

**UNIVERSITY OF DELHI****BACHELOR OF HISTORY (HONS.)**  
**(SEMESTER-I)****DSC-1-History of India I (from the beginning to fourth century BCE)**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
<b>History of India I (from the beginning to fourth century BCE)</b>	DSC-01	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in Annexure-I

**DSC-2-Social Formations and Cultural Patterns of the Ancient World-I**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
<b>Social Formations and Cultural Patterns of the Ancient World-I</b>	DSC-02	4	L	T	P	Class XII Pass
			3	1	0	

Contents of the course and reference is in Annexure-II

**DSC-3- History of Modern China: c. 1840-1950s**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
<b>History of Modern China: c. 1840-1950s</b>	DSC-3	4	L	T	P	Class XII Pass
			3	1	0	

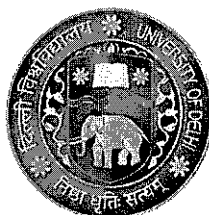
Contents of the course and reference is in Annexure-III

**UNIVERSITY OF DELHI****Generic Electives in Bachelor of History (Hons.)  
(SEMESTER-I)**

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Content of the Course & Reference
				L	T	P		
1	Delhi through the Ages: The Making of its Early Modern History	GE-01	4	3	1	0		<i>Annexure-IV</i>
2	Science, Technologies and Humans: Contested Histories	GE-02	4	3	1	0		<i>Annexure-V</i>

**UGC- 2022**  
**B.A. Honours History**  
**SEMESTER – I**

**Course Type:** DSC (Discipline Specific Core)

**Course Title:** History of India – I (From the beginning to fourth century BCE)

**Course Objectives:**

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

**Learning Outcome:**

After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from pre-historic times. The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and their subsistence strategies, regions, landscapes and resources. They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions. The students will learn about early artifacts, texts, coins and epigraphs, and recognise the need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

**Course Context:**

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

**Unit II:** Prehistoric hunter-gatherers and early food producing societies

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

**Unit III: The Harappan civilization**

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

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

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

**General Readings:**

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters- 1 & 2.)
- Chakrabarti, D.K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. Delhi: Oxford University Press.
- Conningham, Robin and Young, Ruth (2015), *The Archaeology of South Asia, From Indus to Asoka*, Cambridge: Cambridge World Archaeology
- 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)

**Unit wise essential readings:**

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

**Relevant chapters from General readings**

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

**Unit II:** This unit aims to familiarize students with the distribution, economic and technological patterns in the Palaeolithic and Mesolithic cultures of the Indian subcontinent, and the beginnings of organized food production in pre-historic times in the Indian subcontinent. It also explains the impact on other aspects of the life of the Neolithic and Chalcolithic humans, their cultural practices, their art and funerary practices. (Teaching Time: 4 Weeks Approx.)

**Relevant chapters from General readings:**

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

**Unit III:** At the end of this unit, students shall be familiar with various aspects of Harappan Civilization, their technological expertise, as well as the varied ways in which the archaeological remains of Harappa and related sites have been interpreted and studied. (Teaching Time: 4 Weeks Approx.)

**Relevant chapters from General readings**

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

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

**Relevant chapters in General Readings (for archaeological cultures)**

- Harvey, Peter (2017 edition). Buddha in his Indian Context, Chapter in An Introduction to Buddhism, p.8-31, Cambridge University Press, (first published in 1992)
- Moorti, U.S. (1994). Megalithic Culture of South India: Socio-economic Perspectives. Varanasi: Ganga Kaveri Publishing House.
- Sahu, B.P. (ed.). (2006). Iron and Social Change in Early India. Delhi: Oxford University Press. (Most relevant is the 'Introduction'.)
- Sharma, R.S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidas. (Chapters VII-XIV and XXII.) (Also available in Hindi)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5.) (Also available in Hindi)

- Staal, Frits (2017). *Discovering the Vedas, Origins, Mantras, Rituals, Insights, Part I and II*, Penguin.
- Thapar, Romila. (1984). *From Lineage to State: Social Formations in the Mid-First Millennium B. C. In the Ganga Valley*. Delhi: Oxford University Press. (Chapter 2, pp. 21-69.) (Also available in Hindi).
- Trautmann, T.R. (ed.) (2005). *The Aryan Debate*. New Delhi: Oxford University Press.
- श्रीमाली, कृष्ण मोहन. (2017). *\_आर्थिक संरचना और धर्म\_*. (रिल्ली:आकार). पाठ, 3, 4, 5, 6, 7, 8, 9.

### **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. (1999). *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*, Delhi: Oxford University Press.
- Chakrabarti, D. K. and Makkhan Lal, (2013). *History of Ancient India*, vol. 1, Delhi: Aryan Books International. (Section III.2, pp. 301-346.)
- Dhavalikar, M. K. (ed.) (2013). *Prehistory of India: A Comprehensive History of India*, vol. 1, Part 1. Delhi: Manohar.
- Habib, Irfan & Faiz Habib. (2012). *Atlas of Ancient Indian History*. Delhi: Oxford University Press.
- Habib, Irfan. (2001). *Prehistory*, Delhi: Tulika.(Available in Hindi Also)
- Habib, Irfan. (2002). *The Indus Civilization*. Delhi: Tulika.
- Jain, V. K. (2006). *Prehistory and Protohistory of India: An Appraisal*. Delhi: Printworld. (in Hindi Also)
- Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan.
- Lahiri, Nayanjot, ed. (2000). *The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
- Pathak, V. S. (1966). *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
- Subbarao, Bendapudi. (1958). *The Personality of India: Pre and Proto-Historic Foundations of India and Pakistan*. Baroda: University of Baroda.
- Thapar, Romila. (2000). *Cultural Pasts: Essays in Early Indian History*. Delhi: Oxford University Press. (Chapters 7, 8 and 16.)
- Wright, Rita P. (2010). *The Ancient Indus: Urbanism, Economy, and Society*. Cambridge: Cambridge University Press.
- Patrick Olivelle, (2017) *Introduction in The Early Upanisads, Annotated Text and Translation*, OUP, p3-28.
- Neelis, Jason. (2011).“ *Historical Contexts for the Emergence and Transmission of Buddhism Within South Asia*” In *Early Buddhist Transmission and Trade Networks: Mobility and Exchange within and beyond the Northwestern Borderlands of South Asia*,

65–182. Brill. 2011. <http://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>. Stable URL: <https://www.jstor.org/stable/10.1163/j.ctt1w8h16r.8>, PP 65-78.

- Dundass, Paul. (2002 edition) Chapter One in The Jainas p.1-44, Routledge , ( first published in 1992)

**Teaching Learning Process:**

Classroom teaching will be enriched by discussions and presentations made by students in class and/or in tutorials. Presentations shall focus either on important theme covered in class lectures, or on specific readings. Overall, the Teaching Learning Process shall emphasise the interconnect- edness of issues within the different rubrics to build a holistic view of the time period.

**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. As this is a Core Course, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete connections between issues/events/debates discussed in this paper and the corre- sponding issues/events/debates discussed in their other history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks To-

tal: 100 Marks

**Keywords:** Social Stratification, Archaeology, Chalcolithic, Paleolithic, Historiography, Ancient India, Civilization, Urbanisation, Indus Valley, Harappa

**Course Type:** DSC (Discipline Specific Core)

**Course Title:** 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 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.
- Analyze the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

**Course Content:**

**Unit-I:** Evolution of Humans and Hunting-Gathering Cultures

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

**Unit-II:** Transition to Food Production

1. Mesolithic Cultures: West Asia and Europe
2. Origins of Food Production: Debates



3. Features of the Neolithic based on sites from West Asia, Europe, Mesoamerica / China

**Unit-III: The Bronze Age**

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

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

**Unit IV: Nomadic Cultures in Transition**

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

**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 Humans (**Teaching Time: 4 weeks Approx.**)

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

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

**(Teaching Time: 4 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 सामार्व् जक स॰ रचनाएँ और स॰ स्क्ृ र् तयाँ, र् िल्ली: मानक प्रकाशन.
- Cohen M. (2009). 'Introduction. Rethinking the Origins of Agriculture'. October 2009, *Current Anthropology*. 50 (5), pp.591-595.
- Fagan, B.M. and N. Durrani. (2019). *The People of the Earth: An Introduction to World Prehistory*. New York: Routledge (15th Ed.), Chapters 8, 9, 10, 12, pp. 178-218, 228-245.
- Price, T.D. and O. Bar-Yosef. (2011). "The Origins of Agriculture: New Data, New 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 सामार्व् जक स॰ रचनाएँ और स॰ स्क्ृ र् तयाँ, र् िल्ली: मानक प्रकाशन.

**Unit III**. This Unit will enable students to contextualize the beginning of urban settlements, appearance of complex society and state with reference to some of the early civilisations of the world.

**(Teaching Time: 4 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 सामार्व् जक स॰ रचनाएँ और स॰ स्क्ृ र् तयाँ, र् िल्ली: मानक प्रकाशन.

**Mesopotamia**

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford

and Victoria: Blackwell.

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

## OR

### China

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

## OR

### Egypt

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

**Unit IV.** This unit will discuss the Nomadic cultures in West Asia in the third and second Millennium BCE. The use and spread of iron technology will enable students to be familiar with the technological and other changes related to it. **(Teaching Time: 4 weeks Approx.)**

- Schmidt, Conrad. (2018) "Pastoral Nomadism in Third Millennium BC Eastern Arabia," *Paleorient*, Vol 44, No. 1, pp.105 -118.
- Lees, S. And D.G. Bates. (April 1974), "The Emergence of Specialised Nomadic Pastoralism: A Systemic model," *American Antiquity*, Vol. 39, No. 2, pp. 187-193.
- Sherratt, A. "Sedentary Agriculture and nomadic pastoral populations." in *History of Humanity: from the third millennium to the seventh century BCE, vol. II*, (Ed.) S.J. de Laet. London: Routledge, pp. 37-43.
- Villard, P. (1996). "The beginning of the Iron Age and its Consequences", in *History of Humanity (Scientific and Cultural Developments) Vol. II. From the Third Millennium to the 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.
- Erb-Satullo, Nathaniel L. (2019). “The Innovation and Adoption of Iron in the Ancient Near East,” *Journal of Archaeological Research* 27:557-607 <https://doi.org/10.1007/s10814-01929-6>, pp.557 – 593.
- Snodgrass, A.M. (1980). “Iron and Early Metallurgy in the Mediterranean” in T.H.Wertime and J.D. Muhly (eds.) *The Coming of the Age of Iron*. New Haven and London, pp.335 -374.

### Suggested Readings:

- Carr, E.H. (1961/1991). “The Historian and his facts”, in E.H. Carr, *What is History?* Penguin Modern Classics (2ndEdn.), pp.7-30.
- कार, E.H.(1976). ‘ईतहासकर और उसके तथ्य’, E.H. कार, ईतहास क्या है? में अध्याय 1, मेर्कमलन पब्लिके शन (रू हन्िी अनुवाि, 1976).
- 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 Pre-hispanic Mexico*. New Brunswick (USA) and London: Aldine Transaction (Second Reprint 2007).
- Postgate, J.N. (1992). *Early Mesopotamia. Society and Economy at the dawn of history*. London and New York: Routledge, pp. 1- 154.
- Service, E. (1973). *Origins of the State and Civilization. The Process of Cultural Evolutions:*
  - W.W. Norton & Co.
  - Sherratt, A. (1996) “Sedentary Agricultural and nomadic pastoral populations’ in *History of Humanity: From the third millennium to the seventh century B.C.* vol. II, edited by S. J.de Laet, 37-43, Paris, London: Routledge, UNESCO, pp. 37– 43.
  - Starr, H. (2005). “Subsistence Models and metaphors for the Transition to Agriculture in North western Europe”, *MDIA*, Issue Title: Subsistence and Sustenance, Vol.15, no. 1, Arbor, Ann. (2005) Publishing, University of Michigan Library [url: http://hdl.handle.net/2027/spo.0522508.0015.103](http://hdl.handle.net/2027/spo.0522508.0015.103).
  - Website: [www.bradshawfoundation.com](http://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.
  - कोरोर्वकन, फ्योिोर. (2019). प्राचीन र् वि ईतहास का पर्चय, Delhi: Medha Publishing House.
  - राय, U.N. (2017). र् वि सभ्यता का ईतहास, र् िल्ली: 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 reading.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

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

**Course Type:** DSC (Discipline Specific Core)

**Course Title:** History of Modern China (c. 1840 – 1950s)

**Course Objectives:**

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

**Learning Outcomes:**

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

- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses on nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

**Course Content:**

**Unit I:** Late Imperial China and Western Imperialism

1. Confucian Value System; Society, Economy, Polity
2. Opium Wars and the Unequal Treaty System (9 lectures)

**Unit II:** Popular Movements and Reforms in the 19th century

1. Taiping and Boxer Movements – Genesis, Ideology, Nature
2. Self-Strengthening Movement; Hundred Days Reforms of 1898 (13 lectures)

**Unit III:** Emergence of Nationalism

1. The Revolution of 1911: Nature and Significance
2. The May Fourth Movement of 1919 (10 lectures)

**Unit IV: Communist Movement in China**

1. 1921-1927: Formation of the CCP and the First United Front
2. 1928-1949: Evolution of Maoist Strategy and Revolutionary Measures in Kiangsi and Yen-an ; Communist victory (13 lectures)

**Essential Readings and Unit Wise Teaching Outcomes:**

**Unit I:** This unit will introduce the students to the salient features of Late Imperial China and its confrontation with Western Imperialism. As a backdrop, it will discuss Confucianism. (Teaching Time: 3 Weeks)

- Chesneaux, J. (Ed.). (1972). Popular Movements and Secret Societies in China 1840-1950. Stanford: Stanford University.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 9).
- Hsu, C. Y. Immanuel, (1970) The Rise of Modern China, Oxford University Press.
- Sharma, K. R. (2022). The Third Birth of Confucius: Reconstructing the Ancient Chinese Philosophy in the Post-Mao China. New Delhi: Manohar. (Chapters 1-5).

**Unit II:** This unit examines the nature and consequences of popular movements and reforms attempted by the ruling elite. (Teaching time :4 weeks)

- Peffer, N. (1994). The Far East- A Modern History. New Delhi: Surjeet Publications, (Chapter 6 &Chapter 7).
- Chung, Tan. (1978). China and the Brave New World: A Study of the Origins of the Opium War. New Delhi: Allied Publishers, (Chapter 2, Chapter 6 & Chapter 7).
- Vinacke, H.M. (1982). A History of the Far East in Modern Times. Delhi: Kalyani Publishers, (Chapter 2).
- Chesneaux, J. (1973). Peasant Revolts in China 1840-1949. London: Thames and Hudson, (Chapter 2).
- Cohen, P.A. (1997). History in Three Keys: The Boxer as Event, Experience and Myth. New York: Columbia University Press.
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 10& Chapter 11).
- Gray, J. (1990 reprint). Rebellions and Revolutions: China from 1800s to the 1980s. Oxford: Oxford University Press, (Chapter 3& Chapter 6).
- Greenberg, M. (1951). British Trade and the Opening of China. Cambridge: Cambridge University Press.
- Michael, F.H. (1966-1971).The Taiping Rebellion: History and Documents. Seattle:University of Washington Press.



- Purcell, V. (1963). *The Boxer Rebellion: A Background Study*. Cambridge: Cambridge University Press, (Chapter 6, Chapters 9, Chapter 10 & Conclusion).
- Tan, Chester C. (1967). *The Boxer Catastrophe*, New York: Octagon Books.
- Teng, S.Y. (1971). *The Taiping Rebellion and the Western Powers: A Comprehensive Survey*. Oxford: Clarendon Press.
- Tan Chung. (1986). *Triton and Dragon: Studies on the 19th Century China and Imperialism*. New Delhi: Gian Publishing House.
- Shih, Vincent. (1967). *Taiping Ideology: Its Sources, Interpretations and Influences*. Seattle: University of Washington Press.

**Unit III:** This unit examines the history of the emergence of nationalism in China; nature, character and significance of the Revolution of 1911 and the May Fourth Movement. (Teaching time: 4 ½ Weeks)

- Wright, M. C. (Ed.). (1968). *China in Revolution: the First Phase, 1900-1913*. London: Yale University Press, (Introduction).
- Zarrow, P. (2005). *China in War and Revolution 1895-1949*. London: Routledge.
- Lazzarani, Edward J. (Ed.). (1999). *The Chinese Revolution*. Westport, Connecticut: Greenwood Press, pp 19-32.
- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 2).
- Chow, Tse-tung. (1960). *The May Fourth Movement*. Stanford: Stanford University Press, (Chapter 1, Chapter 14).
- Spence, J. (1999). *The Search for Modern China*. New York: W.W. Norton, (Chapters 11 and 13).
- Shinkichi, E. and H. Z. Schiffrin, (Ed.). (1984). *The 1911 Revolution in China: Interpretive Essays*. Tokyo: University of Tokyo Press, pp. 3-13.

**Unit IV:** This unit examines the emergence of Communism in China, the relations between the CCP and the KMT (Nationalist Party) and the evolution of the distinctive traits of Maoist Strategies of Revolution. (Teaching Time: 4 ½ Weeks)

- Bianco, L. (1967). *Origins of the Chinese Revolution 1915-1949*. Stanford: Stanford University Press, (Chapter 3 -4).
- Fairbank, J.K. (1987). *The Great Chinese Revolution 1800-1985, Part Three*. London: Chatto and Windus, (Chapters 12-14).
- Harrison, J.P. (1972). *The Long March to Power: A History of the Chinese Communist Party, 1921- 1972*, London: Macmillan, (Chapter 2-3 & Chapter 9).
- Isaacs, H. (1961). *The Tragedy of the Chinese Revolution*. Stanford: Stanford University Press, (Preface, Chapters 1-4 & Chapter 18).

- Johnson, Chalmers A. (1962). Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945. Stanford: Stanford University Press,(Chapter I).
- Selden, M. (1971). The Yen-an Way in Revolutionary China. Cambridge: Harvard University Press, (Chapter 1 & Chapter 6).
- Sheridan, J.E. (1975). China in Disintegration: The Republican Era in Chinese History 1912-1949. London: Free Press, Collier Macmillan Publishers, (Chapter 4).
- Snow, E. (1937). Red Star over China, Part Three. London: Victor Gollancz, (Chapter 2).
- Spence, J. (1999). The Search for Modern China. New York: W.W. Norton, (Chapter 16).
- Vohra, Ranbir. (1987). China's Path to Modernization: A Historical Review From 1800 to the Present. Englewood: New Jersey.: Prentice Hall.
- Waller, D. Kiangsi Soviets Republic: Mao and the National Congress of 1931 and 1934. Berkeley: University of California Press.

**Suggested Readings:**

- Bailey, Paul J. (2007). Gender and Education in China: Gender discourses and women's schooling in the early twentieth century. London: Routledge.
- Cameron, Meribeth H. (1931). The Reform Movement in China, 1898-1912, Stanford: Stanford University Press.
- Chen, J. (1965). Mao and the Chinese Revolution. London: Oxford University Press.
- Chesneaux, Jean et. al. (1976). China from the Opium Wars to the 1911 Revolution. New York: Random House, (Chapters 2-4, 7).
- Cohen, P. A. and John E. Schrecker. (1976). Reform in Nineteenth Century China, Cambridge: Harvard University Press.
- Duara, Prasenjit. (2009). The global and the regional in China's nation-formation. London: Routledge.
- Fairbank, J. K. (1953). Trade and Diplomacy on the China Coast: the opening of the treaty ports, 1842-54. Cambridge: Harvard University Press.
- Fairbank, J.K. (Ed.). (1983). Cambridge History of China: Volume XII: Republican China 1912-1949, Cambridge: Cambridge University Press
- Fairbank, J.K. and Merle Goldman. (2006). China: A New History. Harvard: Harvard University Press, (Chapter 12).
- Fairbank, J.K., E.O. Reischauer and A.M. Craig. (1998). East Asia: Tradition and Transformation. New Jersey: Houghton Mifflin.
- Fenby, J. (2009). The Penguin History of Modern China: The Fall and Rise of a Great Power 1850- 2009. London: Penguin Books, 2009.
- Franke, Wolfgang. (1980).A Century of Chinese Revolution, 1851-1949, Colombia:University of South Carolina Press.

- Goodman, Bryna and Wendy Larson (Ed.). (2005). Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China. Lanham: Rowman and Littlefield Publishers.
- Hsu, I.C.Y. (1985). The Rise of Modern China. Hong Kong: Oxford University Press, (Chapter 10).
- Hsu, I.C.Y. (Ed.). (1971). Readings in Modern Chinese History, Part Two. Hong Kong: Oxford University Press, (Chapter 2).
- Lovell, J. (2011). The Opium War: Drugs, Dreams, and the Making of China, London: Picador.
- Schram, S.R. (1963). The Politics and Thoughts of Mao Tse Tung. London: Pall Mall.
- Schurmann, F. and O. Schell (Ed.). (1968). China Reader Series: Vol. I– Imperial China, Vol. II– Republican China. Harmondsworth: Penguin Books.
- Schwartz, B. (Ed.). (1972). The Reflections on the May Fourth Movement: A Symposium. Cambridge: Harvard University Press.
- Sheng, Hu. (1981). Imperialism and Chinese Politics, Beijing: Foreign Languages Press.
- Spence, J.D. (1972). The Gate of Heavenly Peace. London: Faber and Faber Limited.
- Twitchett, D. and J.K. Fairbank. (1978). The Cambridge History of China. Cambridge: Cambridge University Press.
- Wasserstorm, Jeffrey N. (2003). Twentieth Century China: New Approaches (Rewriting Histories). London: Routledge.
- Wasserstorm, Jeffrey N. (2016). The Oxford Illustrated History of Modern China, Oxford: Oxford University Press.
- पणतः बकर, .ीकू 1ण व3कटेश.(1967) एशया क@ अवकासोम ख एकता. लखनऊ : कहानि समोत, सच उरविेश.
- ना अवभाग,
- अनाके , हरे िड, एम. (1974). पवZ एशया का आधोनक इतहास. लखनऊ: कहानि समोत सच ना अवभाग.
- एसटाइन, इजराइल.(1984). अफम युध से मरु etतक.किलन: अतररा1fनय वकाशन.
- चीन का भग ोल, (1985). अविशी भाषा वकाशन गह, पेइचग
- प.त, शैला. (2005) आध ोनक चीन का उिय. किलन : इमडप3ड3ट पनलके शन क. पनी
- >म.कू 1णकात.(2005).बीसवीं सिन का चीन: रा1fवाि और सापयवाि, qãथ>शपी.
- अव्याल.कार, ससयके तू . (2015). एशया का आधोनक इतहास, मसरू N: .ी सरवती सिन.
- सराओ, के . टन. एस. (2015) आधो ऒनिशालय.

- व्यवस्थालय: कहानि मायम कायावय  
महित ी, मनोरजन.(2017) माओ से-तं ग का राजनीतिक चिंतन. किलन : राथशपी.
- पांडेय, धनपत. (2017). आधुनिक एशिया का इतिहास. किलन: मोतीलाल बनारसीदास.

**Teaching Learning Process:**

Classroom teaching will be enriched by discussions and presentations made by the students in class and/or in tutorials. Presentations shall focus either on important themes covered in class

lectures, or on specific readings. Overall, the Teaching-Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period.

**Assessment Methods:**

Since this is a core course, the students should be encouraged to explore the subject through as many diverse media and in as many ways as possible. Students will be encouraged to innovatively use diverse learning aids, such as maps, texts on historical geography, literature, media reports, documentaries, and movies.

Internal Assessment: 25 Marks

Written Exam: 75 Marks Total: 100

**Keywords:** China, Confucianism, Canton, Opium, Imperialism, Revolt, Reform, Sun Yat-sen, Revolution, Nationalism, KMT, CCP, Communism, MaoTse-Tung, Kiangsi, Yenan, Peasantry, Soviets.

**Course Type:** Generic Elective (GE)

**Course Title:** Delhi Through the Ages: The making of its early Modern History

**Course Objective:**

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

**Learning Outcomes:**

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

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

**Course Content:**

**Unit I:** Delhi's Early History: Indraprastha, Ashokan Edicts, Mehrauli Iron Pillar, Lalkot

**Unit II:** From Settlements to Cityscape - Understanding the 13<sup>th</sup> and 14<sup>th</sup> Century Cities of Delhi.

Case Study Any Two:

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

**Unit III:** 16<sup>th</sup> to 17<sup>th</sup> Century Delhi:

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

**Unit IV:** 18<sup>th</sup> Century Delhi - Understanding political and social changes

**Essential Readings:**

**Unit 1:** This unit will introduce students to the early history of Delhi, focusing on Indraprastha ancient edicts and pillars and the Tomar and Chauhan constructions. (Teaching Time: 3 Weeks)

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

**Unit 2:** This unit will study the cities of Sultanate Delhi in the 13<sup>th</sup> and 14<sup>th</sup> centuries. It will discuss the various reasons for the shift of capitals and the changing character of the city. Case studies of any two of these cities will be undertaken. Students will be encouraged to plan field trips related to the themes and readings. (Teaching Time : 4 Weeks)

- Ali, Athar. (1985). “Capital of the Sultans: Delhi through the 13th and 14th Centuries”, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Kumar, Sunil. (2019) “The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi”, in Kumkum Roy and Naina Dayal. (Ed.). *Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar*, Aleph Book Company, pp 222-235.
- Kumar, Sunil. (2011). “Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE” in Albrecht Fuess and Jan Peter Hartung. (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) ‘Qutb in Modern Memory’. In: Kaul, Suvir, (ed.), *Partitions of Memory*. Delhi: Permanent Black, pp. 140-182.
- Jackson, Peter. (1986). ‘Delhi: The Problem of a Vast Military Encampment’, in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), pp.18-33.
- Haidar, Najaf. (2014). ‘Persian Histories and a Lost City of Delhi’, *Studies in People's History*, vol. 1, pp. 163–171
- Aquil, R. (2008). “Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam.” *South Asia Research* 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). “The Tughluqs: Master Builders of the Delhi Sultanate “: *Muqarnas*, vol. 1 pp. 123-166.
- Welch, Anthony. (1993). *Architectural Patronage and the Past: The Tughluq Sultans of India: Muqarnas*, Vol. 10, Essays in Honor of Oleg Graber, pp. 311-322, Published by Brill. <https://www.jstore.org/stable/1523196>

**Unit 3:** This unit will explore the structure and meanings of Humayun’s Garden Tomb and morphology of the imperial city of Shahjahanabad, in the 16<sup>th</sup> and 17<sup>th</sup> centuries (Teaching time: 4 weeks)

- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 106-116.
- Blake, Stephen, (1985). “Cityscape of an Imperial City: Shahjahanabad in 1739”, in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99.

- Hasan, Nurul, S. (1991). “The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad”, In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta, Narayani. (1993). “The Indomitable City,” in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). “Diwan-i’Amm and Chihil Sutun: The Audience Halls of Shah Jahan”. *Muqarnas*, vol. 11, pp. 143-165.
- Lowry, Glenn D. (1987). *Humayun’s Tomb: Form Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Dickie, James (Zaki, Yakub), (1985). *The Mughal Garden: Gateway to Paradise*, *Muqarnas*, Vol. 3, pp. 128-137.
- Koch, Ebba. (1997). ‘Mughal Palace Gardens from Babur to Shahjahan (1526-1648), *Muqarnas*, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). “The Mighty Defensive Fort’: Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris.” *Proceedings of the Indian History Congress* 71, pp. 1108–1121.

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

- 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
- Ataullah. (2006-2007). “Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city” *Proceedings of the Indian History Congress*, vol. 67 pp. 1042-1057.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Raziuddin Aquil, (2017) “Violating Norms of Conduct” in *The Muslim Question: understanding Islam and Indian History*, Delhi: Penguin Random House, pp. 133-156.

**Suggested Readings:**

- Anthony Welch, ‘A Medieval Centre of Learning in India: The Hauz Khas Madrasa in Delhi’, *Muqarnas*, 13 (1996): 165-90;
- Anthony Welch, ‘The Shrine of the Holy Footprint in Delhi’, *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. (2000). “Delhi Walled: Changing Boundaries” in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247-281.



- Bayly, Christopher Alan. (1986). “Delhi and Other Cities of North India during the ‘Twilight’”, in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*. Cambridge; New York: Cambridge University Press.
- Chandra, Satish. (1991). “Cultural and Political Role of Delhi, 1675-1725”, in R.E.Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi:Oxford University Press, pp. 106-116.
- Hasan, Zafar. (1922). *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India #10
- Habib, Irfan. (1978). ‘Economic History of the Delhi Sultanate -- an Essay in Interpretation’, *Indian Historical Review* vol. 4, pp. 287-303.
- Flood, Finbarr B. (2008). “Introduction” in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Matsuo, Ara. (1982). “The Lodi Rulers and the Construction of Tomb-Buildings in Delhi”. *Acta Asiatica*, vol. 43, pp. 61-80.
- Moosvi, Shireen. (1985) “Expenditure on Buildings under Shahjahan—A Chapter of Imperial Financial History.” *Proceedings of the Indian History Congress*, vol. 46 pp. 285–99.
- Page, J.A. (1926). *An Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India #22
- Page, J.A. (1937). *A Memoir on Kotla Firoz Shah, Delhi*. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). “A True Beginning in the North” and “A Phenomenon called ‘Vali’” in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Shokoohy, Mehrdad. (2007). *Tughluqabad: a paradigm for Indo-Islamic Urban planning and its architectural components*. London: Araxus Books.
- Singh, Upinder. ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. (2003). “Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi” *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95-116.
- Anand Taneja, ‘Saintly Visions: Other histories and history’s others in the medieval ruins of Delhi’ *IESHR*, 49 (2012).
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112-124.

### Teaching Learning Process:

Classroom teaching is 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 documentary films 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 the 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 To-  
tal: 100 Marks

**Keywords:** History, settlements, cityscape, morphology, social empowerment, Delhi, Urbanisation

**Course Type:** Generic Elective (GE)

**Course Title:** Science, Technologies and Humans: Contested Histories

**Course Objectives:**

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

**Learning Outcomes:**

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 the government for promotion of science and technology.

**Course Content**

**Unit 1:** Science, Technology and Society

1. Revisiting ‘Scientific Revolution’
2. Colonialism and Science

**Unit 2:** Science: Contestation and Exchanges

1. Decimal and Zero
2. Hegemony of documentation

**Unit 4:** Economics of Technologies: Questions of Ethics

1. Generic Medicines
2. Industrial Disasters

**Unit 5:** Science and nation making

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

**Essential Readings and Unit Wise Teaching Outcomes:**

**Unit-1:** Science and technology have a very complex relationship with society. Populating of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. **(Teaching Time: 4 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.
- मल्ल, गुणाकर. (२००५). भारतीयईतहासमें र् वज्ञान. र् िल्ली:यात्रीप्रकाशन. (अध्याय: र् वज्ञान और समाज; पृष्ठ ११-२९, ज्योत्षका आरम्भ और विकास; पृष्ठ ४१-४९, वैर् िकगणतकी समीक्षा; पृष्ठ ५०-६६).
- Bernal, J D. (1969). *Science in History Vol, I: The Emergence of Science*. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. *Journal of Early Modern History*, Vol. 21 (No.5), pp. 445-458.
- Habib, S Irfan and Raina, Dhruv. (2007). 'Introduction', in S Irfan Habib & Dhruv Raina. (Eds.). *Social History of Science in Colonial India*. Delhi: Oxford University Press. pp. XII-XL.
- (Revised version published as S Irfan Habib & Dhruv Raina, 'Introduction' in *Social History of Science in Colonial India*, New Delhi: Oxford University Press, 2007, pp. XII-XL.)
- Kumar, Deepak, *Science and the Raj*, OUP, 1998 (Introduction).

**Unit-2:** Students will understand the politics associated with appropriation of 'Scientific' heritage through the case study of the decimal and zero. It will also teach them about the politics of documentation and its importance during early modern times. **(Teaching Time: 4 weeks Approx.)**

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

**Unit-3:** This unit will make an attempt to convey that science and technology need to be carefully historicized 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)**
- Banerjee, Madhulika, *Power, Knowledge, Medicine: Ayurvedic Pharmaceuticals at Home and in the World*, Hyderabad: Orient Blackswan, 2009 (Introduction).

**Unit-5:** This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and women; associated institutions and their contribution in nation making. **(Teaching Time: 3 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 MaheshRangarajan, ed., *Environmental Issues in India: A Reader*. Delhi: Pearson. pp.544-49. **(Also available in Hindi)**
- Banerjee, Somaditya. (2016). 'Meghnad Shaha: Physicist and Nationalists'. *Physics 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.
- Damodaran, Vinita. (2013). 'Gender, Race and Science in Twentieth-Century India: E.K. Janaki Ammal and the History of Science.' *History of Science*, Vol. 51 (No. 3), pp. 283- 307.
- Chattopadhyay, Anjana. (2018). 'Janaki Ammal, Edavaleth Kakkat (1897-1984)', in *Women Scientists in India: Lives, Struggles and Achievements*, New Delhi: National BookTrust, pp. 170-172.

#### **Suggested Readings:**

- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. *Economic and Political Weekly*, Vol. LIII (No.9), pp. 45-47.
- Chaterjee, Santimay. (1994). 'Meghnad Shaha: The Scientist and the Institution maker.' *Indian Journal of History of Science*, Vol.29 (No.1), pp. 99-110.
- Habib, Irfan. (2008). *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika (Also available in Hindi).
- Qaisar, A J. (1982). *Indian Response to European Technology and Culture AD 1498-1707*, Bombay: Oxford University Press.
- Rahman, Abdur. (1984). *Science and Technology in Indian Culture: A Historical Perspective*. Delhi: National Institute of Science, Technology & Development Studies

Science, Technology and Innovation Policy 2013, Government of India, India. (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>) Available in Hindi 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 there by engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks To-

tal: 100 Marks

**Keywords:** Scientific Revolution, Colonialism, Hegemony, Predictions, Cross-cultural, Documentation