

SEMESTER – V

DEPARTMENT OF HISTORY COURSES OFFERED BY DEPARTMENT OF HISTORY

Category I

[UG Programme for Bachelor in History (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India – V: c. 1500 – 1600

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – V: c. 1500 – 1600	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

Learning Objectives

The course is intended to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other regions of the Indian sub-continent not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them

Learning outcomes

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

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment and consolidation of the Mughal state.
- Explain the religious milieu of the time by engaging with some prominent religious traditions.
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

SYLLABUS OF DSC

Unit I: Sources and Historiography

1. An overview of Persian Literary Traditions
2. Vernacular Literature- Brajbhasha and Telugu/Tamil

Unit II: Political Formations and Institutions

1. Mughal state- Role of Military tactics and technology; Changing notions of Kingship ; Institutions (Evolution of Mansab, Jagir and land revenue system)
2. Rajput and Ahom Political culture
3. Formation of Nayaka states of Madurai, Thanjavur and Jinji

Unit III: Political and Religious Ideas

1. Sulh-i-kul and Akhlaqi tradition; Ideological challenges
2. Vaishnava Bhakti Traditions of North India
3. Shaivite traditions

Unit IV: Visual culture and articulation of Authority

1. Fatehpur Sikri.
2. Chittor Fort.
3. Temples and Gopurams of the Nayakas: Meenakshi temple

Practical component (if any) – NIL

Essential/recommended readings

Unit I. This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyse these sources based on their modern historiographical interpretations. **(Teaching Time: 9 hrs. approx.)**

Essential Readings:

- Rizvi, S. A. A. (1975)- Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605), Delhi: Munshiram Manoharlal
- Truschke, Audrey (2016). Culture of Encounters, New Delhi: Penguin Allen Lane, (Chapter 4 'Abul Fazl Redefines Islamicate Knowledge and Akbar's Sovereignty', pp. 142- 165)
- Alam, Muzaffar (2004). Languages of Political Islam, Delhi: Permanent Black, (Chapter 4, 'Language and Power', pp. 115-140)
- Ali, S Athar. (1992). "Translations of Sanskrit Works at Akbar's Court" Social Scientist, vol. 20 no.9, pp, 38-45
- Busch, Allison (2005), "Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas" in South Asia Research, Vol. 25, No.1, pp 31-54
- Busch, Allison (2010) "Hidden in Plain view: Brajbhasha poets at the Mughal Court" Modern Asian Studies. Vol. 44, No.2, pp 267-309
- Sharma, Sandhya (2011). Literature, Culture and History in Mughal North India, 1550- 1800, Delhi: Primus (Introduction and Chapter 5)
- Rao, V N, David Shulman, and Sanjay Subrahmanyam (eds.) (2001). Textures of Time: Writing History in South India 1600-1800, Delhi: Permanent Black
- Sreenivasan, Ramya (2014) "Rethinking Kingship and Authority in South Asia: Amber (Rajasthan), Ca. 1560-1615." Journal of the Economic and Social History of the Orient 57, no. 4, pp 549–86

Unit II. This unit enables students to understand the various contexts and processes involved in the establishment and consolidation of the Mughal state encompassing such themes as the role of military tactics and technology, legitimacy through innovative notions of kingship and administrative institutions. Besides the Mughal state, it also discusses other political formations, some of considerable resilience and importance that complicated the processes of imperial integration. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India. **(Teaching Time- 15 hrs. approx.)**

- Gommans, Jos J L. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London and New York: Routledge
- Gommans, Jos J L & Dirk H A Kolff, eds. (2001). *Warfare and Weaponry in South Asia 1000-1800*, New Delhi: OUP, (Introduction)
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press. (Chapter on 'Turko-Mongol Theory of Kingship')
- Khan, I.A. (1972). "The Turko-Mongol Theory of Kingship", in K A Nizami (Ed.).
- *Medieval India-A Miscellany*, Vol. II, London: Asia Publishing House.
- Richards, J F. (1996). *The Mughal Empire*, Cambridge, Cambridge University Press. (Introduction & Chapters 1-4)
- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP, (Introduction)
- Ali, S Athar (Revised 1997) -*The Mughal Nobility Under Aurangzeb*, Delhi: Oxford University Press (Chapter 2)
- Moosvi, Shireen. (1981). "The Evolution of the Mansab System under Akbar until 1596- 97", *Journal of the Royal Asiatic Society of Great Britain & Ireland*, Vol. 113 No. 2, pp. 173-85,
- Habib, Irfan (1999), *The Agrarian System of Mughal India (1556-1707)*, OUP, New Delhi (Chapter 6)
- Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80", *Journal of Royal Asiatic Society*, No 1-2 , pp.29- 36
- Ziegler, Norman P (1998)- "Some Notes on Rajput Loyalties During the Mughal Period" in John F. Richards, (Ed.). *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 242-284.
- Zaidi, S Inayat A. (1997). "Akbar and Rajput Principalities- Integration into Empire" in Irfan Habib (ed.) *Akbar and His India*, Delhi: Oxford University Press
- Chandra, Satish. (1993). *Mughal Religious Policies, The Rajputs and The Deccan*, Delhi: Vikas Publishing House.
- Balabanlilar, Lisa (2013). *Imperial Identity in the Mughal Empire*, New Delhi: Viva Books. (Introduction and Chapters 1 and 2)
- Rao, V N, David Shulman, and S. Subrahmanyam (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press
- Rao, V, & Subrahmanyam, S. (2012). 'Ideologies of state building in Vijayanagara and post-Vijayanagara south India: Some reflections' In P. Bang & D. Kolodziejczyk (Eds.), *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge, Cambridge University Press, pp 210-232

- Dirks, Nicholas B (2007). *The Hollow Crown. Ethnohistory of an Indian Kingdom*, Cambridge: Cambridge University Press (Introduction)
- Howes, Jennifer (2003). *The Courts of Pre-colonial South India*, London: Routledge. (Introduction and Chapter 3)
- Karashima, Noboru (1985). "Nayaka Rule in North and South Arcot Districts in South India During the 16th Century", *Acta Asiatica*, Vol. 48, pp. 1-25

UNIT III: This unit seeks to capture the political and religious milieu of the times focussing on developments in Indian Islam as well as more generally on cross-cutting ideas in circulation in north India manifested in the teachings of Vaishnava Bhakti saints. **(Teaching Time: 12 hrs. approx.)**

- Rizvi, S.A.A. (1975). *Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605)*. New Delhi: Munshiram Manoharlal
- Alam, Muzaffar (2004). *The Languages of Political Islam: India (1200-1800)*, Delhi: Permanent Black (Introduction, Chapters 2 and 5)
- Ali, S Athar (2008), "Sulh-i-Kul and Religious Ideas of Akbar" in *Mughal India: Studies in Polity, Ideas, Society and Culture*, Delhi: Oxford University Press
- Moosvi, Shireen (2007). "The Road to Sulh-i-Kul: Akbar's Alienation from Theological Islam" in Irfan Habib (ed.) *Religion in History*, Delhi: Tulika
- Friedman, Yohanan (1971), *Shaykh Ahmad Sirhindi: An Outline of His Thought and a Study of His Image in the Eyes of Posterity*, McGill-Queen's University Press, Montreal (Introduction)
- Lorenzen, David N. (1995). *Bhakti Religion in North India: Community Identity and Political Action*, New York: State University of New York Press (Introduction)
- Chatterjee, K. (2009). "Cultural Flows and Cosmopolitanism in Mughal India: The Bishnupur Kingdom", *Indian Economic and Social History Review*, vol. 46, No. 2, pp. 147- 82.
- Dalmia, Vasudha (2015), 'Hagiography and the "other" in the Vallabha Sampradaya' in Vasudha Dalmia and Munis D Faruqi (eds), *Religious Interactions in Mughal India*, New Delhi, OUP.
- Stewart, Tony K (2013), 'Religion in Subjunctive: Vaishnava Narrative Sufi Counter-Narrative in Early Modern Bengal', *The Journal of Hindu Studies*, Vol 6, pp 52-72

Unit IV: This unit focuses on the nuanced usage of visual culture (particularly architecture) an effective means to articulate authority by rulers of different backgrounds and political ambitions. **(Teaching Time: 9 hrs. approx.)**

- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press (PP 51-74)
- Brand, Michael, and Glen D Lowry (Eds.). (1987). *Fatehpur Sikri*, Bombay: Marg Publications (Chapters 2-7)
- Koch, Ebba. (2002). *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New Delhi, New York: Oxford University Press (Introduction, Chapter on Akbar)
- Sharma, Rita and Sharma, Vijay (2020), *Forts of Rajasthan*, Rupa Publications
- Jaweed, Md Salim (2012), 'Rajput Architecture of Mewar From 13th to 18th Centuries', PIHC, Vol 73, pp 400-407

- Asher, Catherine B (2020), 'Making Sense of Temples and Tirthas: Rajput Construction Under Mughal Rule', *The Medieval History Journal*, Vol 23, Part1, pp 9-49
- Tillotson, Giles Henry Rupert (1987). *The Rajput Palaces: The development of an architectural style, 1450-1750*. Yale Univ. Press, (Chapters 1-3)
- Mitchell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750*, Cambridge: Cambridge University Press
- Eaton, Richard M. And Phillip B. Wagoner. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi:Oxford University Press. (Chapters 2 and 3)
- Karashima, Noboru (2014). *A Concise History of South India: Issues and Interpretations*, New Delhi,Oxford University Press. (Section 6.1-6.6)
- Rao, V N, David Shulman, and S. Subrahmanyam. (1992). *Symbols of Substance: Court and State in Nayaka Period Tamilnadu*, Delhi: Oxford University Press

Suggestive readings

- Eaton, Richard (2019). *India in the Persianate Age, 1000-1765*, New Delhi, Penguin Allen Lane (Chapter 5).
- Kolff, Dirk H.A. (1990). *Naukar, Rajput and Sepoy: the Ethnohistory of the military labour market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).
- Talbot, Cynthia (2013), 'Becoming Turk the Rajput Way: Conversion & Identity in an Indian Warrior Narrative', Richard Eaton et al, *Expanding Frontiers in South Asian and World History, Essays in Honour of JF Richards*, Cambridge University Press
- RaziuddinAquil. (2007). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford: Oxford University Press.
- Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in *Kingship and Authority in South Asia*, Delhi: Oxford University Press, pp. 285-326.
- Sharma, Krishna (2003). *Bhakti and Bhakti Movement*, Delhi: Munshiram Manoharlal Publishers
- Habib, Irfan (ed.1997) *Akbar and His India*, Delhi: Oxford University Press
- Siddiqui, N A. (reprint 1989). *Land Revenue Administration under the Mughals(1700-1750)*. New Delhi: Munshiram Manoharlal Publishers
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Aquil, Raziuddin and Kaushik Roy (2012)- *Warfare, Religion and Society in Indian History*, Delhi: Manohar publishers and Distributors (Chapters 3 and 4)
- Nizami, K A (1983). *On History and Historians of Medieval India*, New Delhi: Vedic Books
- Spear, Percival (2009). "The Mughal Mansabdari System" in Edmund Leechand S N Mukherjee (eds.) *Elites in South Asia*, Cambridge: Cambridge University Press
- Alam, Muzaffar (2021). *The Mughal and the Sufis: Islam and Political Imagination in India*, Ranikhet: Permanent Black, pp 1-93 (Chapters 1 and 2)
- Talbot, Cynthia, and Catherine B Asher (2006). *India Before Europe*, Cambridge: Cambridge University Press

- Bahugana, R.P. (2008). "Kabir and other Medieval Saints in Vaishnava Tradition", PIHC, Vol. 69, pp 373-383
- Rezavi, Nadeem, (2013) Fatehpur Sikri Revisited, OUP. Readings in Hindi Medium
- Chandra, Satish (2018). Madhyakalin Bharat (Part II), Sultanat se Mughal Ka Itak, New Delhi: Jawahar Publishers & Distributors
- Habib, Irfan (Ed.).(2000). Madhyakalin Bharat, (Vols. 1-8, relevant articles), New Delhi: Rajkamal Prakashan
- Habib, Irfan (Ed.). (2016). Akbar Aur Tatkaleen Bharat, New Delhi: Rajkamal Prakashan
- Habib, Irfan. (2017). Madhyakalin Bharat ka ArthikItihas: Ek Sarvekshan, NewDelhi: Rajkamal Prakashan
- Verma H C. (Ed.) (2017). Madhyakalin Bharat (Vol. II) 1540-1761, HindiMadhyam Karyanvan Nideshalaya, Delhi University
- Mukhia Harbans (2008), Bhartiya Mughal, Urdu Bazaar, New Delhi

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

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): History of India – VI: c. 1750 – 1857

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India – VI: c. 1750 – 1857	4	3	1	0	12 th Pass	Should have studied History of India – IV: c. 1200 – 1500

Learning Objectives

The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18th century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

Learning outcomes

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

- Outline key developments of the 18th century in the Indian subcontinent.
- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during the first century of British colonial rule.
- Assess the issues of landed elites, and those of struggling peasants, tribals and artisans during the Company Raj.

SYLLABUS OF DSC

Unit I: India in the mid-18th Century: society, economy, polity and culture

1. Issues and Debates
2. Continuity and change

Unit II: Colonial expansion: policies and methods with reference to any two of the following Bengal, Mysore, Marathas, Awadh, Punjab and the North- East

Unit III: Colonial state and ideology

1. Imperial ideologies: Orientalism, Utilitarianism, and Evangelicalism
2. Indigenous and colonial education

Unit IV: Economy and Society

1. Land revenue systems and its impact
2. Commercialization of agriculture
3. De-industrialization

Unit V: 19th Century: Reforms and Revival

1. Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis, AryaSamaj
2. Discourse on Gender and Caste in Reform and revival movement

Unit VI: Popular resistance

1. The Uprising of 1857
2. Peasant resistance to colonial rule: Santhal Uprising (1856); Indigo Rebellion(1860). Kol Uprising (1830-32)

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This Unit enables the students to outline key developments of the 18th century in the Indian subcontinent. These developments are discussed through key debates on the varied historical evidence used by historians when examining the weakening Mughal state, growth of regional kingdoms, changing dynamics of the economy, evolving social structures, cultural patterns, etc. **(Teaching Time: 9 hrs. approx.)**

- Alavi, Seema(ed.). (2002). The Eighteenth Century in India. New Delhi: OUP (Introduction).
- Bayly, C.A. 1988. Indian Society and the making of the British Empire. Cambridge: CUP (Chapter1, pp. 7- 44).
- Parthasarathi, Prasannan. 2011. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185- 269).
- Faruqui, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India," In Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.), Expanding Frontiers in South Asian andWorld History: Essays in Honour of John

- F. Richards (pp. 1- 38).

Unit- II: This Unit introduces the students to the political process by which Company rules was established in the Indian subcontinent. The unit shall also acquaint students with the important features of the 18th century states and how they came to be positioned vis-à-vis an expanding Company state. **(Teaching Time: 6 hrs. approx.)**

- Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan (Chapter 1, 'Transition to the Eighteenth Century', pp. 37- 62).
- Bayly, C. A. (2008). Indian Society and the making of the British Empire. Cambridge: CUP (Chapter 2, 'Indian Capital and the Emergence of Colonial Society' pp. 45- 78; Chapter 3, 'The Crisis of the Indian State', pp. 79- 105).
- Fisher, Michael H. (1996). The Politics of British Annexation of India 1757-1857. Oxford: OUP (Introduction).
- Marshall, P.J. (1990). Bengal: The British Bridgehead. Cambridge: CUP.
- Cederlof, Gunnel. (2014). Founding an Empire on India's North- Eastern Frontiers 1790- 1840: Climate, Commerce, Polity. OUP.
- Farooqui, Amar, (2013), Zafar and The Raj: Anglo- Mughal Delhi c. 1800-1850, Primus Books, Delhi.

Unit-III: The unit shall discuss in detail and familiarise students with the evolving ideological underpinnings of the Company state, the idea of difference which developed within the imperial discourse and the manner in which colonial education policy and system evolved. **(Teaching Time: 6 hrs. approx.)**

- Metcalf, Thomas R. (2007 reprint). Ideologies of the Raj, Cambridge: CUP (Chapters 1,2 & 3).
- Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". Comparative Studies in Society and History, 45 (4), pp. 783- 814.
- Stokes, Eric. (1982 reprint). The English Utilitarians and India. Oxford: OUP (Chapter 'Doctrine and its Setting')
- Rocher, Rosanne. (1993). "British Orientalism in the Eighteenth Century: The Dialectics of Knowledge and Government", in Peter van der Veer and Carol Breckenridge eds. Oriental- ism and the Post- colonial Predicament: Perspectives on South Asia. University of Pennsylvania Press, pp. 215-250.
- Viswanathan, Gauri. (2014 reprint). Masks of Conquest: Literary Study and British Rule in India. New York: Columbia University Press (Introduction and Chapters 1 to 4).
- Copland, Ian. (2007). "The Limits of Hegemony: Elite Responses to Nineteenth-Century Imperial and Missionary Acculturation Strategies in India". Comparative Studies in Society and History. Vol. 49. No. 3. (637- 665).
- Bhattacharya, Sabyasachi (ed.). (1998). The Contested Terrain: Perspectives on Education in India. New Delhi: Orient Blackswan ("Introduction").
- Dharampal. The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Vol III, Goa, Other India Press

Unit-IV: This Unit shall familiarise students with the key debates on the economic impact of Company Raj. Students shall assess this impact by looking at changing agrarian relations, crop cultivation, and handicraft production. **(Teaching Time: 9 hrs.approx.)**

- Stein, Burton. (ed.). (1992). *The Making of Agrarian Policy in British India 1770-1900*. Oxford: OUP (Introduction (pp.1-32)& Chapter 4(pp.113-149)).
- Tomlinson, B.R. (2005). *The Economy of Modern India 1860-1970*. Cambridge: CUP (Chapter 2, pp.47- 67)
- Bose, Sugata. (Ed.). (1994). *Credit, Markets and the Agrarian Economy of Colonial India*. New Delhi: Oxford University Press (Introduction (pp. 1-28) & Chapter 2 (pp. 57-79)).
- Chandra, Bipan. (1999). "Colonialism, Stages of Colonialism and the Colonial State", in- Bipan Chandra, *Essays on Colonialism*, New Delhi: Orient Longman, pp. 58-78.
- Ray, Indrajit. (2016). "The Myth and Reality of Deindustrialization in Early Modern India", in Latika Chaudhary et al. (Eds.) *A New Economic History of Colonial India*. New York: Routledge. (52- 66).
- Sumit Sarkar (2014) *Modern Times, India 1880s – 1950s*, Permanent Black, New Delhi. Chapters 3 & 4
- Shrivastava, Sharmila, *Slopes of struggle: Coffee on Baba Budan hills*, *Indian Economic and Social History Review*, Volume LVII, Number 2, (April – June 2020) pp. 199 - 228

Unit-V: This Unit shall acquaint students with the social churning on questions of tradition, modernity, reform, etc. that unfolded during first century of British colonial rule. Through special focus on gender concerns, gender roles in the household and ideas of 'ideal womanhood', the unit shall enable students to contextualize the endeavours of nineteenth-century social reformers and nationalists. **(Teaching Time: 9 hrs. approx.)**

- Jones, Kenneth. (2003). *Socio-Religious Reform Movements in British India* (pp. 15-47; pp. 122- 131).
- Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
- Singh, Hulas. (2015). *Rise of Reason: Intellectual History of 19th-century Maharashtra*. Taylor and Francis (pp. 1- 197).
- Sarkar, Sumit and Tanika Sarkar (eds.). (2008). *Women and Social Reform in India: A Reader*. Bloomington and Indianapolis: Indiana University Press (Chapters 1, 2 and 4).
- Loomba, Ania. (Autumn 1993). "Dead Women Tell No Tales: Issues of Female Subjectivity, Subaltern Agency and Tradition in Colonial and Post- Colonial Writings on Widow Immolation in India". *History Workshop*, 36, pp.209–227.
- Kopf, David. (1969). *British Orientalism and the Bengal Renaissance: The Dynamics of Modernization*. Berkeley, Los Angeles: University of California Press (Introduction).

- Panikkar, K.N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi: Tulika(pp. 1-26 & pp. 47-53).
- Chakravarti, Uma. (1998). Rewriting History: The Life and Times of Pandita Ramabai. New Delhi: Kali for Women (Chapter, 'Caste, Gender and the State in Eighteenth Century Maha- rashtra', pp. 3-42).

Unit-VI: This Unit shall enable students to identify and discuss the issues reflected in the major uprisings of the nineteenth century. In the context of heavy revenue assessment, changing land rights, deepening stratification within the rural society, emergence of new social forces in agrarian economy, etc., students shall discuss the discontent of the landed elite, and those of struggling peasants and tribals during the Company Raj. **(Teaching Time: 6 hrs. approx.)**

- Stokes, Eric and C.A. Bayly. (1986). The Peasant Armed: the Indian Revolt of 1857. Clarendon Press (Introduction).
- Mukherjee, Rudrangshu. (1993). "The Sepoy Mutinies Revisited", in Mushirul Hasan and
- Narayani Gupta (Eds.), India's Colonial Encounter, New Delhi: Manohar
- David, Saul. (2010). "Greased Cartridges and the Great Mutiny of 1857: A Pretext to Rebel or the Final Straw", In Kaushik Roy (ed.) War and Society in Colonial India (82-113).
- Hardiman, David. (1993). Peasant Resistance in India, 1858- 1914. New Delhi: OUP. Introduction & pp. 1-125.
- Desai, A.R. (ed.) (1979). Peasant Struggles in India. Bombay: UP. (136- 158)
- Mukherjee, Rudrangshu. (1984) Awadh in Revolt 1857-1858. New Delhi: Oxford University Press.

Suggestive readings (if any)

- Alavi, Seema ed. (2002). The Eighteenth Century in India. New Delhi: OUP. Bara, Joseph (2002) "Tribal Education, the Colonial State and Christian Missionaries: Chotanagpur 1839-1870." In Education and the Disprivileged : Nineteenth and Twentieth Century India, edited by Sabyasachi Bhattacharya. New Delhi: Orient Longman, pp. 123-152.
- Bayly, Susan. (1999). "Chapter 2: Kings and Service People 1700-1830." Caste, Society and Politics in India from the 18th Century to the Modern Age. Cambridge: Cambridge University Press. The New Cambridge History of India Series, pp. 64-79.
- Bhattacharya, Sabyasachi ed. (2007). Rethinking 1857. Delhi: Orient Longman.
- Chaudhury, Sushil. (2000). The Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar.
- Constable, Philip. (2001). "The Marginalization of a Dalit Martial Race in the Late Nineteenth and Early Twentieth Century Western India". Journal of Asian Studies, 60 (2), pp. 439- 78.
- Dirks, Nicholas B. (2001). Castes of Mind. Princeton, New Jersey: Princeton University Press,

- Green, William A. et al.(Spring 1985). "Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis" *Albion: A Quarterly Journal Concerned with British Studies*, 17 (1), pp. 15-45. [pp. 20-24 is a survey of British strategy/calculations during its territorial expansion]
- Guha, Ranajit.(1983) *Elementary Aspects of Peasant Insurgency in Colonial India*. New Delhi: Oxford University Press (Introduction & Chapter 'Territoriality').
- Hutchins, Francis. (1967). *The Illusion of Permanence*. Princeton, New Jersey: Princeton University Press.
- Jones, Kenneth. (2003) *Socio-Religious Reform Movements in British India*. New Cambridge
- *History of India*, Vol.3.1. Cambridge: Cambridge University Press.
- Kapila, Shruti ed. (2010). *An Intellectual History for India*. Delhi: Cambridge University Press.
- Ludden, David ed. (2005). *Agricultural Production and South Asian History*. New Delhi: Oxford University Press.
- Metcalf, Thomas. (1995). *Ideologies of the Raj*. Cambridge: Cambridge University Press (Chapter 4, Ordering Difference, pp. 92-.128).
- Mukherjee, Mithi. (2010) *India in the Shadows of Empire: A Legal and Political History 1774- 1950*. New Delhi: Oxford University Press (Introduction and Chapter 1, 'The Colonial and the Imperial', pp. 1- 44).
- Mukherjee, Rudrangshu. (2018). "The Azimgarh Proclamation and Some Questions on the Revolt of 1857 in the North western Provinces". *The Year of Blood: Essays on the Revolt of 1857*. New Delhi: Social Science Press and Routledge.
- Pollock, Sheldon ed. (2011). *Forms of Knowledge in Early Modern Asia*. Delhi: Manohar. Introduction (1- 16).
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press.
- Raj, K N. et al ed. (1985). *Essays on the Commercialization of Indian Agriculture*. New Delhi: Oxford University Press.
- Robb, Peter, ed. (1993). *Dalit movements and the meanings of labour in India*. New Delhi: Oxford University Press.
- Roy, Tirthankar. (2010). *Company of Kinsmen: Enterprise and Community in South Asian History 1700-1940*. New Delhi: OUP (Chapter 6, pp. 190- 219).
- Skuy, David. (July 1998). "Macaulay and the Indian Penal Code of 1862: The Myth of the Inherent Superiority and Modernity of the English Legal System Compared to India's Legal System in the Nineteenth Century", *Modern Asian Studies*, 32 (3), pp. 513-557.
- Stein, Burton (ed.) (1992). *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press.
- Stern, Phillip. (2011). *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. New York: Oxford University Press.

- Stokes, Eric. (1986). The Peasant Armed: The Indian Rebellion of 1857 In C.A. Bayly (ed.). New Delhi: Oxford University Press.
- Tilak, Lakshmi Bai. (2017, 1973). Smritichitre: The Memoirs of a Spirited Wife. New Delhi: Speaking Tiger. (Translated by Shanta Gokhale).
- Rosanne Rocher, "British Orientalism in the Eighteenth century: The Dialectics of Know-
- ledge and Government", in Peter van der Veer and Carol Breckenridge eds. Orientalism and the Postcolonial Predicament: Perspectives on South Asia, University of Pennsylvania Press, 1993.
- Books in Hindi:
- Bandyopadhyay, Sekhar, (2007), Plassey se vibhajan tak aur uske baad, Orient Blackswan, New Delhi
- Shukla, R. L. (ed). Adhunik Bharat Ka Itihas, Hindi Madhyam Karyanvayan Nideshalay, Delhi University
- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, Sucheta Mahajan, Bharat ka Swatantrata Sangharsh Hindi Madhyam Karyanvayan Nideshalay, Delhi University
- Sumit Sarkar, Adhunik Bharat (1885 – 1947) Rajkamal Prakashan
- Sumit Sarkar, Adhunik Kaal (1880 – 1950), Rajkamal Prakashan
- Bipan Chandra, Adhunik Bharat Ka Itihas, Orient Blackswan
- Bipan Chandra, Adhunik Bharat Mein Upniveshavad aur Rashtravad, Medha Publishing House
- B. L. Grover, Alka Mehta, Yashpal, Adhunik Bharat Ka Itihas, S. Chand
- Lakshmi Subramanian, Bharat Ka Itihas: 1707 – 1857, Orient Blackswan

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of Modern Europe – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Modern Europe – I	4	3	1	0	12 th Pass	Nil

Learning Objectives

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of the 19th century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

Learning outcomes

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

SYLLABUS OF DSC-3

Unit I: The French Revolution

1. The Enlightenment, political and economic crisis of the Ancien Regime
2. A new political culture and transformations: Democratisation of polity and academies, changing social relations
3. Historiographical Perspectives on the French Revolution

Unit II: Continuity and change in the early nineteenth century

1. First French empire and monarchical consolidation
2. Revolutions 1830s-1850s

Unit III: Industrial Revolution and Social Transformation (the 19th century)

1. Experience of Industrialisation France, Germany and Eastern / Southern Europe
2. Impact of the Industrial Revolution: Work, Family and Gender

Unit IV: Political movements in the 19th century

1. Parliamentary and institutional reforms in Britain, chartists & suffragettes
2. Industrial unrest, development of socialism: Utopians, Marxism, the International working class movement and social democracy

Unit V: Culture and Society: 1789-1850s

1. Popular Consumption of Culture: Neo Classical Art, Romanticism and Realism in art and literature
2. The City in the age of Industrialization

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: In this rubric the students would have learnt about the origins of the French Revolution and political transformation in late eighteenth century France. They would have explored various themes linking the phases of the revolution with various key developments during the revolutionary years, transformation of institutions and social relations. **(Teaching time: 15 hrs. approx.)**

- McPhee, Peter. (2002). The French Revolution 1789-1799. New York: Oxford University Press (Chs.1 -- 9) E book by Peter Mc. Phee
- Campbell, Peter R. (Ed.).(2006). The Origins of the Revolution. New York: Palgrave Macmillan, pp. 1-34, 139-159 (Introduction and Ch.5).
- Rude, George (2000). Revolutionary Europe 1783-1815. Somerset, New Jersey, U.S.A.: Wiley-Blackwell (Ch.1).
- Furet, Francois, (1988). The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66.
- Landes, Joan B. (1988). Women and the Public Sphere in the Age of the French Revolution. Ithaca, London: Cornell University Press,
- Darnton, Robert. (1996). "What was Revolutionary About the French Revolution." in Peter Jones, (Ed.). The French Revolution in Social and Political Perspective. London: Edward Arnold, pp. 18-29.
- Kates, Gary. (Ed.).(1998). The French Revolution: Recent debates and Controversies. London and New York: Routledge.
- Frey, Linda S. and Marsha S. Frey.(2004). The French Revolution, Westport, CT: Greenwood Press, pp. 37-46 ("A New Political Culture").
- Kennedy, Emmet. (1989). A Cultural History of the French Revolution. New Haven and London: Yale University Press. Chapter 9

- Hunt, Lynn.(2004).Politics, Culture, and Class in the French Revolution. Oakland: University of California Press.
- Hunt, Lynn.(1989). "Introduction: The French Revolution in Culture, New Approaches and Perspectives."Eighteenth-Century Studies 22(3), Special Issue: The French Revolution in Culture, Spring.
- लालबहादुरि वमाणि।यूरोप का इर्हास: फ्रांसीसी संघीयता से रीयतक।
- पाथिसारी गुप्ता (संपादिका)।यूरोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have studied about the establishment of Napoleonic Empire, its impact on France and Europe. They would have read about the consolidation of monarchical power and about events leading up to the revolutions 1848. **(Teaching time: 6 hrs. approx.)**

- Grabb, Alexander.(2003).Napoleon and the Transformation of Europe. New York: Palgrave Macmillan (Ch. 2 & Ch.3).
- Lyons, Martin. (2006).Post-Revolutionary Europe, 1815-1856, New York:Palgrave Macmillan.
- Price, Roger (1988).The Revolutions of 1848. London: Macmillan.
- David Thomson, Europe since Napoleon, 1957, Part-II Chapter 6 and 7
- Sperber, Jonathan (2005). The European Revolutions, 1848-1851. Cambridge:Cambridge University Press.
- लाल बहादुरि वमाणि।यूरोप का इर्हास: फ्रांसीसी संघीयता से रीयतक।
- पाथिसारी गुप्ता (संपादिका)।यूरोप का इर्हास। Hindi Madhyam Karyanvaya Nideshalaya, DU.

Unit III: In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century. **(Teaching time: 9 hrs. approx.)**

- Stearns, Peter N.(2013).The Industrial Revolution in World History. Boulder: Westview Press.
- Trebilcock, Clive. (2000). "Industrialization of Modern Europe 1750-1914." in T.C.W. Blanning (Ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, pp. 46-75.
- Cameron, Rondo. (1985). "A New View of European Industrialization."Economic History Review 38 (1), pp. 1-23.
- Beaudoin, Steven M.(2003).The Industrial Revolution. Boston, New York:Houghton Mifflin Company (Ch.4 & Ch.5)
- Simonton, Deborah. (1998).The Routledge History of Women in Europe since 1700, London and New York: Routledge, pp.134-176 (Ch.5).
- Louise Tilly and Joan Scott, Women, Work and Family, 1978 Routledge, London and New York

- Tom Kemp, Industrialisation in Nineteenth Century Europe, 1974, Routledge
- लाल बहादुरि वमाणि । यरू ोप का इर्हास: फ् ासीसं ी क्रांसे रि र्तीय र्वत युद्ध के।
- पाथिसारि गुप्ता (संपािक)। यरू ोप का इर्ह Nideshalaya, DU. ास। Hindi Madhyam Karyanvaya
- रि वेश वजय, मीना भारराज, वंि ना चौधरी (संपािक)। आधर ुनक यरू ोप का इर्हास: आयाम और रि शाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit IV: At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism. **(Teaching time: 9 hrs. approx.)**

- Lang, Sean (2005).Parliamentary Reform, 1785-1928. London and New York: Routledge.
- Willis, Michael. (1999). Democracy and the State, 1830-1945.Cambridge: Cambridge University Press.
- Walton, John K.(1999).Chartism, London and New York: Routledge.
- Geary, Dick (1981).European Labour Protest 1848-1939. London: Croom Helm London
- Kolakowski, Leszec. (1978).Main Currents of Marxism. Volume I. Oxford:Clarendon Press.
- Lichthem, George. (1970). A Short History of Socialism. London: Weidenfieldand Nicolson.
- Joll, James. (1990).Europe Since1870.New York: Penguin Books, pp. 49-77
- लालबहादुरि वमाणि।यूोपकाइर्हास: फ् ासीसं ी क्रांसे रि र्तीय र्वत युद्ध के।
- पाथिसारि गुप्ता (संपािक)।यूोपकाइर्हास: आयाम और रि शाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रिवेशम य, मीना भारराज, वंि ना चौधरी (संपािक)।आधर ुनक यरू ोप का इर्हास: आयाम और रि शाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

इर्हास: आयाम और रि शाएं। Hindi Madhyam Karyanvaya Nideshalaya, DU

Unit V: Culture and Society: 1789-1850s: Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism. **(Teaching time: 6 hrs. approx.)**

- Blanning, T.C.W. (2000). "The Commercialization and Sacralization of European Culture in the Nineteenth Century." in T.C.W. Blanning, (ed.).The Oxford History of Modern Europe. Oxford: Oxford University Press, pp. 101- 125 &126-152.
- Blanning, T.C.W. (2010). The Romantic Revolution: A History. London: George Weidenfeld & Nicholson.
- Blanning, T.C.W. (ed.) (2000). Nineteenth Century Europe, Short Oxford History of Europe, Oxford: Oxford University Press (Chapter 4)

- Schneider, Joan, (2007) The Age of Romanticism, Greenwood Guides to Historical Events 1500-1900, Greenwood Press, London
- Lees, Andrew and Lynn Hollen Lees.(2007).Cities and the Making of Modern Europe 1750-1914. Cambridge: Cambridge University Press.
- लालबहादुरि वमं। यूपका इहसः फ ससं ीर सैरियतक।
- पाथिसीरि गस (संपािक)। यूपका इहसः फ ससं ीर सैरियतक। Hindi Madhyam Karyanvaya Nideshalaya, DU.
- रिवेशस, मीना भाराज, वीना चौधरी (संपािक)। आधारनक यूपका इहसः आयाम और र् शाण। Hindi Madhyam Karyanvaya Nideshalaya, DU

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

DISCIPLINE ELECTIVE CORE COURSE– 1 (DSE): History of the USSR: From Revolution to Disintegration (c. 1917 – 1991)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of the USSR: From Revolution to Disintegration (c. 1917 –1991)	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course introduces students to the history of the USSR from the two revolutions of 1917 to the disintegration of USSR. Students study the various challenges faced by the Bolsheviks and the steps taken to resolve these issues. Students will also trace the evolution of new institutions and ways of organizing production both in the factory and at the farm. They will also evaluate important foreign policy issues and the Soviet Union's involvement and role in the World War II. The course studies the most dramatic years in the history of the USSR i.e., the period between 1945 to 1991. The extent of major economic and political changes between 1956 and 1991 will be examined and the period of reconstruction, stagnation and growth will be examined. The reforms of the Gorbachev era will provide some of the contexts for the study of the larger [global] processes that led to the dissolution of the Soviet Union.

Learning outcomes

On completion of this course students shall be able to

- Explain how USSR emerged out of Imperial Russia.
- Explain the new organization of production in the fields and in the factory.
- Outline and explain key developments in the history of the USSR between 1917 and 1991.
- Examine Soviet policies for the period of the course in relation to nationalities and gender questions.
- Outline Soviet foreign policy issues.
- Analyse the factors leading to disintegration of the Soviet Union and the formation of
- Confederation of Independent States.

SYLLABUS OF DSE

I. The Russian Revolutions of February and October 1917; Background, Causes and Outbreak.

II. Aspects of Socialist Industrialization -Ideas, Debates and Planning

- a) War Communism, NEP, Great Debate
- b) Collectivization
- c) Industrialization and Planning

III. Soviet Foreign Policy from World War II to Cold War – (1930s-64)

IV. Soviet Union from Reconstruction to Stagnation to Recovery

- a) Khrushchev
- b) Brezhnev
- c) Gorbachev

V. Question of Nationalism and Disintegration of USSR

VI. Aspects of Culture in Soviet Union

- a) Gender 1917-45
- b) Literature and Arts 1917-64
- c) Cinema and Sports 1920s-91

Essential Readings and Unit Wise Teaching Outcomes:

Unit I: In this unit students will learn about the background to the Russian Revolutions of February and October 1917 its causes and outbreak.

- Acton, Edward, Vladimir Cherniaev and William Rosenberg eds. (1997). Critical Companion to the Russian Revolution, 1914-1921. London: Arnold. Pp.3 -34
- Figs, Orlando. (1996). A People's Tragedy: A History of the Russian Revolution. London: Jonathan Cape. PART TWO THE CRISIS OF AUTHORITY (1891-1917) pp. 157- 305
- Kenez, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 1 and 2, pp. 1- 40
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 1 to 4, pp 5- 139
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 1: साम्राज्यवादी रूस; अध्याय ती न- 1905 की क्रांति और उसके बाद की स्थिति 1905 - 1914, अध्याय चार- प्रथम विश्व युद्ध से लेकर बोलशेविक क्रांति तक।

Unit II: In this unit students will learn about economic policies of the Bolsheviks and associated debate in the 1920s. The students will also learn about the issues related to processes of Collectivisation and Industrialisation in Russia.

- Fitzpatrick, Sheila. (2001). The Russian Revolution 1917-1932. New York, USA: Oxford University Press. Chapter 3: The Civil War, Chapter 4: NEP and Future of the Revolution. Pp 68- 119
- Nove, Alec. (1993). An Economic History of the USSR, 1917-1991. London: Penguin Books, (revised edition), Chapters 3 to 6, pp 39- 158
- Kenez, Peter. (1999). A History of the Soviet Union from the beginning to the end. Cambridge: Cambridge University Press. Chapters 2 and 3, pp 14- 78, Chapters 7 to 9, pp 159- 272
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapters 5 and 6, pp 140- 191
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 2: साम्यवादी रूस; अध्याय पांच- साम्यवादी रूस के प्रारंभिक चरण, अध्याय सात- नवीन आर्थिक नीति एवं अन्य प्रयोग। खंड 2: साम्यवादी

रूस; अध्याय नौ- औद्योगिकरण एवं कृषि 1928 - 1941, अध्याय - समूहिककरण, स्तालिनकालीन उपोत्पादक तथा चौथी पर पांचवी योजनाएं।

- Lewin, Moshe. (1985). *The Making of the Soviet System: Essays in the Social History of Inter-war Russia*. New York: Pantheon.
- Allen, Robert. (2003). *From Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*. Princeton and Oxford: Princeton University Press. Chapter 8, pp 153- 171
- Fitzpatrick, Sheila. (1999). *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press. Ch. 2, pp 40-66
- Davies, R.W., Mark Harrison and S.G. Wheatcroft (Eds.). (1994). *The Economic Transformation of the Soviet Union, 1913-1945*. Cambridge: Cambridge University Press. . (Whole book relevant)

Unit III: In this unit students will learn about Soviet foreign policy issues with reference to Comintern and Nazi Soviet Pact. It also examines the role of the USSR during the second World War. This unit will also teach students about the history of the Cold War, its origins, major developments, and transitions.

- McDermott, Kevin and Jeremy Agnew. (1996). *The Comintern: A History of International Communism from Lenin to Stalin*. Basingstoke: Macmillan. Whole book
- Roberts, Geoffrey. (2006). *Stalin's Wars 1939-53: From World War to Cold War*. New Haven: Yale University Press.
- Suny, Ronald Grigor. (Ed.). (2006). *Cambridge History of Russia*. Volume 3. Cambridge: Cambridge University Press. Chapters 8 and 23, pp 217- 242 and 636- 661
- Kenez, Peter. (1999). *A History of the Soviet Union from the beginning to the end*. Cambridge: Cambridge University Press. Chapter 6, pp 132- 159
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई। खंड 3: साम्यवादी रूस की विदेशनीति; अध्याय चौदह- बोलशेविक क्रांति से लेकर हिटलर के उत्कर्ष तक, अध्याय पंद्रह- अनाक्रमण समझौता, द्वितीय विश्वयुद्ध कालीन कूटनीतिज्ञता।
- Gaddis, John Lewis. (1997), *We Now Know*, Oxford University Press, pp. 1- 53 and 281- 295
- ☐ McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave pp 156- 193
- ☐ *The Cambridge History of the Cold War*, Volumes I and II, Reprint edition. Cambridge: Cambridge University Press. Chapters 1, 2, 4, 5, 7 and 9 from volume 1 and chapters 3, 4 and 7 from volume 2
- ☐ Zubok, Vladislav M, (2007), *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev*, University of North Carolina Press, Chapel Hill, pp 29-162

Unit IV: This unit deals with the Khrushchev Era, history of De-Stalinisation and Khrushchev's industrial and agricultural reforms. : This unit also deals with the era of Conservatism and reform in the Soviet political system. It begins with the period of Brezhnev. goes up to Gorbachev.

- McCauley, Martin, ed. (1987). *Khrushchev and Khrushchevism*. Basingstoke and London: Palgrave Macmillan. Pp 1- 29, 61- 70 and 95- 137
- Hanson, Philip. (2014). *The Rise and Fall of the Soviet Economy: An Economic History of the USSR, 1945-1991*. New York: Routledge. Pp 48- 97
- Suny, Ronald Grigor, ed. (2006). *Cambridge History of Russia* Volume 3. Cambridge: Cambridge University Press. Pp 268- 291
- Nove, Alec (1993), *An Economic History of the USSR*, Penguin, pp 331- 377
- करुणा कौशिक: साम्राज्यवादी एवं साम्यवादी रूस 1861 ई। - 1965 ई खंड 2: साम्यवादी रूस; अध्याय

- बारह- खुश्चेव का उत्कर्ष और कृषि सम्बन्धी सुधार, अध्याय तेरह - खुश्चेव की बीसवीं कांग्रेस, उद्योगीकरण, दाल संगठन व अन्य महत्वपूर्ण सीमा चिन्ह।
- Crump, Thomas (2013). Brezhnev and the Decline of the Soviet Union, Routledge. Pp 71- 117
- Brown, Archie. (1996). The Gorbachov Factor. Oxford: Oxford University Press, Paperback. Pp 130- 211
- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia Volume 3. Cambridge: Cambridge University Press. Pp 292- 351
- Fainberg, Dina and Artemy M. Kalinovsky, ed, (Volume 19, Number 4, Fall 2017) Reconsidering Stagnation in the Brezhnev Era: Ideology and Exchange, Journal of Cold War Studies, The MIT Press introduction and pp 3- 20, 43- 76

Unit V: This unit deals with the history of dissolution of the Soviet Union around 1991 and the emergence of Confederation of Independent States. (Teaching time: 3 weeks Approx.)

- Kotz, David and Fred Weir. (2007). Russia's Path from Gorbachev to Putin, Routledge, chapters 4- 8
- Suny, Ronald Grigor. (1993). The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union. Stanford: Stanford University Press. Pp 127- 162
- Suny, Ronald Grigor. (1997). The Soviet Experiment: Russia, the USSR and the Successor States. New York: Oxford University Press.
- Keeran, Roger and Kenny, Thomas (2010), Socialism Betrayed: Behind the Collapse of the Soviet Union, Bloomington, New York, Epilogue

Unit VI: In this unit students will learn about women and aspects of culture such as literature, arts cinema and sports during the period of the Soviet system.

- Suny, Ronald Grigor, ed. (2006). Cambridge History of Russia. Volume 3. Cambridge: Cambridge University Press. Chapter 17 and 18, pp 468- 522
- Suny, Ronald Grigor and Martin, Terry. (2001). A State of Nation: Empire and Nation Making in the Age of Lenin and Stalin, OUP, pp 67- 90
- Fitzpatrick, Sheila. (1999). Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s. New York: Oxford University Press. Chapter 6, pp 164- 189
- Parks, Jenifer (2017), The Olympic Games, the Soviet Sports Bureaucracy and the Cold War: Red Sport, Red Tape, Lexington Books, Introduction, chapters 3- 5
- Sarantakes, Nicholas Evan (2010), Dropping the Torch: Jimmy Carter, the Olympic Boycott and the Cold War, Cambridge University Press, Introduction, chapters 2, 5, 8 13, 14 and 15

Suggested Readings:

- Carley, M.J. (1999). 1939: The Alliance that Never Was and the Coming of World War II. Chicago: Ivan R. Dee.
- Carr, E.H. (1950-1964). A History of Soviet Russia, 7 volumes. New York: Macmillan.
- Cohen, Stephen. (1973). Bukharin and the Russian Revolution: A Political Biography, 1888- 1938. New York: Alfred Knopf.
- Conquest, Robert (1986) Harvest of Sorrow: Soviet Collectivization and the Terror Famine, Oxford University Press,
- Davies, R.W. (1980-1996). The Industrialization of Soviet Russia. Vol. 1: The Socialist Offensive: The Collectivization of Soviet Agriculture, 1929-1930. Basingstoke: Macmillan, Vols. 2, 3, and 5.
- Dobrenko, Evgeny and Marina Balina ed. (2011). The Cambridge Companion to Twentieth Century Literature. Cambridge: Cambridge University Press.

- Dobrenko, Evgeny. (2007). Political Economy of Socialist Realism, New Haven: Yale University Press.
- Filtzer, Donald. (1986). Soviet Workers and Stalinist Industrialization, 1928-1941. Pluto Press.
- Gatrell, Peter. (2014). Russia's First World War: a social and economic history. New York: Routledge.
- Goldman, Wendy. (2002). Women at the Gates: gender and industry in Stalin's Russia. Cambridge: Cambridge University Press.
- Gregory, Paul. (2004). The Political Economy of Stalinism: Evidence from the Soviet Secret Archives. Cambridge: Cambridge University Press.
- Kotkin, Stephen. (1995). Magnetic Mountain: Stalinism as a Civilization. Berkeley: University of California Press.
- Lieven, Dominic.(Ed.). (2006). Cambridge History of Russia, Vol. 2: Imperial Russia, 1689-1917. Cambridge: Cambridge University Press.
- Overy, Richard. (1998). Russia's War, 1941-1945. New York: Penguin.
- Viola, Lynne.(Ed.). (2002). Contending with Stalinism: Soviet Power and Popular Resistance in the 1930s. Ithaca: Cornell University Press.
- करुणा कौशिक (1990): साम्राज्यवादी एवं साम्यवादी रूस 1861 ई - 1965 ई, हिंदी माध्यम कार्यान्वयन निदेशालय
- Brown, Archie. (2009). Seven Years That Changed the World: Perestroika in Perspective. Oxford: Oxford University Press.
- Ellman, Michael and Vladimir Kontorovich. (1998). The Destruction of the Soviet Economic System: An Insider's History. London and New York: Routledge.
- Figes, Orlando. (2014). Revolutionary Russia, 1891-1991. United Kingdom: Pelican paperback.
- Hosking, Geoffrey. (1992). History of the Soviet Union: 1917-1991. Third edition: Fontana Press.
- Brown, Archie. (2010). The Rise and Fall of Communism. London: Vintage. Leffler, Melvyn P., ed. (2010).
- Kotkin, Stephen. (2008). Armageddon Averted: The Soviet Collapse, 1970-2000. Second edition. Oxford and New York: Oxford University Press.
- Nove, Alec. (1977). The Soviet Economic System. London: Allen & Unwin. from Stalin to Khrushchev. Cambridge: Cambridge University Press.
- Service, Robert. (2015). The End of the Cold War: 1985-1991. London: Pan MacMillan

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE): Gender in Indian History upto 1500

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Gender in Indian History up to 1500	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course teaches how 'Gender' is not a 'value free' term denoting biological differences but indicates social and culturally constructed unequal relationships that need careful historical analysis in the context of Indian history. The focus is not merely on studying 'women's history' but to go beyond and explore aspect of masculinities as well as alternative sexualities, spanning temporal frames from earliest times to 1500 CE. There is an added emphasis on learning inter- disciplinary analytical tools and frames of analysis concerning familiar topics such as class, caste and patronage that enriches an understanding of historical processes.

Learning outcomes

On completion of this course students shall be able to

- Explain critical concepts such as gender and patriarchy and demonstrate their use as tools for historical analysis
- Examine the role and functioning of power equations within social contexts in Indian history during the ancient and medieval period, in the construction of gender identities
- Critically examine representations of gender in literature, art, focusing on ideas of love, manliness and religiosity

SYLLABUS OF DSE

Unit I: Gender in Context of historical analysis: Theories and concepts

1. Understanding Structures of Patriarchy, Patrilocality Patriliney and Matriarchy, Matrilocality and Matriliney
2. Gender: a tool of Historical Analysis

Unit II: Aspects of Gender: Socio-Economic and Political Ramifications

1. Types of households, property and patronage

2. Women and exercise of Power, with special reference to Rudrama-Devi and Razia Sultan
3. Questions of Sexualities including masculinities and alternative gender

Unit III: Gendered Representations in the World of Divinity and Art

1. Vedic-Puranic, Buddhist, Koravai-Durga, Shakta and Warkari Panths
2. Visual Representation at Mathura and Khajurao

Practical component (if any) - NIL

Essential/recommended readings

Unit -I: The unit should familiarise students with theoretical frames of patriarchy and gender and how these concepts provide tools for historical analysis. **(Teaching time: 12 hrs. approx.)**

- Geetha, V. (2002). Gender. Calcutta: Stree.
- Kent, Susan Kingley. (2012). Gender and History. New York: PalgraveMcMillan. pp. 49-75.
- Scott, J. W. (1986). "Gender a useful Category of Historical Analysis". The American Historical Review vol.91/9, pp.1056-1075.
- Rose, Sonya, (2018). What is Gender History?. Jaipur; Rawat Publication(Indian Reprint).pp1-35.
- Walby, S. (1990). Theorizing Patriarchy. Oxford: Basil Blackwell. pp.1-24, 109-127.
- Vinita, Ruth. (2003). The self is not Gendered: Sulabha's debate with King Janaka. NWSA Journal , Summer, 2003, Vol. 15, No. 2 (Summer, 2003), pp. 76-93

Unit II: This section should equip students to locate fluctuating gender relations within households, court and also explore linkages between gender, power and politics. Additionally, discussion on the question of sexualities would open up vistas for a nuanced historical learning of normative and alternative sexualities as well as issues of masculinities. **(Teaching time: 18 hrs. approx.)**

- Chakravarti, U. (2006). Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of 'Ancient' India. Tulika Books: New Delhi. pp.253-274.
- Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India". Journal of Persianate Studies, vol. 4, 45-63.
- Jha, Pankaj. (2019). 'Political Ethics and the Art of Being a Man'. Pankaj Jha, A political History of Literature: Vidyapati and the Fifteenth Century. Delhi: Oxford University Press, pp.133-183.
- Roy, K. (2010). The Power of Gender and the Gender of Power, Explorations in Early Indian History, New Delhi: Oxford University Press, pp.70-87 and pp.271-289.
- Sahgal, Smita. (2017). Niyoga: Alternative Mechanism to Lineage Perpetuation in Early India; A Socio-Historical Enquiry, Delhi: ICHR and Primus Books, pp.126-175.

- Shah, Shalini.(2019).“Engendering the Material Body: A Study of Sanskrit Literature”.
- Social Scientist vol. 47,no 7-8, pp.31-52.
- Singh, Snigdha. (2022). Inscripting Identities Proclaiming Piety
- Exploring Recording Practices In Early Historic India, Delhi: Primus, pp 53- 81.
- Talbot, Cynthia. (1995). “Rudrama Devi The Female King: Gender and Political authority in medieval India”. David Shulman(Ed.), Syllables of the Sky: Studies in South Indian Civilisation. OUP: New Delhi, pp.391-428.
- Tyagi, Jaya, (2015). 'The Dynamics of Early Indian Household: Domesticity, Patronage and Propriety in Textual Traditions', in Kumkum Roy, ed. Looking Within Looking Without; Exploring Households in Subcontinent Through Time.Delhi; Primus Books pp.137-172.

Unit III: The focus is on studying gender representation in in the world of divinity and art.
(Teaching time: 15 hrs. approx.)

- Bawa, Seema. (2021). ‘Idyllic, Intimate, Beautiful Pleasures in Visual Culture at Mathura in Locating Pleasure’, in Seema Bawa (ed.). Locating Pleasure in Indian History: Prescribed and Proscribed Desires in Visual and Literary Cultures, Bloomsbury Academic India, pp. 54-93.
- Blackstone, R. K. (1998). Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas. Britain: Curzon Press. pp. 37-58.
- Desai, Devangana. (1975). Erotic Sculpture of India: A Socio-Cultural Study. New Delhi: Tata McGraw Hill, pp. 40-70.
- Mahalaksmi, R. (2011). “Inscripting the Goddess: Female Deities in Early Medieval Inscriptions from Tamil Region”, R., Mahalakshmi. The Making of the Goddess: Korravai-Durga in Tamil Traditions. New Delhi: Penguin Books India, pp. 1-39.
- Roy, Kumkum. (2002). “Goddess in the Rgveda-An Investigation” in Nilima Chitgopekar (ed.). Invoking Goddess, Gender Politics in Indian Religion. Delhi: Shakti Books, pp.11-61.
- Saxena, Monika. (2019). Women and the Puranic tradition in India. New York: Routledge, pp.96-157.
- Zelliott, Eleanor and Mokashi Puneekar, Rohini. (eds.). (2005). Untouchable Saints ..an Indian Phenomenon. Delhi: Manohar Publications.pp157-167.

Suggested Readings:

- Abbott, E. Justin.(1985). Bahina Bai A Translation of Her Autobiography and Verses.Delhi: Motilal Banarasidass.(Reprint).
- Ali, A. (2013). “Women in Delhi Sultanate”. The Oxford Encyclopaedia of Islam and Women, vol. 1. New York: Oxford University Press, pp.197-200.
- Bawa, Seema. (2013). Gods, Men and Women Gender and Sexuality in Early Indian Art. Delhi: D.K. Print World Ltd.
- Bhattacharya, N.N. (1999). “Proprietary Rights of Women in Ancient India”, Kumkum, Roy (ed.). Women in Early Indian Societies. Delhi: Manohar, pp.113- 122.
- Bhattacharya, S. (2014). “Issues of Power and Identity: Probing the absence of Maharani- A survey of the Vakataka inscription”. Indian Historical Review vol.41/1, pp. 19-34.
- -----(2019). “Access to Political Spaces and Bhauma-Kara Queens:

Symbols of Power and Authority in Early Medieval Odisha” in Sadananda Nayak and Sankarshan Malik ed. *Reconstruction of Indian History: Society and Religion*. Ghaziabad: N B Publications. pp.131-144.

- Cabezon, J. I. (ed.).(1992). *Buddhism, Sexuality and Gender*, Albany: State University of New York Press.
- Chakravarti, Uma. (2018). *Gendering Caste through Feminist Lens*. New Delhi: Sage. Revised Edition.
- Dehejia, Vidya. (2009). *The Body Adorned: Dissolving Boundaries Between Sacred and Profane in India’s Art*, New York: Columbia University Press, pp.1- 23.
- Jaiswal, Suvira. (2008). “Caste, Gender and Ideology in the making of India”. *Social Scientist* vol. 36, no. 1-2. pp. 3-39.
- Orr, Leslie, (2000). “Women’s Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism in Medieval Tamil Nadu”. Mandakranta Bose (ed.). *Faces of the Feminine in Ancient Medieval and Modern India*. New Delhi: Oxford University Press, pp. 124-146.
- Rangachari, Devika. (2013). *Exploring Spaces for Women in Early Medieval Kashmir*, NMML Occasional Papers.
- Roy, Kumkum.(1994). *Emergence of Monarchy in North India, Eighth-Fourth Centuries BC: As Reflected in the Brahmanical Tradition*. Delhi: Oxford University Press.
- Sahgal, Smita. (2022). “Locating Non-Normative Gender Constructions within Early Textual Traditions of India”, in Vasundhara Mahajan et al (ed.) *Gender Equity: Challenges and Opportunities*, Proceedings of 2nd International Conference of Sardar Vallabhbhai National Institute of Technology, Singapore:Springer Nature Singapore Pte Ltd. pp. 441-450
- ----- (2019). “Goddess Worship and Mutating Gender Relations within Hindu Pantheon: From Vedic to Puranic”. Veenus Jain and Pushpraj Singh (eds.), *Women: A Journey Through The Ages*, New Delhi: New Delhi Publishers, pp.23-32.
- Shah, S. (2012). *The Making of Womanhood; Gender Relations in the Mahabharata*. Revised Edition, Delhi: Manohar. (Also available in Hindi, Granthshilpi, 2016).
- ----- (2009). *Love, Eroticism and Female Sexuality in Classical Sanskrit literature 7-13 centuries*. Delhi : Manohar Publishers.
- ----- (2017). “Articulation ,Dissent and Subversion: Voices of female emancipation in Sanskrit literature”. *Social Scientist* vol. 45, no. 9 -10, pp. 79- 86.
- Singh, Snigdha. (2022). “Women in transition at Mathura Sanctuaries”. VeenusJain and Pushpraj Singh (eds.), *Women: A Journey Through The Ages*, New Delhi: New Delhi Publishers, pp.72-96.
- Tyagi, Jaya. (2014). *Contestation and Compliance :Retrieving Women Agency from Puranic traditions*. Delhi: OUP.
- ----- (2008). *Engendering the Early Households, Brahmanical Precepts in early Grhyasutras, middle of the First millennium BCE*, Delhi: Orient Longman.
- Karve, Iravati, (1992). "On the Road; A Maharashtra Pilgrimage" in Zelliott, Eleanor and Berntsen, Maxine.(eds.). *The Experience Of Hinduism: Essays on Religion in Maharashtra*.Delhi: Shri Satguru Publications pp 142-171.
- Zwilling, L and M. Sweet. (1996). “Like a City Ablaze’: The Third Sex and the Creation of Sexuality in Jain Religious Literature.” *Journal of History of Sexuality*. vol.6/3, pp. 359- 384.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE): History of Africa c. 1500 – 1960s

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Africa c. 1500 – 1960s	4	3	1	0	12 th Pass	NIL

Learning Objectives

This paper offers a historical overview of the African continent. It traces major long-term continuities and changes in Africa's socio-economic structures, cultural life and political formations from the 16th century to the mid-twentieth century. The paper closely examines colonial trade and rule, as well as anti-colonial resistance. It offers a critical analysis of the immediate post-independence years, and situates the specific positioning of Africa in connected histories of a globalizing world.

Learning outcomes

On completion of this course the student shall be able to

- Critique stereotypes on the African continent and outline major shifts in African history.
- Explain elements of change and continuity in the African political experience, political regimes and national formations, economy, society and cultural milieu from the 16th to 20th centuries.
- Contextualize the impact of colonialism on the African continent.
- Explain social protest and anti-colonial resistance in Africa, as well as practices of 'transculturation'.
- Discuss the dilemmas and contradictions emerging from the post-independence economic, social, political and cultural milieu.

SYLLABUS OF DSE

Unit I: Historiographies on Africa: Development of historiography on Africa and abrief survey of pre-15th century cultures and civilizations.

Unit II: Africa and World: Trade Relations from 15th century to 19th century:Economy, society and state in Africa from the end of the 15th to 19th centuries.

Unit III: Colonization of Africa: Atlantic Slave trade; Africa's contribution to the development of European capitalism.

Unit IV: Movements against Slave Trade and Slave Autobiographies: the end of the slave trade, and the shift to 'Legitimate Commerce' and 'Informal Empire'.

Unit V: Race, Imperialism and Apartheid:

1. The historical roots and meaning of Apartheid in South Africa and the struggle against Apartheid
2. The making of colonial economies in Sub-Saharan Africa, towards the end of the 19th century
3. The colonial experience of Algeria under the French, and the National Liberation Movement of Algeria

Unit VI: Negritude, Diaspora and Independence Movement: Various forms of protest and National Liberation Movements century to 1939; peasant and worker protests, popular culture, gender and ethnicity.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit deals with Development of historiography on Africa and a brief survey of pre-15th century cultures and civilizations in Africa. **(Teaching time: 6 hrs. approx.)**

- Manning, P., (2013). 'African and World Historiography', Journal of African History, Vol. 54, No.3, pp. 319-30. London: Cambridge University Press.
- Mazrui, A.A., (Ed.). (1993). UNESCO General History of Africa: Africa Since 1935 Vol. VIII. London: Heinemann.
- Fanon, F. (1963). The Wretched of the Earth. New York: Grove Press.
- Rediker, M., (2007). The Slave Ship: A Human History. New York: Viking.
- Ischie, E., (1997). A History of African Societies upto 1870. London: Cambridge University press.

Unit-II: This unit will deal with Africa and World, trading relations from the end of the fifteenth to the nineteenth centuries. It would also examine the nature of economy, society and state in Africa. **(Teaching time: 9 hrs. approx.)**

- Rodney, W. (1972). How Europe Underdeveloped Africa. London: Bogle- L'Ouver- ture Publications.
- Williams, E. (1944). Capitalism and Slavery. University of North Carolina Press.
- Sparks, A. (1991). The Mind of South Africa: The Story of the Rise and Fall of Apartheid. New York: Ballantine Books.

Unit III: This unit examines the colonization of Africa, the history of Africa in the Atlantic world with specific reference to slaves, slave-ships, piracy and slave

rebellions. It also elaborates upon Africa's contribution to the development of European capitalism. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Austen, R. (1987). *African Economic History*. London: Heinemann.
- Reid, R. J. (2012). *A History of Modern Africa: 1800 to the Present*. Hoboken: Wiley Blackwell.

Unit-IV: This unit deals with the movements against slave trade leading to its end and the shift to 'Legitimate Commerce' and 'Informal Empire' from 1800 onwards. It also familiarizes students about the experience of the native Africans through the slave autobiographies. **(Teaching time: 6 hrs. approx.)**

- Williams, E. (1944). *Capitalism and Slavery*. University of North Carolina Press.
- Freund, B. (1988). *The African Worker*. Cambridge: Cambridge University Press.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Douglass, F., (1995). *Narrative of the Life of Frederick Douglass, an American Slave*. Boston: Dover Publications.

Unit V: This unit deals with the history of Imperialism and the historical roots and meaning of Apartheid in South Africa and the struggle against it. It also deals with the making of colonial economies in Sub-Saharan Africa towards the end of the 19th century. **(Teaching time: 9 hrs. approx.)**

- Ahmida, A.A. (Ed.). (2000). *Beyond Colonialism and Nationalism in the Maghrib: History, Culture, Politics*. London: Palgrave.
- Vansina, J. (1990). *Paths in the Rainforests: Towards a History of Political Tradition in Equatorial Africa*. Wisconsin: University of Wisconsin Press.
- Davidson, B. (1978). *Africa in Modern History: The Search for a New Society*. London: Allen Lane.
- Ross, R. (1999). *A Concise History of South Africa*. Cambridge: Cambridge University Press.
- Ruedy, J. *Modern Algeria: The Origins and Development of a Nation*. Bloomington: Indiana University Press, 2005.
- Stora, B. *Algeria, 1830-2000: A Short History*. (2001). Ithaca: Cornell University Press, 2001.
- Thompson, L. *A History of South Africa*. (2000). New Haven and London: Yale University Press.

Unit-VI: This unit traces the history of various forms of protest and national liberation movements' upto 1939; peasant and worker protests, popular culture, gender and ethnicity. It also examines Worker protests, peasant rebellions and National Liberation Movements in Africa. **(Teaching time: 9 hrs. approx.)**

- Crummy, D. (Ed.). (1986). *Banditry, Rebellion and Social Protest in Africa*. London: Heinemann.

- Sueur, J.L. (Ed.). *The Decolonization Reader*. Abingdon: Psychology Press, 2003.
- Freund, B. (1988). *The Making of Contemporary Africa*. London: Palgrave Macmillan.

Suggested Readings:

- Jewsiewicki, B. and Newbury, D., (1985). *African Historiographies: What history for Which Africa?* London: Sage Publications.
- Memmi, A. (1991). *The Colonizer and the Colonized*. Boston: Beacon Press.
- Owen, R., and Bob Sutcliffe. (Eds.). (1972). *Studies in the Theory of Imperialism*. London: Longman Publishing Group, 1972.
- Robinson, D., and Douglas Smith. (Eds.). (1979). *Sources of the African Past: Case Studies of Five Nineteenth-Century African Societies*. London: Heinemann.
- Bennoune, M. (1988). *The Making of Contemporary Algeria: Colonial Upheavals and Post-Independence Development*. Cambridge: Cambridge University Press.
- Callinicos, L. (1995). *A People's History of South Africa: Gold and Workers 1886-1924, Volume 1*. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1987). *A People's History of South Africa: Working Life 1886- 1940, Volume 2*. Johannesburg: Ravan Press Ltd.
- Callinicos, L. (1993). *A People's History of South Africa: A Place in the City, Volume 3*. Johannesburg: Ravan Press Ltd.
- Du bois, W.E.B. (1979) *The World and Africa: An Inquiry into the part which Africa has played in World History*. New York: International Publishers.
- Rediker, M. (2014). *Outlaws of the Atlantic: Sailors, Pirates and Motley Crews in the Age of Sail*. Boston: Beacon Press.
- Inikori, J.E. (2002). *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*. Cambridge: Cambridge University Press.
- Equiano, Olaudah., (1789). *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. London : T. Wilkins, etc.
- Asanti, Molefi K., (2019). *The History of Africa: The Quest for Eternal Harmony*. Routledge.
- Collins, Robert O. and Iyob, R. (Eds.). (2015). *The Problems in African History: The Precolonial Centuries*. Markus Wiener Publishers.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-1): Twentieth Century World History: 1900 – 1945.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Twentieth Century World History: 1900 – 1945.	4	3	1	0	12th Pass	NIL

Learning Objectives

This course conveys an understanding of an interconnected world history in the twentieth century. The course focuses on, why and how the world changed in the first half of the twentieth century. It also offers specific case studies to empirically underline the holistic nature of world history. One of the aims of this course is to make UG students aware of the contemporary world of ideas they inhabit.

Learning outcomes

This course will enable the students to:

- Define world history, and the factors, that determined it in the twentieth century.
- Understand key concepts like Imperialism, Colonialism and the world wars which acted as catalysts of historical change throughout the world
- Comprehend the twentieth century revolutions and dictatorships in their various forms.

SYLLABUS OF GE

Unit I: The Concept and Definition of World History: An Overview

Modernity, Imperialism, Colonialism, Interconnectedness, Economic Crisis, Revolutions, anti-colonial struggles

Unit II: First World War:

1. Consequences in Europe and the world,
2. League of Nations

Unit III: 1917 Russian Revolution:

1. Formation of the USSR;
2. Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism, Nazism and Militarism:

1. Italy,
2. Germany
3. Japan
4. Spain

Unit V: Second World War

1. Causes
2. Main Events
3. Consequences

Essential Readings

Unit 1: This Unit shall introduce the students to the concept and definition of world history.
(Teaching Time: 6 hrs. approx.)

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395. <https://www.jstor.org/stable/205420>
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Lowe, Norman (1997). *Mastering Modern World History*, Macmillan Press

Unit II: This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time:9 hrs. approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056- 1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.

- Lee, Stephen.J.(1982) Aspects of European History (1789-1980), New York: Routledge
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: तन्मो प्रकाशन.
- शिंशपांडे, अनुराग. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: रीतिरूपे विश्वविद्यालय प्रकाशन.
- जैन एवमंरि (२००७) आधुनिक विश्व इतिहास, जयपर: जैन प्रकाशन मंरि
- वमंरि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन प्रिन्सिपल

Unit III: This Unit will provide the students a broad outline of the history of the USSR upto the 1917 Revolution and thereafter. It shall familiarize them with the functioning of the Comintern. **(Teaching Time: 9 hrs. approx.)**

- Nove, Alec. (1992). An Economic History of the USSR 1917-1991. London:Penguin.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes- आरंभ का युग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Mahajan, Sneha. (2009) Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: तन्मो प्रकाशन.
- शिंशपांडे, अनुराग. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: रीतिरूपे विश्वविद्यालय प्रकाशन.
- वमंरि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन प्रिन्सिपल जैन एवमंरि (२००७) आधुनिक विश्व इतिहास,
- जयपर: जन प्रकाशन मंरि

Unit IV: This unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 12 hrs. approx.)**

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
 - Hobsbawm, E.J. (2009). The Age Of Extremes- आरंभ का युग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). European Dictatorships 1918-1945. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
- Henig, R. (2005). The Origins of the Second World War 1933-1941. Lancaster

Pamphlets Series. Second edition. London, New York: Routledge.

- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Sarao, KTS (2017), Modern History of Japan, Surjeet Publications
- Graham, Helen (2002) The Spanish Civil War: A Very Short Introduction, Cambridge: Cambridge University Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). रि ल्ली: रि ल्ली प्रकाशन.
- शिं शेपांडे, अनुराध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःखः बबलर-आयाम. रि ल्ली: रि ल्ली विश्वविद्यालय प्रकाशन.
- वमि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास रि ल्ली: हतन निशालय

Unit V: The Unit shall connect the discussion on fascism to the Second World War.

(Teaching Time: 9 hrs. approx.)

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes-असुर का युग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन.
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge.
- Gluckstin, Donny (2012). A Peoples History of Second World War, Pluto Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी की कावर्ड लक्ष्मी प्रकाशन. हिंस: एक झलक (भाग-२). रि ल्ली :
- शिं शेपांडे, अनुराध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःखः बबलर-आयाम. रि ल्ली: रि ल्ली विश्वविद्यालय प्रकाशन.

Suggestive readings

- Atkin, N. and M. Biddis. (2009). Themes in Modern European History, 1890–1945. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). The War of the World: Twentieth-Century Conflict and the Descent of the West. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). Themes in Modern European History Since 1945. London, New York: Routledge (Ch.1 and Ch.2).

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

GENERIC ELECTIVES (GE-2): Women in Indian History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Women in Indian History	4	3	1	0	12 th Pass	NIL

Learning Objectives

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning outcomes

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

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

SYLLABUS OF GE

Unit I: Exploring Aspects of History of women in India

1. Understanding Gender
2. Patriarchy, Patrilocality, Patriliney, and Matriarchy, Matrilocality and Matriliney

Unit II: Women in Ancient India

1. Evolution of Patriarchy in Early India
2. Women and work: voices from Sangam Corpus

Unit III: Women in Medieval India

1. Politics of the Harem and Public Sphere
2. Women Queens and Bhaktas: Case Studies of Queen Kittur Chennamma and Mira Bai

Unit IV: Women in Modern India

1. Debates on Women Education: Women Participation in Indian National Movement

2. Partition, Refugee Women and Rehabilitation.

Practical component (if any) - NIL

Essential/recommended readings

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 6 hrs. approx.)**

- Bhasin, Kamla. (2000). Understanding Gender. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 15 hrs. approx.)**

- Instead put Uma Chakravarti.(2009). Of Meta Narratives and Master Paradigms: Sexuality and the Reification of Women in Early India. CWDS Occasional Paper.and State". Economic and Political Weekly. Vol. 28 no.14, pp. 579- 85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India".

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics.**(Teaching Time: 12 hrs. approx.)**

- Lal, Ruby. (2005). Domesticity and Power in the Early Mughal World. New York: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 and 176-213.
- Mukta, Parita (1994). Upholding the Common Life: The Community of Mirabai. Delhi: Oxford University Press. pp. 19-45

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 12 hrs. approx.)**

- Forbes, Geraldine. (1996). Women in Modern India. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). Gendering Colonial India: Reforms, Print, Caste and Communalism. Delhi: Orient Blackswan, [Introduction].
- Menon, Ritu and Kamla Bhasin. (1998). Borders & Boundaries. Delhi: Kalika Women, pp. 3-29.

Suggestive readings - NIL

- Shah, Shalini. (2012). "Patriarchy and Property", in The Making of Womanhood: Gender Relations in the Mahabharata, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in Beyond the Woman Question,Reconstructing Gendered Identities in Early India. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).
- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200– 1800.Oxon: Routledge.

- Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Sharma, Sunil. (2009). "From 'Ā'esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". Journal of Persianate Studies vol. 2, pp. 148-64.
- Basu, Aparna. (2003). Mridula Sarabhai, A Rebel with a Cause. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Kumar, Radha. (1997). A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". Proceedings of Gender Issues. 5th Annual Conference, Nalanda.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Thoughts in Indian History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Thoughts in Indian History	4	3	1	0	12th Pass	NIL

Learning Objectives

Thoughts and ideas, especially about history, across time and cultures have always been a fascination dimension of history, not long ago, even serving as entry-points for their understanding. Imageries about cosmology, human physiology, life and death, amongst several others, have helped mankind conceptualise everything around them – from real to fantasised experiences – in past. In historical times, with the accompanying complexities of human, social and institutional lives, these thoughts got more systematized and sophisticated in their articulation in historical records. Cosmological imageries underpinned astrological insights or vice-versa, soil irrigation facilitated medical models of human physiology, food chain and interdependence offered insights into social ordering and so forth.

Learning outcomes

The paper ‘Thought in Indian History’ attempts to cull and analyse several such thoughts and ide-as that are germane to the Indian social, political and spiritual life across time in history. Notions about state, sovereignty, kingship, wellness, gender, social order, ‘ahimsa’, freedom and justice – as conceived and elaborated in a select set of historical works across the ancient, medieval and modern Indian history – constitute the reference coordinates to analyse and make sense of various trajectories of Indian past, including their spill-over to the contemporary times.

SYLLABUS OF GE-3

Arthashastra of Kautilya
Nitisara
Rajatarangini of Kalhana
Ziauddin Barani: Fatwa-i Jahandari
Mahatma Gandhi
B. R. Ambedkar

Practical component (if any) - NIL

Essential/recommended readings

Arthashastra

Essential Readings:

- **Arthasastra** Of Kautilya & The Chanakya Sutra With Hindi Commentary, 1984 Vachaspati Gairola (Chaukhambha)
- Rangarajan, L.N. (1992), Kautilya: The Arthashastra, Penguin Classics
- Thomas Trautmann (2012), Arthashastra: The Science of Wealth, Penguin.

- Olivelle, Patrick (2013) King, Governance and Law in Ancient India: Kautilya's Arthashastra, Oxford: Oxford University Press.

Suggested Readings:

- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, Chapter 9 , Kautilya and the Ancient Indian State
- R.P. Kangle, The Kautiliya Arthasastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthasastra, Part II: An English Translation
- Olivelle, Patrick (1 January 2004). "Manu and the Arthasāstra, A Study in Śāstric Intertextuality". Journal of Indian Philosophy Journal of Indian Philosophy. 32 (2–3):281– 291.

Nitisara

Essential Readings:

- Mitra, Rajendralal (ed.), (1982) The Nitisara or the Element of Polity by
- Kamandaki, revised with English translation by Sisir Kumar Mitra, Calcutta: The Asiatic Society.
- A.N.D. Haksar, 'A Post-Kautilyan View of Diplomacy: The Nitisara of Kamandaki', in Pradeep Kumar Gautam, Saurabh Mishra and Arvind Gupta (eds), Indigenous Historical Knowledge: Kautilya and His Vocabulary, Vol. I, New Delhi: IDSA/PentagonPress, 2015
- Mukerji, K. P. "Fundamental Categories of Indian Political Theory." The Indian Journal of Political Science 11, no. 2 (1950): 1–12.

Suggested Readings:

- Gonda, J. "Ancient Indian Kingship from the Religious Point of View." Numen 3, no. 1(1956):36–71.
- Upinder Singh, 'Politics, Violence and War in Kamandaka's Nitisara', The Indian Economic and Social History Review, Vol. 47, No. 1, 2010, pp. 29–62

Ziauddin Barani: Fatwa-i Jahandari

Translation:

- Fatawa-i Jahandari, trans.by Afsar Khan in Mohammed Habib et al., The Political Theory of the Delhi Sultanate (Allahabad n.d.), Reprint, 2020. Also available in hindi ,हबीब , मोहम्मद (2000).तिल्ली सल्तनत का रानिनीततक तसद्धांत: तिराउद्दीन बरनी की फतवा- ए -हिाँिारी के अनुवािसतहत, तिल्ली , ग्रंथतशल्पी।

Essential Readings:

- Habib, Irfan. (1981). ' Barani's Theory of the History of the Delhi Sultanate ', Indian Historical Review, vol.7, pp.99-115. Also available in Hindi, हबीब , इरफान. (2003). 'िे हली सल्तनत के इततहास पर बरनी का तसद्धांत ', इरफान हबीब (सं). मध्यकालीन भारत , अंक -8 , नर्ी तिल्ली , रािकमल प्रकाशन , पृ. सं. 64 -82 .
- Alam, Muzaffar. (2004). The Languages of Political Islam in India: c. 1200-1800, Delhi: Permanent Black, section on Zia Barani, pp.31-43.
- Hardy, Peter. (1978). ' Unity and Variety in Indo-Islamic and Perso-Islamic Civilization: Some Ethical and Political Ideas of Diya'al-Din Barani of Delhi, of al-Ghazali and of Nasir al – Din Tusi Compared', Iran, 16, pp.127-36.
- Ray, Himanshu and Alam, Muzaffar. (2017) 'Zia Barani: Good Sultan and Ideal Polity'. In Roy, Himanshu and Singh, Mahendra Prasad, eds, Indian Political Thought: Themes and Thinker, (2nd Edition). Noida: Pearson, 2017 (Paperback).

Rajatarangini

Translation:

- Rajatarangini: The Saga of the Kings of Kashmir by Ranjit Sitaram Pandit, (English Translation) The Indian Press, Allahabad, 1935. (South Asia Books; Reprint edition, 1990) (Sahitya Academy, Government of India, New Delhi).
- Rajatarangini with Hindi Commentary by Ramtej Shastri Pandey, Chaukhamba Sanskrit Pratishthan, 2015.

Essential Readings:

- Thapar, Romila. 'Historical Ideas of Kalhan as Expressed in the Rajatarangini', in Mohibul Hasan (ed.) *Historians of Medieval India*, Delhi, 1968.
- Kaul, Shonaleeka, 'Seeing the Past: Text and Questions of History in Kalhana's Rajatarangini', *History and Theory*, Vol. 53, Issue 2, 2014, pp.194-211.
- Rangachari, Devika, 'Kalhana's Rajatarangini: A gender Perspective ' *The Medieval History Journal*, 5(1), 2002, pp. 37-75.
- Roy, Kumkum, 'The Making of a Mandala: Fuzzy Frontiers of Kalhana's Kashmir' in idem., ed., *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, OUP, 2010.

Suggested Readings:

- Hardy, Peter, 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India , Pakistan and Ceylon* , edited by C.H. Philips, 1962, pp.115-127.
- Zutshi, Chitralkha, ed., *Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination*, OUP, 2014
- Bronner, Yigal, 'From Conqueror to Connoisseur: Kalhana's Account of Jayapida and the Fashioning of Kashmir as a Kingdom of Learning' , *The Indian Economic and Social History Review*, 2013.

Mahatma Gandhi

Translation/Primary reading:

- Anthony J. Parel, ed., *Hind Swaraj and Other Writings*, Cambridge University Press (second edition), 2009

Essential Readings:

- Raghavan N. Iyer, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, New York, 1973.
- Bhikhu Parekh, *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, SAGE Publications Pvt. Ltd; New Delhi, 1989.

B. R. Ambedkar

Primary reading:

- B.R. Ambedkar, *Who were the Shudras?*, Thacker & CO. LTD, Bombay, 1946. (Also published as E -book by General Press, 9 November, 2020.)

Essential Readings:

- Valerian Rodrigues, *The essential writings of B. R. Ambedkar*, Oxford University Press, New Delhi, 2002.
- Dhananjay Keer, *Dr. Babasaheb Ambedkar: Life & Mission*, Popular Prakashan, (5th Reprint Edition), 2019.

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