

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

BA PROGRAMME IN HISTORY
5th SEMESTER PAPERS

SEMESTER 5 PAPERS: B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
V DSE I			5+1
		Europe from the Middle Ages to the Renaissance (7th to 16th century)	
		Or	
		Economy and Politics: Histories of Capitalism and Colonialism-I	
		Or	
		Issues in twentieth Century World History I	
SEC PAPERS			
V GE I		Women in Indian History Or	5+1
		Gender in Modern World Or	
		Culture and Everyday Life in India	
V SEC III		Popular Culture Or	4
		Language, Literature and Region in Early Modern Times	

2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
V		Choice of DSE I-A papers Choice of DSE I-B papers	Choice of GE I papers	Choice of SEC III papers	

DSE I

Europe from the Middle Ages to the Renaissance (7th to the 16th century)

Course Objective:

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

Learning Outcomes: After completing this Course, students will be able to:

- Interpret the importance and implications of periodization
- Explain the development of what are conventionally called modern sensibilities in politics and the arts
- Discuss the development of important institutions such as the Church and political formations such as the city-states
- Point out the category of the 'Renaissance'.

Course Content:

Unit I: Periodization and its implications: Antiquity; Middle Ages/Dark Ages; the Renaissance; Late Antiquity and the Early Medieval: Charlemagne and the Holy Roman Empire

Unit II: Making of the Papacy, cult of saints and monasticism

Unit III: Christianity, the Church and the State:

[a] Church and the three Orders;

[b] Feudalism and the agrarian economy

Unit IV: The Mediterranean world and the crusades

Unit V: City States and the Renaissance

Unit VI: Art, Science and Literature

[a] Humanism in art and literature

[b] Developments in science and philosophy

[c] Renaissance beyond Italy

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss and familiarize the students with the essential historiographical concerns stemming from periodization in the European context. **(Teaching Time: 2 weeks approx.)**

- Anderson, P. (1996). *Passages From Antiquity To Feudalism*. London and New York: Verso.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M. M. Postan. (Ed.). *The Cambridge Economic History of Europe*. Volume 1: *The Agrarian Life of the Middle Ages*. Cambridge: Cambridge University Press, pp. 224-77.
- Brown, E.A.R. (1974). "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review* vol. 79, pp. 1063-1088.
- Cipolla, C.M., (Ed.). (1976). *Fontana Economic History*. Volume I: *The Middle Ages*. New York: Harvester Press/Barnes and Noble.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell (Introduction).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.1).

Unit II: This Unit shall trace the emergence of the institution of the papacy and social-cultural practices revolving around monasticism. **(Teaching Time: 3 weeks approx.)**

- De Jong, M. (1995). "Carolingian Monasticism: The Power of Prayer." in R. McKitter, (ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Duby, G. (1977). *The Chivalrous Society*. (trans. Cynthia Postan). Berkeley: University of California Press.
- Noble, Thomas F.X. (1995). "The Papacy in the 8th and 9th centuries." in R. McKitter, (Ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Brown, P. (1982). *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press.
- Innes, M. (2008). *Cambridge History of Europe – Volume 1- Europe from Antiquity to the Twelfth Century (Part I)*. Cambridge: Cambridge University Press.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell.

Unit III: This Unit shall highlight the evolution of the church and state relations, and the socio-economic structure that developed within the rural countryside. **(Teaching Time: 4 weeks approx.)**

- Power, D. (Ed.). (2006). *The Central Middle Ages: 950-1320*. Oxford: Oxford University Press.
- Duby, G. (1974). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. Ithaca: Cornell University Press.
- Le Goff, J. (1999). *Medieval Civilisation 400-1500*. (Trans. by Julia Barrow.) Oxford: Blackwell. (Reprint.)
- Swanson, R.N. (Ed.). (2015). *The Routledge History of Medieval Christianity: 1050-1500*. London/New York: Routledge.
- Bloch M. (1961). *Feudal Society*. Volume I, Chicago: University of Chicago Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall provide an overview of the key historical developments of the Mediterranean world, leading up to the crusades. **(Teaching Time: 2 weeks approx.)**

- Swanson, Robert. (2006). *Cambridge History of Europe – Volume 1-Medieval Europe 1100-1450 (Part II)*. Cambridge: Cambridge University Press.
- Riley-Smith, J. (Ed.). (1995). *The Oxford Illustrated History of the Crusades*. Oxford: Oxford University Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit V: This Unit shall familiarize students with the historical context which paved the way for the advent of the Renaissance. It shall also help students identify the key socio-political and economic milieu of the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit VI: This Unit shall discuss key developments in the realms of art, science and literature during the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Martines, L. (1988). *Power and Imagination: City-States in Renaissance Italy*. Baltimore: John Hopkins University Press.
- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

SUGGESTED READINGS

- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Goldthwaite, R. (1993). *Wealth and the Demand for Art in Italy: 1300-1600*. Baltimore: John Hopkins University Press.
- Huizinga, J. (2017). *The Waning of the Middle Ages*. Reprint. London: Stellar Classics.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Pocock, J.G.A. (1975). *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. New Jersey: Princeton University Press.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations*. Volume II. New York/London: W.W. Norton & Co.
- Wiesner-Hanks, M.E. (2013). *Early Modern Europe, 1450-1789*. Cambridge: Cambridge University Press.
- देवेश, विजय (सं.). (2010). यूरोपीयसंस्कृति, दिल्ली:हिंदीमाध्यमकार्यान्वयनिदेशालय, 2010
- सिन्हा,अरविन्द. (2009). संक्रांतिकालीनयूरोप.नईदिल्ली:ग्रन्थशिल्पी.

Teaching Learning Process:

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

transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Antiquity, problem of periodisation, three orders, dark ages, feudalism, city states and renaissance, Christianity church and state, humanism.

DSE II

Economy and Politics: Histories of Capitalism and Colonialism - I

Course Objective:

The paper familiarizes the students with the basic concepts of Capitalism, Imperialism and Colonialism. It also introduces the strategies of European capitalism and the importance of slave trade, plantation economies in the emergence of Capitalism. It provides the student with an opportunity to analyze capitalism and the global economy.

Learning Outcomes:

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

- Define what is meant by capitalism, colonialism and imperialism.
- Delineate the crucial linkages between Atlantic slavery and European capitalism,
- Explain the global interconnectedness of capital.
- Examine the process of colonial expansion via trade.
- Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.
- Describe the significance of the American Revolution.

Course Content:

- Unit I:** **Key Concepts and their implications:** Understanding capitalism, colonialism and imperialism
- Unit II:** **Atlantic slavery and European capitalism**
- Unit III:** **Dutch and English East India Companies and colonial expansion**
- Unit IV:** **Commodities, capital and empire:** Sugar, tea and cotton
- Unit V:** **The American Revolution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall familiarize the students with the key concepts. It shall enable the students to outline the essential differences as well as connections between the concepts of capitalism, colonialism and imperialism. **(Teaching Time: 4 weeks approx.)**

- Hilton, Rodney. (2006). *The Transition from Feudalism to Capitalism*. Delhi: Aakar Books. [Available in Hindi].
- Bottomore, Tom. (1991). *Dictionary of Marxist Thought*. New Delhi: Blackwell (entries on “Capitalism”, “Colonialism” and “Imperialism and World Market”).
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.1).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit II: This Unit shall highlight the centrality of the African slave trade in European economic development. **(Teaching Time: 3 weeks approx.)**

- Williams, Eric. (1994). *Capitalism and Slavery*. Reprint. Chapel Hill: University of North Carolina.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton, pp. 178-186, 200-204.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.1)
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit III: This Unit shall familiarize the students with the important features of commercial trading companies and their colonial expansion into resource-rich regions and vibrant non-European economies. **(Teaching Time: 3 weeks approx.)**

- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.1, Ch.3 and Ch.6).
- Zwart, Pim de. (2016). *Globalization and the Colonial Origins of the Great Divergence: Intercontinental Trade and Living Standards in the Dutch East India Company's Commercial Empire c. 1600-1800*. Leiden, Boston: Brill (Ch.1, “Introduction”).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present - Volume 1*. New York, London: W.W. Norton, pp. 248-252.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall use case studies of important commodities to trace the interconnectedness of the emerging capitalist economies and other economies linked to the world market. Using relevant case studies, this Unit shall equip students with global history of capitalism. **(Teaching Time: 3 weeks approx.)**

- Beckert, Sven. (2014). *Empire of Cotton: A Global History*. New York: Vintage Books (“Introduction” and Ch.2, Ch.5 and Ch.6).
- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.12).
- Mintz, S.W. (1985). *Sweetness and Power: The Place of Sugar in Modern Industry*. New York: Penguin (Ch.2, pp.32-72, Ch.4).
- Ellis, M.; R. Coulton and M. Mauger. (2015). *Empire of Tea: The Asian Leaf that Conquered the World*. London: Reaktion Books (Ch.3, Ch.4, Ch.8 and Ch.10).

Unit V: This Unit shall discuss the importance of the American Revolution in the coming of age of capitalism. This case study shall help students to identify important developments involving colonial settlers and the metropole. **(Teaching Time: 3 weeks approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States, 2 volumes*. New York, Lincoln, Shanghai: iUniverse, Inc.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.2)
- Dattar, K. (1997). *America Ka Itihas*. Delhi:University of Delhi, Directorate of Hindi Medium Implementation Board.

Suggested Readings:

- Brenner, Robert. (1976). “Agrarian Class Structure and Economic Development in Pre-Industrial Europe.” *Past & Present* vol. 70, pp. 30-75.
- Ralph, Davis. (1973). *The Rise of Atlantic Economies*. Ithaca, N.Y: Cornell University Press.
- Drescher, S. (1997). “Capitalism and Slavery After Fifty Years.” *Slavery and Abolition* vol 18 no.3, pp. 212-227.
- Dutta, Arup Kumar. (1992). *Cha Garam: The Tea Story*. Guwahati. Paloma Publications.
- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. (1990). *Europe since 1870: An International History*. Fourth edition. London: Penguin (Ch.4, “Imperialism”). [Available in Hindi].

- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer). Princeton and Oxford: Princeton University Press (Chs.1-3).
- Moxham, Roy. (2003). *Tea, Addiction, Exploitation and Empire*. New York: Carroll and Graff.
- Ormrod, D. (2003). *The Rise of Commercial Empires: England and the Netherlands in the Age of Mercantilism*. Cambridge: Cambridge University Press.
- Porter, A. (1994). *European Imperialism, 1860-1914*. London: Palgrave Macmillan.
- Rappaport, E. (2017). *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton and London: Princeton University Press (Ch.3 and Ch.5).
- Roy, Tirthankar. (2012). *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin.
- Smith, Andrew F. (2015). *Sugar: A Global History*. London: Reaktion Books (Ch.2, “New World Sugar to 1900).
- Sweezy, Paul M. (1970). *Theory of Capitalist Development*. New York: Monthly Review Press.
- Wallenstein, Immanuel. (1989). *Modern World System- III*. Berkeley: University of California Press.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso (“Introduction”, and Ch.4, Ch.5, Ch.6 and Ch.7).

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Capitalism, colonialism, imperialism, Atlantic slavery, American Revolution, trans-Atlantic trade, East India Companies.

DSE III

Issues in Twentieth Century World History-I (the 20th Century)

Course Objectives:

This course aims to provide an understanding of 20th century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

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

- Define world history and explain the evolving polities.
- Categorise the economies and cultures of the twentieth century world.
- Define the making of the geopolitical order and 'North-South' distinctions.
- Delineate the complex character of modernity and its differences.
- Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

Course Content:

Unit I: The Concept and Definition: What is World History?

Unit II: First World War:

- (a) Consequences in Europe and the world,
- (b) League of Nations

Unit III: 1917 Russian Revolution:

- (a) Formation of the USSR;
- (b) Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism and Nazism: Germany and Japan and Second World War

Unit V: Modernity, Rights and Democracy:

- (a) The suffragette movement (England)
- (b) Anti-colonial struggles (Indonesia)
- (c) The formation of the United Nations
- (d) Art and politics (Picasso)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall introduce the students to the concept and definition of world history. **(Teaching Time: 2 weeks 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.

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: 3 weeks 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.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवी शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Unit III: This Unit will provide the students a broad outline of the history of the USSR post the 1917 October Revolution and shall familiarize them with the functioning of the Comintern. **(Teaching Time: 3 weeks 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- अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन
- 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, Sneh. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

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: 3 weeks approx.)**

- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- 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.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्व विद्यालय प्रकाशन.

Unit V: This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies. **(Teaching Time: 5 weeks approx.)**

- Lang, Sean. (2005). *Parliamentary Reform 1789-1928*. Second edition. London, New York: Routledge. (Ch.8, “Votes for Women”).
- Thomson, D. (1990). *Europe Since Napoleon*. London: Penguin (Ch.32).
- Perry, Marvin et al. (2016). *Western Civilization: Ideas, Politics, and Society: Since 1400*. Eleventh edition. Canada: Cengage Learning (Ch. 27 – section on Picasso).
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकों का युग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवाद प्रकाशन.
- Duiker, 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.
- Mahajan, Sneha. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली : लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्व विद्यालय प्रकाशन.

Suggested 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).

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war, Suffragette Movement, anti-colonial struggles, United Nations

GE- I
Women in Indian History

Course 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.
- Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Course Content:

Unit I. Theory and Concepts

- a) Understanding gender and patriarchy

Unit II. Women in Ancient India

- a) Historiographic Overview
b) Evolution of Patriarchy with focus on Brahmanical patriarchy
c) Women and property
d) Women and work: voices from Tamilakam

Unit III. Women in Medieval India

- a) Historiography and the politics of the harem and the household
b) Case studies: Razia Sultan, Nur Jahan, Jahanara
c) Women Bhaktas

Unit IV. Women in Modern India

- a) Gender debate in Colonial India: a case study of sati / women's education
b) Gandhi, Women's participation and Indian Nationalism
c) Partition, Refugee Women and Rehabilitation – taught through the movie 'Pinjar'.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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: 2 weeks 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: 5 weeks approx.)**

- Chakravarti, Uma. (1993). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste 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”. Kumkum, Roy (Ed.). *Women in Early Indian Societies*. New Delhi: Oxford University Press.
- 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).

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 through some exceptional women. **(Teaching Time: 4 weeks approx.)**

- 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.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
- Ramaswamy, Vijaya. (2011). “Gender and the Writing of South Indian History”. in S. Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography*, Delhi: ICHR and Primus. pp.199-224.
- 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.

- Sangari, Kumkum. (1990). “Mirabai and the Spiritual Economy of Bhakti”. *Economic and Political Weekly*. vol. 25/27, pp. 1461-75.

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: 5 Weeks approx.)**

- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, “Recovery of Abducted Women”, pp. 133-146).
- 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].
- 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].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kali for Women, pp. 3-29.
- Sharma, Yuthika. (2015). “Indian Women’s Movement in the 20th Century: Resistance or Reaction”. *Proceedings of Gender Issues*. 5th Annual Conference, Nalanda.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement, Partition

GE- II

Gender in the Modern World

Course Objectives:

The course seeks to introduce to learners, location of Gender in historical past of modern world. The focus is on specific processes across regions. Through analysis of rubrics, complexities of historical issues involving women and state will be unfolded.

Learning Outcomes:

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

- Discuss the issues related to gender in world history in a comparative frame.
- Analyze gender realities in larger International context.
- Describe the main facets of Suffrage movement in Britain or in the USA.
- Delineate the role of women in anti-apartheid movement in South Africa.
- Trace the role of women in the Russian revolutions.
- Critically discuss the women's participation in Chinese revolution.

Course Content:

- Unit I. Historicizing Gender:** Patriarchy and feminism
- Unit II. Gender in the French Revolution:** Women participation; iconography
- Unit III. Women's Suffrage movement in Britain or USA**
- Unit IV. Women and anti-Apartheid movement in South Africa**
- Unit V. Women in the Russian Revolution**
- Unit VI. Engendering the Chinese Revolution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with special focus on patriarchy and feminism. **(Teaching Time: 2 Weeks)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History* vol. 1 no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapter 1 and 10).

- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press.
- Smith, Bonnie G. (Ed.). (2008). *Encyclopaedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.

Unit II. The focus in the unit is on the significant role played by the women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 3 Weeks)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of suffrage movement in two states across the Atlantic; Britain and USA in late 19th and early 20th centuries. This bears testimony to growing feminist consciousness especially in the fields of politics and power. **(Teaching Time: 3 Weeks)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press.
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press.

Unit IV. The unit focuses on anti-apartheid resistance in South Africa a very crucial role played by women whose agony doubled on account of being both women as well as black. **(Teaching Time: 2 Weeks)**

- Walker, Cherryl. (1982). *Resistance in South Africa*, New York: Monthly Review Press.

Unit V. The focal point in the unit is to analyse location of women both in the Russian Revolution and after formation of Soviet Union and whether they worked towards the spread of the fundamental ideals of Russian Revolution. **(Teaching Time: 3 Weeks)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 370-399.

Unit VI. There is the need to investigate the Chinese revolution from a gendered perspective. Women not just participated in the Chinese Communist movement but worked towards radicalizing it as well, making it a genuine mass movement. **(Teaching Time: 3 Weeks)**

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press.

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Feminism, Patriarchy, French Revolution, Suffrage movement, Anti-Apartheid movement, Russian revolution, China

GE III

Culture and Everyday Life in India

Course Objective:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for work place, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives and most people have the same sort of everyday experiences. At the same time, however, different people across the world have different sorts of everyday lives that are defined by their society. Further, society itself is defined by peoples' ideas, values customs, beliefs and ways of thinking. All these things may be explained as 'culture'. While there are several definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores the everyday life of people in India through mundane aspects like food, beverage and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstance.

Learning Outcomes:

With the completion of this course, the students will be able to:

- Identify the complex nature of relationship between the everyday life and society in urban India.
- Discuss human response to specific historical circumstance.
- Describe the role of Tea, Coffee and betel leave chewing in everyday cultural life and interactions.
- Delineate human interactions with each other in a shrine complex or on the streets.
- Analyze the importance of new avenues of interaction such as Metros, malls or pilgrim centres.
- Discuss the leisurely activities of social groups and resultant spread of ideas.
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Course Contents:

- Unit I: Culture and everyday life**
Unit II: Sustenance and beyond: Chai, coffee and paan
Unit III: Religion everyday - at the threshold, shrine & street
Unit IV: The everyday global in g/local: Metro, mall & pilgrimage online

Unit V: Leisure and everyday

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section equips students to locate the complex nature of relationship between the everyday life and society mainly in urban India keeping in mind the nature of culture. **(Teaching Time: 3 weeks approx.)**

- Radhakrishnan, S. (1944). "Culture of India". *The Annals of the American Academy of Political and Social Science* vol. 233 (India Speaking), pp. 18-21.
- Ramanujan, A. K. (1999). "Is There an Indian Way of Thinking? An Informal Essay." in Vinay Dharwarkar, (ed.). *The Collected Essays of A.K. Ramanujan*. New Delhi: Oxford University Press. pp. 34-51.
- Hansen, Kathryn. (2010). "Who wants to be a cosmopolitan? Readings from the composite culture." *The Indian Economic and Social History Review* vol. 47 no.3, pp. 291–308.

Unit II. The segment examines that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized. It explores the everyday life in India through mundane aspects like food, beverage and masticatory habits. **(Teaching Time: 3 weeks approx.)**

- Nandy, Ashish. (2004). "The Changing Popular Culture of Indian Food: Preliminary Notes." *South Asia Research* vol. 24 no.1, pp. 9–19.
- Lutgendorf, Philip. (2012). "Making tea in India: Chai, capitalism, culture." *Thesis Eleven* vol. 113 no.1, pp. 11-31.
- Venkatachalapathy, A. R. (2002). "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu." *The Indian Economic & Social History Review* vol. 39 nos.2–3, pp. 301–316.
- Gowda, M. (1951). "The Story of Pan Chewing in India". *Botanical Museum Leaflets Harvard University* vol. 14 no.8, pp. 181-214.

Unit III. The unit communicates the complex, diverse and everyday location of culture -- performing daily prayers and rituals, getting dressed for work, finding leisure in watching TV, shopping and planning a holiday. People across the world have different sorts of everyday lives that are framed and negotiated within their respective societies. This unit elaborates on how the social and cultural world is defined by peoples' ideas, values, customs, beliefs and ways of thinking. **(Teaching Time: 4 weeks approx.)**

- Kilambi, Jyotsna S. (1985). "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad." *RES: Anthropology and Aesthetics* vol. 10, pp. 71-102.

- Qureshi, Regula. (1992-1993). ““Muslim Devotional”: Popular Religious Music and Muslim Identity under British, Indian and Pakistani Hegemony”. *Asian Music* vol. 24 no.1, pp. 111-121.
- Raj, Selva J. (2008). “Public display, communal devotion: Procession at a South Indian Catholic festival”. in A. Jacobson Knut, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 77-91.
- Mini, Darshana Sreedhar. (2016). “Attukal 'Pongala': The 'Everydayness' in a Religious Space”. *Journal of Ritual Studies*. vol. 30 no. 1. Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance, pp. 63-73.

Unit IV. The purpose is to apprise students and to help them identify the complex nature of relationships that constitute everyday lives in urban society. This will be useful in stimulating further inquiry and develop ability to analyse culture through multiple frames of reference. **(Teaching Time: 3 weeks approx.)**

- Sadana, Rashmi. (2010). “On the Delhi Metro: An Ethnographic View”. *Economic and Political Weekly* vol. 45/46, pp. 77-83.
- Voyce, Malcolm. (2007). “Shopping Malls in India: New Social 'Dividing Practices’”. *Economic and Political Weekly* vol. 42 no. 22, pp. 2055-62.
- Scheifinger, Heinz. (2009). “The Jagannath Temple and Online Darshan”. *Journal of Contemporary Religion* vol. 24 no.3, pp. 277-90.
- Saeed, Yousuf. (2012). “Jannat ki Rail: Images of Paradise in India’s Muslim Popular Culture”. in Mumtaz, Currim, (ed.). *Jannat: Paradise In Islamic Art*. Mumbai: Marg Foundation.

Unit V. This segment will take culture to mean the ‘whole way of life’ of a given group of people who form the urban populace. It explores the everyday life in India through manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. **(Teaching Time: 3 weeks approx.)**

- Lutgendorf, Philip. (2006). “Is There an Indian Way of Filmmaking?”. *International Journal of Hindu Studies* vol. 10 no. 3, pp. 227-256.
- Srivastava, Sanjay. (2009). “Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi”. *Economic and Political Weekly* vol. 44 no.26/27, pp. 338-45.
- Waghorne, Joanne Punzo. (2014). “Engineering an Artful Practice: On Jaggi Vasudev’s Isha Yoga and Sri Sri Ravishankar’s Art of Living”. in Mark Singleton & Ellen Goldberg, (ed.). *Gurus of Modern Yoga*. New York: Oxford University Press, pp. 283-307.

Suggested Readings.

- Pant, Pushpesh. (2013). "INDIA: Food and the Making of the Nation". *India International Centre Quarterly* vol. 40 no.2. pp. 1-34.
- Pandya, Samta P. (2016). "Guru' Culture in South Asia: The Case of Chinmaya Mission in India". *Society and Culture in South Asia*. vol. 2 no.2. pp. 204–232.
- Srivastava, Sanjay. (2014). "Shop Talk: Shopping Malls and Their Publics". In Nita Mathur (Ed.). *Consumer Culture, Modernity and Identity*. Delhi: Sage, pp. 45-70.
- Warriar, Maya. (2013). "Online Bhakti in a Modern Guru Organization". In Mark Singleton and Ellen Goldberg (Eds.), *Gurus in Modern Yoga*. New York: Oxford University Press. pp. 308-327. (Chapter 14).

Teaching Learning Process:

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

Assessment Methods:

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

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Chai, Coffee, Paan, Everyday Religion, Pilgrimage online, Metro, Mall, Leisure, Yoga

SEC V

Popular Culture

Course Objective:

One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.

Learning Outcomes:

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it,
- Interpret the above theoretical concerns to actual historical studies, through a case study,
- Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie,

- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

Course Content:

Unit I: Understanding Popular Culture: Some Issues

[a] Defining Popular Culture : Popular Culture as Folk Culture, Mass Culture, as the 'other' of High Culture, People's culture, etc.

[b] Popular Culture and History: The Historian and the archives

[c] Popular Culture in Early Modern Europe or the City of Mumbai

Unit II: Some Aspects of Popular Culture in India

(Students should choose any three from the four rubrics [a] – [d] mentioned below)

[a] Religion and everyday practice

(i) Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer / Kumbh Mela

(ii) Everyday healing and petitioning the divine: Case studies of Jinns in Delhi / Popular Hinduism / Tantric practices

(iii) Sacred Geographies, Sacred Spaces: Pilgrimage and pilgrim practices

[b] Performative Traditions

(i) Orality, Memory and the Popular: Case studies of women's Ramayanas in the oral tradition Andhra/ Rajasthan

(ii) Theatre and Dance:

(iii) Music: Popular music and Technology; Case studies of Devotional music / the Ghazal and the Cassette

[c] Food Cultures

(i) Recipes and the national project: Popular recipe books

(ii) Food and Public Cultures of Eating: Udipi Hotels, Dum Pukht, South Asian food in a global world

(iii) Cultures of Consumption: Tea-Coffee and the Indian Middle Class

[d] Making of a new 'Public'

(i) Popular Art: Imagining the nation in Calendar art

(ii) Print media: Amar Chitra Katha

(iii) Cinema: Constructing Family, Gender and Marriage through popular cinema

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces students to various theoretical dimensions of popular culture coming through more abstract readings on the subject culled from early modern European and contemporary Indian history. This will establish the foundations on the basis of which the student can focus on more detailed case studies of popular culture in the second rubric. **(Teaching Time: 5 weeks approx.)**

- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.

- Groot, Jerome de. (2009). *Consuming History: Historians and heritage in contemporary popular culture*. London: Routledge
- Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
- Burke, Peter. (2009). *Popular Culture in Early Modern Europe*. Surrey: Ashgate, pp. 23-132.

or

- Prakash, Gyan. (2010). *Bombay Fables*. Delhi: Harper Collins, pp. 75-156.

Unit II: This rubric introduces students to different aspects of popular culture through precise case studies. These will cover subjects like popular festivals, religious practices, oral traditions, recorded music, recipe books, popular restaurants, consumption of tea/coffee, calendar art, comics and TV serials. Students are required to choose readings to correlate with their three choices from the four available. **(Teaching Time: 11 weeks approx.)**

- Hancock, Mary Elizabeth. (2018). *Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India*. New York: Routledge.
- Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Chicago: University of Chicago Press.
- Taneja, Anand Vivek. (2018). *Jinnealogy: Time, Islam and Ecological Thought in the Medieval Ruins of Delhi*. Stanford: Stanford University Press.
- Mohammad, Afsar. (2013). *The Festival of Pirs: Popular Islam and Shared Devotion in South India*. Delhi: Oxford University Press.
- Waghorne, Joanne Punzo. (2004). *Diaspora of Gods: Modern Hindu Temples in an Urban Middle Class World*, Delhi: Oxford University Press.
- Henn, Alexander. (2014). *Hindu-Catholic Engagements in Goa: Religion, Colonialism and Modernity*. Delhi: Orient BlackSwan, pp. 126-168.
- Rao, Velcheru Narayana. (2016). *Text and Tradition in South India*. Delhi: Permanent Black. (The section on "A Ramayana of their Own", pp. 240-69).
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*. Delhi: Penguin.
- Rege, Sharmila. (2002). "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.

- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender, Daily and Popular Culture in India*. Delhi: Oxford University Press.
- Manuel, Peter. (1993). *The Cassette Culture: Popular Music and technology in North India*. Chicago: University of Chicago Press.
- Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India". *Comparative Studies in Society and History* vol. 30 no.1, pp. 3-24.
- Ray, Krishnendu and Tulasi Srinivas (2012). *Curried Cultures: Globalization, Food and South Asia*. Los Angeles: University of California Press.
- Bhadra, Gautam. (2005). *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. Kolkota: CSSSC.
- Venkatachalapathy, A. R. (2006). *In Those Days There Was No Coffee: Writings in Cultural History*. Delhi: Yoda Press.
- Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
- Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.
- Aguiar, Marian. (2013). "Arranged Marriage: Cultural Regeneration in Transnational South Asian Popular Culture". *Cultural Critique* vol. 84, pp. 181-213.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender Family and Popular Culture in India*. Delhi: Oxford University Press.

Online Resources:

- Students should use the online resources from the project entitled "Visual Pilgrim Project: Mapping Popular Visuality and Devotional Media at Sufi Shrines and Other Islamic Institutions in South Asia":
- Abeer Gupta, The Visual and Material Culture of Islam in Ladakh
- Amit Madheshiya and Shirley Abraham, Syncretic posters at the Sailani baba shrine in Maharashtra: Exploring portability of religious iconography through networks of circula-

tion

- Snehi, Yogesh. (2013). "Replicating Memory, Creating Images: Pirs and Darghas in Popular Art and Media of Contemporary Punjab". *South Asia's Islamic Shrines and Transcultural Visuality* (online journal).
- Torsten Tschacher, 'You have to Grant Your Vision': Ideas and Practices of Visuality in Popular Muslim Art in Tamil Nadu

Teaching Learning Process:

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

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Definitions of popular culture, History, contemporary Mumbai, Festivals, Navratri, Urs, Jinns, Pilgrimage, Oral traditions, Cassettes, Devotional music, recipe books, Udupi restaurants, Dum Pukht food, Tea and Coffee, Calendar Art, Amar Chitra Katha, Popular television and cinema.

SEC VI
Language, Literature and Region in Early Modern Times

Course Objective:

This course provides students with an understanding of complex historical relationships between development of languages, formation of identities and the politics of region, community and nation. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Describe the chronology of the emergence and literarization of major languages in India.
- Analyse and articulate the various ways in which scholars have attempted to examine the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities.
- Identify and analyse the larger socio-political implications of the choice of a language, or a particular register of a given language, especially in literature and cinema.
- Justify that language function at multiple levels and in multiple facets of life.
- Examine the differences and why and how these are created has will be identified.

Course Content:

Unit I: Languages in a Multilingual Culture

- a. Regionalization or Vernacularization?
- b. Forms and Histories of Multilingualism

Unit II: Language, Region, Identities: a case study of Telugu

- a. Emergence of Regional identity
- b. Role of Political Patronage

Unit III: Hindi and Urdu in the Age of Nationalism

- a. One Language, Two Scripts
- b. Hindi, Hindui, Rekhta, Urdu, Deccani

Unit IV: Spot the Difference: Language Projects with Literature and Cinema

- a. Language of Premchand, Renu and Hazari Prasad Dvivedi
- b. Sarkari Hindi (Akashvani and GOI official communication) vs. Popular Bollywood Language
- c. Differing Registers in Hindi Films: Barsat (Urdu), Chupke Chupke (Satire), Party (Sarkari Hindi), Pink (Hinglish)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism. **(Teaching Time: 4 Weeks Approx.)**

- Majumdar, R. C. (Ed.) (n.d.). *History and Culture of the Indian People*. Bombay: Bharatiya Vidya Bhawan (Chapter XV: 'Language and Literature').
- Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.). *Early Modernities Special Issue of Daedalus* vol. 127 no.3, pp. 41-74.
- Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note." *Social Scientist* vol. 23 no.10-12, pp. 1-7.
- Jha, Pankaj. (2019). "Multilingualism." *A Political History of Literature: Vidyapati and the Fifteenth Century*. Delhi: Oxford University Press, pp. 58-67.
- Orsini, Francesca. (2012). "How to do Multilingual Literary History." *Indian Economic and Social History Review* vol. 49 no.2, pp. 225-46.

Unit II: This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu. **(Teaching Time: 4 Weeks Approx.)**

- Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: a Case Study of Telugu." *Social Scientist* vol. 23 no.10-12, pp. 8-23.
- Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra." *Social Scientist* vol. 23 no.10-12, pp. 24-40.

Unit III: This unit examines the emergence of Hindi and Urdu in the Age of Nationalism and its histories. It also examines the appropriation of language to reduce it to religious identities and associated politics. **(Teaching Time: 4 Weeks Approx.)**

- Faruqui, S. R. (2003). "A Long History of Urdu Literary Culture". in Sheldon Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, pp. 805-63.
- Rai, Alok. (2001). *Hindi Nationalism*. Delhi: Orient Longman.
- Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti." *Indian Economic and Social History Review* vol. 38 no.3, pp. 223-48.

Unit-IV: This unit suggest that language function at multiple levels and in multiple facets of life. What are the difference and why and how these are created has will be examined through this unit. **(Teaching Time: 4 Weeks Approx.)**

- McGregor, R. S. (2003). "The Progress of Hindi." in Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, Part-I, pp. 912-57.
- One story/essay each of Premchand, Phanishwar Nath Renu and Hazari Prasad Dvivedi.
- Samples of Akashvani Hindi and Gazette of the Government of India for students to observe and comment on the nature of their language
- Watching the films mentioned and to observe and comment on the difference in their languages

Suggested Readings

- Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar's Court". *Social Scientist* vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). *Akbar and His Age*. Delhi: ICHR and Northern Book Centre.)
- An interesting debate between Alok Rai and Shahid Amin can be accessed here: <http://www.urdustudies.com/pdf/20/12AminRai.pdf>
- Bangha, Imre. (2018). "The Emergence of Hindi Literature: From Transregional Maru-Gurjar to Madhyadeśī Narratives", in Tyler Williams, Anshu Malhotra and John Stratton Hawley, (Eds.). *Text and Tradition in Early Modern North India*. New Delhi: Oxford University Press, pp. 3-39.
- Busch, Allison. (2011). *Poetry of Kings: The Classical Hindi Literature of Mughal India*. New York: Oxford University Press. ("Introduction").
- Ernst, Carl W. (2003). "Muslim Studies of Hinduism?: A Reconsideration of Arabic and Persian Translations from Indian Languages." *Iranian Studies* vol. 36 no.2, pp. 173-95.
- Faruqi, Munis. (2014). "Dara Shukoh, Vedanta and Imperial Succession in Mughal India." in Vasudha Dalmia and Munis Faruqi, (Eds.). *Religious Interactions in Mughal India*. Delhi: Oxford University Press, pp. 30-64.
- Pollock, Sheldon. (2001). "The Death of Sanskrit." *Comparative Studies in Society and History*. Vol. 43 no.2, pp. 392-426.
- Shukla, Ramchandra. (1929). *Hindi Sāhitya ka Itihās*. Allahabad: Lokabharati Prakashan (Reprint, 2009).

- Truschke, Audrey. (2016). *Culture of Encounters: Sanskrit at the Mughal Court*. Gurgaon: Penguin Books. ("Introduction: The Mughal Culture of Power").

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Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Regions, Vernacular, Multilingualism, One Language two scripts, Rekhta, Deccani, Sarkari Hindi, Bollywood Language.