis. (2011). *In Freedom's Shade*. (Trans. by Ayesha Kidwai.) New Delhi: Penguin. (Chapters 3 and 4.)
- Tan, Tai Yong and Gyanesh Kudaisya. *The Aftermath of Partition in South Asia*. New York: Routledge (Ch.7, "Capitol Landscapes", pp. 193-200).

**Unit VII.** The segment would help students focus on intensive understanding of the city through the essential and suggested readings and fieldwork on any of the two mentioned subjects/sites. **(Teaching Time: 2 weeks approx.)**

**Suggested Readings:**

- Dalrymple, William. (2004). *City of Djinns: A Year in Delhi*. New Delhi: Penguin, pp. 27-37.
- Koch, Ebba. (2001). "The Mughal Waterfront Garden." *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, pp. 183-202.
- Lowry, Glenn D. (1987). "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture." *Mugharnas* vol. 4, pp. 133-148
- Metcalf, Thomas. (1989). *Imperial Visions*. New Delhi: Oxford University Press, pp. 211-39.
- Pernau, Margrit (Ed.). (2006). *The Delhi College*. New Delhi: Oxford University Press, pp. 1-32.

- Pinto, Desiderio S.J. (2004). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." in Christian W. Troll, (ed.). *Muslim Shrines in India*. New Delhi: Oxford University Press, pp. 112-124.
- Spear, Percival. (2002). *Twilight of the Mughals* (sic). In *The Delhi Omnibus*. Delhi: Oxford University Press. (Chapter IV).
- Tarlo, Emma. (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.

### 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

  
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Total: 100 Marks

**Keywords:**

Settlements, Sultanate Delhi, Mughal Delhi, Delhi College, 1857, New Delhi, Partition



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## SEC VII

### Understanding Texts, Rituals and Orality in Indian History

#### Course Objectives:

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historical significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

#### Learning Outcomes:

Upon successful completion of course students shall able to:

- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

#### Course Content:

**Unit I: Introduction:** Critically understanding historical documents, rituals and orality

**Unit II: Reading Documents:** Structure and Meaning of Documents

**Unit III: Exploring Ritual Practices and Performance:** The Dynamics of the Field

**Unit IV: Listening to Oral Narratives:** The Mnemonics of Speech

**Unit V: Case Study of historical documents, ritual practices and oral traditions**

(with a paper on any one)

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

**Unit I:** This unit, through a few path-breaking articles, will seek to introduce the students to thinking critically about historical documents, rituals and oral traditions.

**(Teaching Time: 4 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.
- Skaria, Ajay. (1998). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press.
- Guha, Ranajit, Gayatri Chakravarty Spivak. (1998). *Selected Subaltern Studies*. Delhi: Oxford University Press.

**Unit II:** In this unit, a few studies based on the critical use of documents will be read closely so that the students get to experience how historians critically open up the structures and meanings of archival material. **(Teaching Time: 3 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*, Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society*. Delhi: Oxford University Press.
- Pati, Biswamoy (Ed.). (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.

**Unit III:** Here, students will read researches that seek to understand ritual practice and performance and their historical coding, and become familiar with field-work based histories. **(Teaching Time: 2 Weeks Approx.)**



- Dube, Saurabh. (2009). *Historical Anthropology*. Delhi: Oxford University Press.

**Unit IV:** In this unit, students will be exposed to works that use oral material to write histories; and therefore to the nature and methods of using orality for historical writings. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarty, Dipesh and Shahid Amin. (1996). *Subaltern Studies No. 9*. Delhi: Oxford University Press.
- Butalia, Urvashi. (2017). *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin.
- Banerjee, Prathama, (2006). "Culture/Politics: The Double Bind of Indian Adivasi". *Indian Historical Review*, vol. 33 no.1, pp. 99-126.

**Unit V:** By studying a few documents, rituals and oral narratives, students will develop skills to deal with these sources in a meaningful and critical manner.

**(Teaching Time: 3 Weeks Approx.)**

*To be decided by students in consultation with teachers according to case studies.*

*Possible Readings: Sections from*

- H. H. Risley, *The Report on the Census of India, 1901*
- *The Imperial Gazetteer of India*
- Todd's *Annales and Antiquities*;
- W. G. Archer's *Hill of Flutes*, etc.

### **Teaching Learning Process:**

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall,



the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

**Assessment Methods:**

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Historical documents, rituals, orality, performances, The Mnemonics of Speech,



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## SEC-VIII

### Radio and Cinema in India: A Social History

#### Course Objectives:

The course will apprise students with the elementary outlines of the history of radio and cinema in India from its beginnings till the 1980s. It will familiarize them with the varied ways in which the Indian state attempted to regulate and conduct radio broadcasting during and after the colonial period. It will also impart an understanding of the basic trends in the development of cinema as a narrative medium that drew from diverse traditions of story-telling already present in the subcontinent. The material as well as the generic contexts of these developments would also be made comprehensible to the students.

#### Learning Outcomes:

Upon successful completion of course students shall be able to:

- Delineate the historical context within which the beginnings of cinema and radio might be understood.
- Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.
- Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.
- Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.

#### Course Content:

##### Unit I: Broadcasting in India (Colonial period)



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- a. Colonial Foundations in Inter-War Years
- b. AIR Programming, Policies and Propaganda
- c. Quit India Movement and Congress Radio

**Unit II: Establishment and Expansion of Akashvani under Keskar**

- a. Classical vs. Popular
- b. 'Ban' on Film Music; Radio Ceylon, VividhBharati

**Unit III: Early Years of Indian Cinema**

- a. Silent era to Talkies: Social, Historical, Mythological and Action
- b. Women enter Films
- c. Studio Era: AVM and Gemini Studios
- d. Colonial Censorship and Patriotic Creativity

**Unit IV: Social Films of Nehruvian Era and its Aftermath**

- a. Angry Young Man, Melodrama
- b. Music: song genres

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

**Unit I:** At the end of this unit, the students should be able to describe the complex trajectories of the development of Radio under the colonial government. **(Teaching Time: 4 Weeks Approx.)**

- Gupta, Parthasarathi. (2001). "Radio and the Raj." *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*. New Delhi: Permanent Black. Pp. 447-80.
- Lelyveld, David. (1995). "Upon the Subdominant: Administering Music on All India Radio." *Social Text* vol. 39, pp. 111-27.
- Pinkerton, Alasdair. (2008). "Radio and the Raj: Broadcasting in British India, 1920-1940." *Journal of the Royal Asiatic Society* no. 18 no.2, pp. 167-91.



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**Unit II:** Having completed this unit, the students will be able to demonstrate their knowledge of how All India Radio's programming policies especially vis-à-vis music shaped up immediately before and after the independence. **(Teaching Time: 4 weeks approx.)**

- Kripalani, Coonoor. (2018). "All India Radio's Glory Days and Its Search for Autonomy." *Economic and Political Weekly* vol. 53 no.37, pp. 42-50.
- Jhingan, Shikha. (2011). "Re-embodiment of the Classical: The Bombay Film Song in the 1950s." *Bioscope* vol. 2 no.2, pp. 157-79.

**Unit III:** After finishing this unit, the learners would be able to trace the development of Indian cinema in its early years, especially as it advanced from the silent era to talkies, and as it experimented with different forms and genres. **(Teaching Time: 4 weeks approx.)**

- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Barnouw, Erik and Subrahmanyam Krishnaswamy. (1963). *Indian Film*. New York: Columbia University Press. (The book is more accessible in its many Indian reprints by Indian publishers.)
- Lakshmi, C.S. (2008). "A Good Woman, A Very Good Woman: Tamil Cinema's Women." in Selvaraj Velayutham. *Tamil Cinema: The Cultural Politics of India's Other Film Industry*. Oxford: Routledge, pp. 16-29.
- Mohan, Reena and Dibya Choudhuri. (1996). "Of Wayward Girls and Wicket Women: Women in Indian Silent Feature Films, 1913-1934." *Deepfocus* vol. VI, pp. 4-14.

**Unit IV:** At the end of the unit, the students will be able to demonstrate fair degree of familiarity with how Indian cinema engaged with social and ideological issues of its



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time, especially in the three decades after independence. (Teaching Time: 4 weeks approx.)

- Prasad, Madhava. (1998). "The Aesthetic of Mobilization." *The Ideology of the Hindi Film: A Historical Reconstruction*. Delhi: Oxford University Press, pp. 138-159.
- Punathambekar, Aswin. (2010). "From Indiafm.com to Radio Ceylon: New media and the making of the Hindi film industry." *Media, Culture and Society* vol. 32 no.5, pp. 841-57.
- Doraiswamy, Rashmi. (2008). "The Golden Fifties." *Gurudutt: through Light and Shade*. New Delhi: Wisdom Tree, pp. 7-27.
- Griffiths, Alison. (1996). "Discourses of Nationalism in Guru Dutt's *Pyasa*." *Deepfocus*, vol. 6, pp. 24-31.

#### Suggested Readings:

- Mishra, Vijay. (2002). *Bollywood Cinema: Temples of Desire*. New York: Routledge. (See especially the chapters entitled "Inventing Bombay Cinema" and "Melodramatic Staging".)
- Pandian, M.S.S. (2015). *The Image Trap: MG Ramachandran in Film and Politics*. Delhi: Sage.
- Pillai, Swarnavel Eswaran. (2015). *Madras Studios: Narrative, Genre and Ideology in Tamil Cinema*. Delhi: Sage.
- Raghavendra, M.K. (2016). *Bollywood*. Delhi: Oxford University Press.
- Rajadhyaksha, Ashish and Paul Willemen (Eds.). (1994). *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press.

#### Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group





discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

**Assessment Methods:**

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work but may not exclude readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Radio, Cinema, All India Radio, Akashvani, VividhBharati, Silent Movies, Talkies, Gemini Studio, Social Films.



  
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