

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE): Environmental History of the Indian Subcontinent

### 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		
Environmental History of the Indian Subcontinent	4	3	1	0	12 th Pass	NIL

### Learning Objectives

This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history. The course has the following broad objectives: To introduce historical studies that explore the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub-continent's past as self-contained ancient, medieval, and modern periods. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies. The themes and issues discussed in this course familiarizes the students to the methods of using archaeological, bio and geo-archival sources, artistic depictions and oral history sources to study the past relationship between human and environment. This will also enable students to situate the environmental historiography that revises the colonial notion of depicting pre-colonial India as an unchanging landscape.

### Learning outcomes

After completing this course, students should be able to -

- Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
- Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
- Discuss how societies developed technologies, sources of energy, and modes of organising lives to adapt to varied ecological landscapes.
- Discuss environmental issues within a socio-cultural framework.

- Examine the social, political and economic contexts of creating inequalities in resource use, with reference to the case studies regarding water rights, forest rights, and the right to have liveable cities.
- Locate solutions to environmental problems within a framework of greater democratisation of resource use.

## SYLLABUS OF DSE

### **Unit 1:** Introduction to the Environmental History of the Indian Subcontinent

1. Doing Environmental History: Issues and Perspectives, Historiography
2. Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and Oral History

### **Unit 2:** Living with Nature

1. Environment and Early Urban Societies: Harappan Civilization
2. Beliefs, Practices, and Natural Resources

### **Unit 3:** Environment and Livelihood in Medieval Times

1. Pastoralism, Animal Husbandry, and Agriculture
2. Forests and Tribal Groups

### **Unit 4:** Colonial Capitalism and Natural Resources

1. Changing Energy Regimes; Railway and Deforestation, Dams and Hydroelectric Power
2. Rivers, Canals, and Embankments

### **Unit 5:** Environmental Crisis and the Future

1. Factories and Urban Spaces; Bombay, Calcutta and Delhi
2. Industrial Agriculture; Biodiversity Loss; Species Extinction

### **Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit 1:** This unit provides an overview of environmental historiography of the Indian subcontinent. The first rubric introduces the methods, theoretical concepts, and the major sub-fields of environmental history. The second rubric explores how archeological records, bio-mass, artistic depictions of nature, and oral history sources are integrated into environmental history narratives. **(Teaching time: 9 hrs. approx.)**

- Mann, Michael (2013), "Environmental History and Historiography on South Asia: Context and some Recent Publications," South Asia Chronicle, Vol. 3, pp. 324-357.
- Rangarajan, Mahesh (2015), Nature and Nation: Essay on Environmental History. Ranikhet: Permanent Black, pp. 1-45 [Chapter 1: "Introduction: Issues in the Writing of Environmental History"]

- Rangarajan, Mahesh (2002), "Polity, Ecology and Landscape: Fresh Writing on South Asia's Past," *Studies in History*, Vol 17, No. 1, pp. 135-48.
- Arnold, David and Ramachandra Guha (1995), "Themes and Issues in the Environmental History of South Asia," In David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 1-20.

**Unit 2:** This unit gives a synoptic overview of human interaction with the animals, plants, and natural elements that sustained life. It shows how from the times of gathering, scavenging and hunting to the beginning of agriculture, humans adapted to the environment even as they tried to manipulate it, and maintained harmony with it and advocated conservation of earthly resources. **(Teaching time: 9 hrs. approx)**

- Mishra, V. N. (2008), "Climate, a Factor in the Rise and Fall of the Indus Civilization: Evidence from Rajasthan and Beyond," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 7-16.
- Lal, Makkhan (2008), "Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 18-32.
- Thapar, Romila (2008), "Forests and Settlements," In Mahesh Rangarajan, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 33-41.
- Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*. London: Routledge.
- Hughes, Donald J. (1998), "Early Ecological Knowledge of India from Alexander to Aristotle to Aelian," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 70-86.

**Unit 3:** This unit explores the patterns and processes of the expansion of agrarian landscapes, pastoralism, and forest economies in India up to the eighteenth century. Providing an overview of the dynamics of human-nature interaction during the medieval times will help students to challenge the notions of considering pre-modern environments as a timeless continuum. **(Teaching time: 9 hrs. approx.)**

- Murty, M. L. K. (2012), "Sheep/Goat Pastoral Cultures in the South Decan: The Narrative as a Metaphor," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Guha, Sumit (2008), "A Historical Study of the Control of Grass and Fodder Resources in Eighteenth-Century Maharashtra," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, pp. 97-106.
- Singh, Chetan, (1995), "Forests, Pastoralists and Agrarian Society in Mughal India," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 21-48.

- Murali, Atluri (1995), "Whose Trees? Forest Practices and Local Communities in Andhra, 1600-1922," In David Arnold & Ramachandra Guha, eds., *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 86-122.

**Unit 4:** This unit explores how colonial capitalism as a powerful agent of environmental transformations made fundamental changes to the land use patterns and livelihood resources. The first rubric explores the environmental history of the colonial appropriation of forests as raw material for railways expansion and rivers as dams and other hydraulic infrastructures for industrial production and long-distance transportation. The second rubric elaborates how the colonial appropriation of waterbodies and common lands through the new revenue policies, acts and regulations affected indigenous fishing and other livelihood patterns based on hydraulic resources. **(Teaching time: 9 hrs. approx.)**

- Gadgil, Madhav and Guha, Ramachandra. (1992). "Conquest and control." In Madhav Gadgil and Ramachandra Guha, eds., *This Fissured Land: An Ecological History of India*. Delhi: OUP, pp. 113- 145.
- Guha, Ramchandra (1983), "Colonialism, Capitalism and Deforestation," *Social Scientist*, Vol. 11, No.4, pp.61-64.
- Das, Pallavi (2013), "Railway fuel and its impact on the forests in colonial India: The case of the Punjab, 1860– 1884", *Modern Asian Studies*, Vol.47, No.4, pp.1283-1309.
- Morrison, Kathleen D. (2010), "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," *Conservation and Society*, Vol. 8, No. 3, pp. 182-195.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books, pp. 122-158 [Chapter 6: "Decommonization of the River"].
- D'Souza, Rohan, (2012), "Damming the Mahanadi River: The Emergence of Multi-Purpose River Valley Development in India (1943-946)," In Mahesh Rangarajan & K. Sivaramakrishnan, eds., *India's Environmental History: Colonialism, Modernity, and the Nation*. Ranikhet: Permanent Black, pp. 550- 583.
- Rao, G. N. (1988), "Canal Irrigation and Agrarian Change in Colonial Andhra: A Study of Godavari District, c. 1850-1890, *Indian Economic and Social History Review*, Vol. 25, No. 1, pp. 25-60.
- Hardiman, David (1996), 'Small-dam Systems of the Sahyadris,' in David and Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, pp. 185- 209.
- Gilmartin, David (1996), "Models of the Hydraulic Environment: Colonial Irrigation, State Power and Community in the Indus Basin, In David Arnold & Ramachandra Guha, eds, *Nature, Culture, Imperialism: Essays on the*

**Unit 5:** Historical thinking and writing on climate change help to provide a long-term perspective on contemporary social, ecological, economic crisis with the question of socio-environmental justice as a central concern. By focusing on the specific contexts of Bombay, Calcutta and Delhi, the first rubric provides a historical perspective to the contemporary urban problems of air and water pollution, and issues related to access to energy sources as social issues of urbanized environment. The second rubric explains how the issues of biodiversity loss, species extinction, and the industrialization of agricultural production transforms livelihood patterns and cultural landscapes. **(Teaching time: 9 hrs. approx)**

- Awadhendra B. Sharan. In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000. Delhi: Oxford University Press, 2014 [Introduction; Chapter 4: Pollution]
- Agarwal, Ravi (2010), "Fight for a Forest," In Seminar, No. 613, pp. 48-52.
- Riding, Tim (2018), "'Making of Bombay Island': Land Reclamation and Geographical Conception of Bombay, 1661-1728, Journal of Historical Geography, Vol. 59, pp. 27-39.
- Klein, Ira (1986), "Urban Development and Death: Bombay City, 1870-1914", Modern Asian Studies, Vol.20, No.4, pp.725-754.
- Mann, Michael (2007), "Delhi's Belly: The Management of Water, Sewerage and Excreta in a Changing Urban Environment during the Nineteenth Century, Studies in History, Vol. 23, No. 1, pp. 1-31.
- Shiva, Vandana (2016), Stolen Harvest: The Hijacking of the Global Food Supply. Kentucky: The University Press of Kentucky, Chapter 1: "The Hijacking of the Global Food Supply", pp. 5-20.
- Adve, Nagraj (2022), Global Warming in India: Science, Impacts, and Politics. Bhopal: Eklavya Foundation.

**Suggested Readings:**

- Bhattacharya, Neeladri (1992), 'Colonial State and Agrarian Society,' In Burton Stein, ed. The Making of Agrarian Policy in British India, 1770-1900. Delhi: Oxford University Press.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Colombia University Press. pp. 205 -224.
- Chakravarti, Ranabir, (1998), "The Creation and Expansion of Settlements and Managements of Hydraulic Resources in Ancient India," In Richard Grove, et al, eds, Nature and the Orient: The Environmental History of South and Southeast Asia. Oxford: Oxford University Press, pp. 87-105.
- D'souza, Rohan (2006), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India. New Delhi: Oxford University Press.

- Erdosy, George (1998), "Deforestation in Pre and Proto Historic South Asia," In Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press.
- Fisher, Michael H. (2018), *An Environmental History of India: From Earliest Times to the Twenty-first Century*. New York: Cambridge University Press.
- Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.
- Grove, Richard (1997), *Ecology, Climate and Empire*. Delhi: Oxford University Press.
- Hughes, Donald (2006), *What is Environmental History?*. Cambridge: Polity Press. Chapter 1: Defining Environmental History: pp. 1-17
- Malamoud, Charles (1998), *Village and Forest in Ancient India*. Delhi: Oxford University Press.
- Meadow, R. H. (1981), "Early Animal Domestication in South Asia: A First Report of Faunal Remains from Mehrgarh, Pakistan," In H. Hartel, ed. *South Asian Archaeology*. Berlin: Dietrich Reimer Verlag, pp. 143-79.
- Rangarajan, Mahesh (2008), "The Forest and the field in Ancient India," In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*. Delhi: Pearson, pp. 42-48.
- Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black [Introduction]
- Rodrigues, Louiza (2019), *Development and Deforestation: The Making of Urban Bombay, C. 1800-1880*. Delhi: Primus Books.
- Satya, Laxman D. (1997), *Cotton and Famine in Berar, 1850-1900*, Delhi: Manohar Publishers.
- Thapar, Romila, (2008), "Perceiving the Forest: Early India," In Rangarajan, Mahesh and K. Sivaramakrishnan, eds (2014), *India's Environmental History: A Reader*. Ranikhet: Permanent Black.
- Shiva, Vandana. (1988). "Women in the Food Chain" (Ch.5) in Vandana Shiva, *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women. pp.96-178.
- Singh, Satyajit K. (1990), "Evaluating Large Dams in India," *Economic and Political Weekly*, Vol. 25, No. 11, pp. 561-574.
- Singh, Vipul (2018), *Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540-1885*. Delhi: Primus Books.

**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): History of South East Asia – II

### 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 South East Asia – II	4	3	1	0	12 <sup>th</sup> Pass	Should have studied History of South East Asia – I

### Learning Objectives

This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history. In this paper students will learn how to engage with recent historiographical developments, especially on themes of education, gender, race, historical anthropology, and maritime history. The paper offers analysis of impact of colonialism and the process of decolonisation on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.

### Learning outcomes

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

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence on maritime and agrarian economy of the region.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the influences of new forms of knowledge, Euro-centric notions of modernity and how ideas of race defined local religion.
- Illustrate the transformation of the local agrarian and labour economy.
- Interpret the history of popular movements and peasant revolts
- Describe the historiographical trends to study history of Southeast Asia

## SYLLABUS OF DSC-3

### Unit 1: From Commerce to Colonialism:

1. The Dutch and English ascendancy
2. Changing Patterns of Maritime Trade: The Straits of Malaka

### Unit II: Colonialism in Dutch Indonesia, British Burma: The 19th and 20th centuries

1. The Colonial State: Traditional elite, Race and the Legal Order
2. Agrarian Transformation: Plantation Economy, Peasant Protests
3. Colonial Modernity: Education and religion in the early twentieth century

### Unit III: Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

1. Burma: From Independence to the Revolutionary Council
2. Indonesia: The Revolution, the making of Indonesia, Sukarno

### Unit IV: Post War Southeast Asia

1. Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
2. The Port and City in Southeast Asia: Singapore

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit-I:** The student will be able to demonstrate their understanding of the beginnings of European Colonialism in the region by specifically taking up the case studies of the English and Dutch East India Companies in the 17th and 18th centuries. They will also demonstrate an understanding of how ethnic communities like those in the straits of Melaka responded to the changes in trade and politics. **(Teaching time: 6 hrs. approx.)**

- Tarling, Nicholas. (1993). Cambridge History of South East Asia, Volume I & II, Cambridge: Cambridge University Press
- Reid, Anthony. (1993). Southeast Asia in Early Modern era: Trade, Power and Belief, Ithaca and London: Cornell University Press
- Goor, Jurrien van. (2004). Prelude to Colonialism: The Dutch in Asia, Hilversum: Uitgeverij Verloren

**Unit- II:** At the end of this rubric the students will be able to demonstrate an understanding of the nature of the colonial state in Southeast Asia. They will through the case studies of Dutch Indonesia and British Burma learn about the structure and organization of the colonial state and how the agrarian plantation economy altered the political and economic landscape of the region during this period. They will also through a specific case study of Indonesia, show how certain policies of the colonial state and western notions of modernity impacted local society and Islam. **(Teaching time: 15 hrs. approx.)**



- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Saha, Jonathan. (2013). *Law, Disorder and the State: Corruption in Burma c.1900*, New York: Palgrave Macmillan
- Keck, Stephen L. (2015). *British Burma in the New Century, 1895-1918*, London: Palgrave Macmillan
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press
- Bosma Ulbe and Raben Remco. (2008). *Being "Dutch" in the Indies: A history of creolization and Empire, 1500-1920* (trans. Wendie Shaffer), Singapore: Ohio University Press and National University of Singapore
- Breman, Jan. (1989). *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Delhi: Oxford University Press
- Scott, James. (1976). *Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, New Haven: Yale University Press
- Ann Stoler, 'Plantation, Politics and Protest on Sumatra's East Coast', *Journal of Pesant Studies*, Vol.13, No.2, 1986
- Pannu, Paula, *Production and Transmission of Knowledge in Colonial Malaya*, *Asian Journal of Social Science*, Vol 37, No 3, Special Focus, *Beyond Sociology*, 2009, pp.427- 451
- Laffan, Michael. (2011). *The Makings of Indonesian Islam: Orientalism and the Narration of a Sufi past*, Princeton: Princeton University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press

**Unit-III:** After completing this rubric, the students will demonstrate a detailed understanding of the nationalist and anti colonial movements in Southeast Asia through the case studies of Indonesia, Vietnam and Burma. They will also be expected to demonstrate an understanding of how the nationalist movements and post war politics in the region came to shape these countries in the early decades after independence (in the 1950s and 70s). **(Teaching time: 15 hrs. approx.)**

- Christie, Clive J. (2000). *A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism*, London: I.B. Tauris
- Tarling, Nicholas. (1993). *Cambridge History of South East Asia, Volume II*, Cambridge: Cambridge University Press
- Tarling, Nicholas. (1998). *Nations and States in Southeast Asia*, Cambridge: Cambridge University Press
- Callahan, Mary P. (2003). *Making Enemies: War and State Building in Burma*, Ithaca: Cornell University Press
- Myint-U, Thant. (2001). *The Making of Modern Burma*, Cambridge: Cambridge University Press
- Vickers, Adrian. (2015). *A History of Modern Indonesia*, Cambridge: Cambridge University Press

- Elson, R.E. (2008). *The Idea of Indonesia: A History*, Cambridge: Cambridge University Press

**Unit-IV:** At the end of this rubric the students will be expected to demonstrate an understanding of how the colonialism has impacted the nature of post colonial politics. Examining Malaysia and Singapore as case studies, they will show how, decolonization and modern state building have required certain approaches towards remembering the past and projecting the future. **(Teaching time: 9 hrs. approx.)**

- Harper, T.N. (1999). *The End of Empire and the Making of Malaya*, Cambridge: Cambridge University Press
- Ali, Muhammad. (2016). *Islam and Colonialism: Becoming Modern in Indonesia and Malaya*, Edinburgh: Edinburgh University Press
- Kevin Blackburn and ZongLun Wu. (2019). *Decolonising the History Curriculum in Malaysia and Singapore*, London: Routledge
- Ahmad, Abu Talib. (2015) *Museums, History and Culture in Malaysia*. Singapore: National University of Singapore Press

#### **Suggested Readings:**

- Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin: University of Wisconsin Press
- Bloembergen Marieke. (2006). *Colonial Spectacles: The Netherlands and the Dutch East Indies at the World Exhibitions, 1880-1931*, (trans. Beverley Jackson) Singapore: Singapore National University Press
- Blusse, Leonard. (1981). 'Batavia, 1619-1740: The Rise and Fall of a Chinese Colonial Town', *Journal of Southeast Asian Studies*, Vol.12, No.1, Ethnic Chinese in Southeast Asia, pp.159-178
- Charney, Michael W. (2010). *A History of Modern Burma*, Cambridge: Cambridge University Press
- Christie, Clive. (2001). *Ideology and Revolution in Southeast Asia 1900-1980: Political Ideas of the Anti-Colonial era*, London: Curzon
- Day, Tony. (2002). *Fluid Iron: State formation in Southeast Asia*, Honolulu: University of Hawaii Press Honolulu
- Goscha, Christopher. (2016). *The Penguin History of Modern Vietnam*, London: Penguin
- Gouda, Francis. (2008). *Dutch Culture Overseas; Colonial Practice in the Netherlands Indies 1900-1942*, Jakarta: Equinox Publishing
- Keyes, Charles F., E. Jane Keyes and Nancy Donnelly. (1991). *Reshaping Local Worlds: Formal Education and Cultural Change in Rural Southeast Asia*, New Haven: Yale University Press
- Knapman, Gareth. (2016). *Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality*, London: Routledge
- Laffan, Michael Francis. (2003). *Islamic Nationhood and Colonial Indonesia: The umma below the winds*, London: Routledge

- Owen, Norman G. (2014). Routledge Handbook of Southeast Asian History, London: Routledge
- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase, London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

**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): History of Vernacular Literature

## 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		
DSE- History of Vernacular Literature	4	3	1	0	12 <sup>th</sup> Pass	-

## Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

In the Indian subcontinent, too, it is possible to see a similar evolution of different languages in different parts of the country. Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars. While Sanskrit had a pan-India presence, Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how core these languages are to the identities of their speakers.

## Learning Outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

## SYLLABUS OF DSC-3

**Unit 1:** Debating the Vernacular and its significance for History

**Unit 2:** Language Culture and Histories from the South

**Unit 3:** The Early Modern Context of Language and Region

**Unit 4:** The Colonial Context

**Practical component (if any) – NIL**

### **Essential/recommended readings**

**Unit 1:** Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

#### **Essential Readings**

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Zutshi, Chitrakha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India", *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

**Unit 2:** Language Culture and Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

#### **Essential Readings**

- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151-195, 2009
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891-1970*, University of California Press, 1997.

**Unit 3:** In this section, the student will engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 09 hours)

#### **The Early Modern Context of Language and Region:**

1. Marathas and Marathi
2. Hindavi/ Awadhi
3. Braj and the Vernacular debate

### Essential Readings

- Busch, Allison, "Hidden in Plain View: Brajbhasha Poets at the Mughal Court", *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, "Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha", in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500," *Daedalus*, Vol. 127, No. 3, *Early Modernities*, 1998, pp. 41-74.

**Unit 4:** The period of the nineteenth and the twentieth centuries in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

### The Colonial Context:

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

### Essential Readings

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, "Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India", *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, "Memory and Forgetting in Postcolonial North-East India", *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803-1956*, Cambridge University Press, 2020.
- Misra, Salil, 'Transition from the Syncretic to the Plural: the World of Hindi and Urdu', Jamal Malik and Helmut Reifeld (ed.) *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.

### Suggested Readings:

- Borek, Piotr, "Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji's Visit to Agra (1666) in Brajbhāṣā Verse", *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1-17.
- Mantena, Rama Sundari, "Vernacular Publics and Political Modernity: Language and Progress in Colonial South India", *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.

- Thakur, Gautam Basu, "Vernacular Objects | Indian Mutiny | Imperial Panic: Victorian Literature and Culture", Vol. 44, No. 3, 2016, pp. 557-576.

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

**DSE for BA (Hons.)****DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): Delhi Through the Ages**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE- Delhi Through the Ages</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	

**Course Objective**

This introductory course looks at watershed moments in Delhi's historical past concerning politics, urbanization, culture, and crisis to provide a background to Delhi's significance and dilemmas today.

**Learning Outcome**

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

- To provide a framework within which to locate and study the history of Delhi till the early modern period.
- Analyse and comprehend the challenges of Delhi through the study of the history of its political, urban, and socio-cultural developments and changes

**Course Content****Unit I: The Historical Polities of Delhi:**

- Indraprastha: from Earliest time to 1000CE
- Delhi in the Tomar-Chauhan period
- Sultanate Delhi
- Shahjahanabad
- The colonial capital

**Unit II: Delhi's Urbanization and its Challenges:**

- Lal Kot to Tughluqabad
- Delhi under the Mughals
- Delhi's modern transformation in the 20<sup>th</sup> Century

**Unit III: The Syncretic and Changing Culture of Delhi:**

- Ashokan Edicts and Iron Pillars
- Hazrat-i Delhi: Nizamuddin Auliya and Nasiruddin Chirag Delhi
- Humayun Tomb
- Growth of Urdu language and literature in 18<sup>th</sup> -19<sup>th</sup> Century Delhi
- Delhi University

**Unit IV: A City of Crises, Resilience and Transition**

- The Mongols Invasions
- Delhi when it was not the Mughal capital
- 'Crisis' of the 18<sup>th</sup> Century?
- Delhi in the 19<sup>th</sup> Century: Between the Mughals and the Colonial
- The Revolt of 1857
- Delhi in 1947



## *Practical component (if any) – NIL*

### *Essential/recommended readings*

**Unit 1:** This unit will seek to introduce the students to the various significant historical political formations that emerged in Delhi by focusing on the debate on Indraprastha; evidence for Lalkot-Rai Pithora; the nature of the Sultanate polity and the city; the imperial design of Shahjahanabad and the British conception of the city as an imperial capital. (Teaching Time: 12 hours Approx.)

#### Essential Reading

- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- R., Mani B., and I. D. Dwivedi 2006. 'Anangpur Fort: The Earliest Tomar Settlements, Near Delhi,' in Upinder Singh, ed., *Delhi: Ancient History*, Social Science Press, New Delhi, pp 200–204.
- Mani, B.R. 1997. *Delhi: Threshold of the Orient*; (Studies in Archaeological Investigations), Aryan Books International
- Kumar, Sunil. 2011. "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE"; in Albrecht Fuess and Jan Peter Hartung. (eds.) *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory.' In: Kaul, Suvir, (ed.), *Partitions of Memory*. Delhi: Permanent Black, pp. 140–182.
- Blake, Stephen, 1985. "Cityscape of an Imperial City: Shahjahanabad in 1739"; in R.E. Frykenberg, *Delhi Through the Ages: Essays in Urban History, Culture and Society*, Oxford University Press, pp. 66-99
- Metcalf, Thomas. 1989. *Imperial Visions*. Delhi: Oxford University Press, 211–239, (Ch.7 & 39; New Delhi: The Beginning of the End&#39;).

**Unit II:** This unit will briefly explore significant periods of urbanization in Delhi and some of the challenges faced during these developments. It will trace the early urbanization of Delhi from Lal Kot to Tughluqabad, the changes during the Mughal Period, Marathas and Sikhs in Delhi and finally, the transformation of Delhi in the 20 th Century, focusing on migration and displacement. (Teaching Time: 12 hours Approx.)

#### Essential Readings:

- Ali, Athar. 1985; *Capital of the Sultans: Delhi through the 13th and 14th Centuries*, in R.E. Frykenberg, ed., *Delhi Through the Age: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, pp. 34-44
- Shokoohy, Mehrdad. 2007. *Tughluqabad: a paradigm for Indo-Islamic Urban Planning and its architectural components*. London: Araxus Books.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate": *Muqarnas*, vol. 1 pp. 123-166.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). *The City in Indian History*, Delhi: Manohar, pp. 87-98.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., *Shahjahanabad / Old Delhi: Tradition and Change*. Delhi: Manohar, pp. 29-44.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris."
- *Proceedings of the Indian History Congress* 71, pp. 1108–1121.
- Chenoy, Shama Mitra. (1998). *Shahjahanabad, a City of Delhi, 1638-1857*. New Delhi: Munshiram Manohar Lal Publishers.
- Datta, V N. 1986.; *Punjabi Refugees and the Urban Development of Greater Delhi*, ; in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, 442–462.
- Tarlo, Emma. 2001. *Welcome to History: A Resettlement Colony in the Making*. Manohar Publishers and Distributors, 51-69.

**Unit III:** This unit will touch upon some episodes in the past of Delhi that show the historical shaping and reshaping of a syncretic culture over time, with a focus on the names of Delhi, beliefs about the Iron Pillar, Ashokan Edict, the emergence of Sufi tradition in Sultanate Delhi, Mughal architecture, Urdu language and literature in the 18 th - 19 th Century Delhi Renaissance and the emergence of Delhi University. (Teaching Time: 9 Hours Approx.)

Essential Reading:

- Richard J. Cohen, "An Early Attestation of the Toponym Dhillī," *Journal of the American Oriental Society*, Vol. 109 (1989), pp. 513–519.
- Singh, Upinder. 2006. *Ancient Delhi*, Delhi: Oxford University Press
- Haidar, Najaf. 2014; *Persian Histories and a Lost City of Delhi*, *Studies in People History*, vol. 1, pp. 163–171
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims," in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Aquil, R. 2008; *Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam*, *South Asia Research* 28: 23–48.
- Sunil Kumar, *The Pir's Barakat and the Servitor's Ardour: The Contrasting History of the two Sufi Shrines in Delhi* in Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Lowry, Glenn D. 1987. *Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture*. *Muqarnas*, Vol. 4, pp. 133-148
- Koch, Ebba. (1994). "Diwan-i'Am and Chihil Sutun: The Audience Halls of Shah Jahan". *Muqarnas*, vol. 11, pp. 143-165.
- Alam, Muzaffar. 2013; *Introduction to the second edition: Revisiting the Mughal Eighteenth Century*; in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-lxiv
- Shamsur Rahman Faruqi. *A Long History of Urdu Literary Culture, Part 1: Naming and Placing a Literary Culture in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 803-863.
- Hardeep Puri, *DELHI UNIVERSITY: Celebrating 100 Glorious Years*, Delhi, 2022
- Naim, C. M. 2004. *Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors* ; in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250–279.
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.
- Basu, Aparna. 1986; *The Foundations and Early History of Delhi University* ; in
- Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430

**Unit IV:** This unit will examine a few exceptional periods of crisis in the history of Delhi and how these phenomena shaped the city over time. (Teaching Time: 12 hours Approx.)

Essential Readings:

- Jackson, Peter. 1986. 'Delhi: The Problem of a Vast Military Encampment,' in: R.E. Frykenberg (ed.). *Delhi Through the Ages: Essays in Urban History, Culture, and Society*, New Delhi: Oxford University Press, 1986), 18–33.
- Ojha, Archana, *Impact of Mongol Invasions on the Delhi Sultanate*, *Proceedings of Indian History Congress*, no. 52, 1991, pp. 245-248.
- Chandra, Satish. 1991; *Cultural and Political Role of Delhi, 1675-1725*;; in R.E. Frykenberg, *Delhi through the Ages: Essays in Urban History, Culture and Society*, Delhi: Oxford University Press, 106–116.
- Spear, TGP. *Twilight of the Mughals*. Alam, Muzaffar. 2013, "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in *The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, Delhi: Oxford University Press, pp. xiii-Ixiv
- Liddle Swapna, *The Broken Script: Delhi Under the East India Company and the Fall of the Mughal Dynasty 1803-1857*, Speaking Tiger Books, 2022.

- Lahiri, Nayanjot. 2003; Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife ; World Archaeology, vol. 35, no.1, 35–60.
- Pandey, Gyan. 2001. Remembering Partition, Cambridge: Cambridge University Press.
- Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121–151.

#### Suggested Readings

- Anthony Welch, 'The Shrine of the Holy Footprint in Delhi', *Muqarnas*, 14 (1997): 116-178;
- Asher, Catherine B. 2000. "Delhi Walled: Changing Boundaries"; in James D. Tracy, *City Walls: The Urban Enceinte in Global Perspective*, Cambridge: Cambridge University Press, pp. 247–281.
- Bayly, Christopher Alan. (1986). "Delhi and Other Cities of North India during the "Twilight,"" in *Delhi through the Ages: Essays in Urban History, Culture, and Society*, edited by Robert Eric Frykenberg, Delhi: Oxford University Press, pp. 221–36.
- Blake, Stephen P. 1991. *Shahjahanabad: The Sovereign City in Mughal India, 1639- 1739*. Cambridge; New York: Cambridge University Press.
- Hasan, Zafar. 1922. *A Guide to Nizamu-d Din*. New Delhi: Memoirs of the Archaeological Survey of India,
- Habib, Irfan. 1978. 'Economic History of the Delhi Sultanate -- an Essay in Interpretation', *Indian Historical Review*, vol. 4, pp. 287-303.
- Flood, Finbarr B. 2008. "Introduction"; in Finbarr B. Flood, *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxxviii
- Page, J.A. 1926. *A Historical Memoir on the Qutb*. New Delhi: Memoirs of the Archaeological Survey of India No,22
- Page, J.A. 1937. *A Memoir on Kotla Firoz Shah*, Delhi. New Delhi: Memoirs of the Archaeological Survey of India #52
- Shamsur Rahman Faruqi, (2001). "A True Beginning in the North" and "A Phenomenon called 'Vali'" in *Early Urdu Literary Culture and History*, Delhi: Oxford University Press, pp. 109-126, 129-142.
- Singh, Upinder. Ed., (2006) *Delhi: Ancient History*, Delhi: Social Science Press
- Flood, Finbarr B. 2003. "Pillars, Palimpsests, and Princely Practices: Translating the past in Sultanate Delhi; *RES: Anthropology and Aesthetics*, No. 43, Islamic Arts, pp. 95–116.
- Anand Taneja. *Saintly Visions: Other Histories and History's Others in the Medieval Ruins of Delhi*; *IESHR*, 49 (2012).
- Pinto, Desiderios. J. (1989). *The Mystery of the Nizamuddin Dargah: the Account of Pilgrims*," in Christian W. Troll, ed., *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 112–124.
- Frances W. Pritchett, *A Long History of Urdu Literary Culture*, Part 2: *Histories, Performances, and Masters in Sheldon Pollock ed. Literary Cultures in History: Reconstruction from South Asia*, University of California Press, 2003, pp. 864–911.
- Upinder Singh, *Discovering Ancient in Modern Delhi*. In Mala Dayal ed. *Celebrating Delhi*, Penguin, 2010.
- Farooqui, Mahmood. 2013. *Besieged: Voices from Delhi, 1857*. Delhi: Penguin.
- (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael. 2005. *Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857* ; *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by Gülsün Sağlamer, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. 1998. "Ghalib: A Self Portrait," in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: [http://www.columbia.edu/itc/mealc/pritchett/00ghalib/texts/txt\\_ralphrussell\\_1972.pdf](http://www.columbia.edu/itc/mealc/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf)
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

**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): Cultures in Indian Subcontinent – II**

**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		
Cultures in Indian Subcontinent – II	4	3	1	0	12 th Pass	Should have studied Cultures in Indian Subcontinent – I

**Learning Objectives**

This course aims to provide an overview of cultures of the Indian subcontinent. It will help the students to understand different traditions of sculpture, painting, etc. along with varied popular cultures through the ages in India. This paper also aims to acquaint students with the social aspects like the role of different classes which extended patronage to varied activities in different periods of Indian history. It will also elucidate the cultural issues and the institutions of cultural practices in colonial and post-colonial India, which cemented the sentiments of Nationalism among Indians.

**Learning outcomes**

After studying this lesson, the students will be able to comprehend:

- The various schools of Sculpture over the ages in India;
- The evolution of Painting from the ancient, medieval to modern period;
- Folklores and oral traditions of kathas;
- Festivals, fairs and fasts;
- Textiles and crafts;
- Culture of food;
- Issues of culture and the concept of Nationalism

**SYLLABUS OF DSE-2**

**Unit - I: Visual Cultures: Perceptions of visual Past and Present**

1. Silpashastric normative tradition;

2. Indian Sculpture: Classicism- Mathura, Gandhara and Amravati Schools, Gupta period; late Classicism: Pallava and Chola;
3. Indian Painting: Classicism -Narrative Mural and Fresco paintings; late Classicism: Pallava- Chola;
4. Medieval idioms-Mughal painting: Rajput and Pahari miniature paintings
5. Modern-Company school, Raja Ravi Varma, Bengal school, Amrita Sher-Gil and Progressive Artists Group.

#### **Unit-II: Popular Culture**

1. Folklore and Oral tradition of Kathas, narratives, legends and proverbs; Linkages of bardic and literary traditions.
2. Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.
3. Textile and Crafts; the Culture of Food.

#### **Unit-III: Communication, Patronage and Audiences**

1. Royalty, Merchants groups, Religious communities and Commoners
2. Culture as communication.
3. Nationalism and the issues of Culture; Institutions of Cultural Practices-Colonial and Post-Colonial.

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings**

**Unit-I:** This unit will give an insight to the students about evolution of sculpture and painting right from the ancient to modern period and will help in understanding marked variations at different stages in Indian context. **(Teaching Time: 21 hrs.approx.)**

- Basham, A.L. The Wonder That Was India. Vol I, Rupa & Co., Delhi, 1991. (in Hindi: Adhbhut Bharat)
- Coomaraswami, Anand K. Introduction to Indian Art, Munshiram Manoharlal, New Delhi, 1999.
- Kramrisch, Stella. The Art of India. Orient Book Depot, Delhi, 1987.
- Harle, J.C. The Art and Architecture of Indian Subcontinent. Penguin Books, New York, 1990.
- Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Weather Hill, New York, 1985.
- Maxwell, T.S. Gods of Asia: Text, Image and Meaning. OUP, New Delhi, 1996.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Ray, Nihar Ranjan. Maurya and Shunga Art. Indian Studies, Calcutta, 1965.
- Rizvi, S.A.A. The Wonder that Was India. Vol. II, Picador, India, 2001.
- Welch, Stuart Carey. Imperial Mughal Paintings. New York, 1978.

- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

**Unit-II:** This unit will enable students to know about the rich traditions of popular culture of India in three sub-sections covering almost every aspect of our day to day life. **(Teaching Time: 12 hrs. approx.)**

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 1998.
- Dhali, Rajshree. 'Perspectives on Pilgrimage to Folk Deities', International Journal of Religious Tourism and Pilgrimage, Vol VIII, Issue I, 2020.
- Dubey, Shyam Charan. Manav aur Sanskriti. Rajkamal Prakashan, New Delhi, 2010.
- Gupta, Shakti M. Festivals, Fairs and Fast of India. Clarian Books, New Delhi, 1990.
- Gupta, Ved Prakash. Bhartiye Melon aur Utsavon ke divyadarshan. Jivan Jyoti Prakashan, 1995.
- Jain, Shanti. Vrat aur Tyohar Pauranik avam Sanskritik Pristhabhumi. Hindustani Academy, Allahabad, 1988.
- Jaitly, Jaya. The Craft Tradition of India. NCERT, Delhi, 1990.
- Kidd Warren. Culture and Identity. Palgrave, 2002.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.

**Unit-III:** This unit will provide students the knowledge about the individuals as well as social classes which used to give exclusive patronage to art and culture leading to its evolution in India. What kind of message was carried or permeated to the society by the rise and growth of art and culture and how it paved the way for the growth of cultural nationalism in India will also be covered under this broad topic. **(Teaching Time: 12 hrs. approx.)**

- Mitter, Partha. Art and Nationalism in Colonial India. OUP, Delhi, 1994.
- Thakran, R.C., Sheo Dutt, Sanjay Kumar. Bhartiye Upmahadvip Ki Sanskritiyan. Vol. II, Hindi Madhyam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.

#### **Websites:**

- <http://kasi.nic.in>
- <http://kasi.legislation.asp>
- [www.iccrindia.org](http://www.iccrindia.org)
- <http://www.indiaculture.nic.in>

### Suggestive readings

- Acharya, K.T. A Historical Dictionary of Indian Food. OUP, 2001.
- Agarwala, Vasudev Sharan. Bhartiya Kala (in Hindi), Prithvi Prakashan, Delhi, 2020.
- Asher, Catherine B (ed.): Perceptions of India's Visual Past, American Institute of Indian Studies, Delhi, 1994
- Basham, A.L. The Wonder that was India. Volume I, Rupa & Co., New Delhi, 1981. (in Hindi
- : Adhbhut Bharat)
- Chopra, P.N. (ed.), The Gazetteer of India, History and Culture, Vol. II, Publication Division, Govt. of India, 1988.
- Cohn, Bernard S. India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, Oxford University Press, 2004.
- Dhali, Rajshree. 'Pilgrimage to the Abode of a Folk Deity', International Journal of Religious Tourism and Pilgrimage. Vol. 4, Issue 6, Art. 8, 2016.
- Harle, J.C, The Art and Architecture of Indian Subcontinent, Penguin Books, 1986. Huntington, Susan L. The Art of Ancient India: Buddhist Hindu and Jain. Wadsworth, New York, 1985.
- Jaitly, Jaya. The Craft Tradition of India. Delhi, 1990.
- Khanna, Meenakshi, Madhyakalin Bharat Ka Saanskritik Ihas, (translated in Hindi by Umashankar Sharma), Orient Blackswan, Delhi, 2012.
- Majumdar, R.C. ed. The History and Culture of the Indian People, Vol. 3 (The Classical Age), Bhartiya Vidya Bhawan, Bombay, 1954. (chapters XV, XIX) (in Hindi: Shrenya Yug translated by Shivdaan Singh Chauhan, Motilal Banarsidass, 1984)
- Maxwell, T.S. Image: Text and Meaning: Gods of South Asia, Oxford University Press, Delhi, 1997.
- Miller, Barbara Stoler. The Power of Art: Patronage in Indian Culture. OUP, Delhi, 1992.
- Mitter, Partha. Indian Art. OUP, Delhi, 2011.
- Strinati, Dominic. An Introduction to Theories of Popular Culture. Routledge, London, 2000.
- Thakran, R.C, Sheo Dutt and Sanjay Kumar, ed. Bhartiya Upamahadvip ki Sanskritiyan, Vol. I and II (in Hindi), Hindi Madhayam Karyanvay Nideshalaya, University of Delhi, Delhi, 2013.
- Verma, Lal Bahadur. Bharat ki Jankatha. Itihasbodh Prakashan, Allahabad, 2012.
- Zimmer, H. Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, 1992.

**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): Popular Culture

### 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		
Popular Culture	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

One of the purposes of learning History is to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a significant component of that experience surrounding us, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the course objectives 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 focusing particularly on themes about religion, performative traditions, food cultures as well as the constitution of a 'new public' concerning its patterns of consumption of culture, in contemporary times.

#### Learning outcomes

Upon successful completion of the 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 them,
- Interpret the above theoretical concerns to actual historical studies through a case study,
- Estimate the popular aspects of the 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

### SYLLABUS OF DSE-3

#### Unit I: Defining Popular Culture:

1. Popular Culture as Folk Culture,
2. Mass Culture- High Culture,
3. People's culture

#### Unit II: Popular Culture and Visual Expressions:

1. Folk art, calendar art, photography, advertisements;
2. Cinema (themes and trends like freedom struggle and nation-building), television (Case study of televised serials, Ramayana and Chanakya)
3. Internet: Digital age and popular culture

#### Unit III: Performative traditions, fairs, festivals and pilgrimage:

1. Folktales & folk theatre: swang and nautanki;
2. Music- folksongs and folk dances
3. Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer /Kumbh Mela

#### Unit IV: Cuisine as an expression of culture:

1. Food and Public Cultures of Eating
2. Regional cuisines
3. Cultures of Consumption

#### Practical component (if any) - NIL

#### Essential/recommended readings

**Unit I:** This unit intends to apprise students of the conceptual and theoretical categories that scholars deploy to classify and analyse various forms of popular culture. **(Teaching Time: 12 hrs. approx.)**

- Fiske, John. (2010) *Understanding popular culture*. Routledge.
- Storey, J. (2001) *Cultural Theory and Popular Culture*. London: Routledge. (Chap. 1, 'What is Popular Culture', pp. 1-17)
- Dubey, Shyam Charan. *Manav aur Sanskriti*. Rajkamal Prakashan, New Delhi, 2010.

**Unit II:** This unit focuses on a study of the various audio and visual forms of popular culture. It also explores the more recent forms of popular culture as embodied in the new age technologies of communication. **(Teaching Time: 12 hrs. approx.)**

- Dissanayake W. and K.M. Gokul Singh, (1998). *Indian Popular Cinema, A Narrative of Cultural Change*. New Delhi: Orient Longman.
- Fiske, John. (2001) *Television Culture: Popular Pleasures and Politics*. London: Routledge.
- Spracklen, Karl. (2015) *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

**Unit III:** The Indian subcontinent is rich in diverse beliefs and practices of rituals, pilgrimages, and performative traditions. This unit will focus on exploring the meanings of performative traditions (folk music, folk tales, etc.), rituals, pilgrimages, etc. **(Teaching Time: 12 hrs. approx.)**

- Bharucha, Rustam. (2003) *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin, chap 1, 'The Past in the Present: Women's Songs', pp. 16-35.
- शकु धव. (2015). 'लोक - आखान: यशकीघोषणा' , तानाबाना, प्रवेशांक, pp. 19-26.

**Unit IV:** The focus of this unit will be on food and its history. The units will encourage students to think about cooking and eating habits of 'people' as historical, subject to change and embodying social and political significations that go much beyond individual initiatives. **(Teaching Time: 9 hrs. approx.)**

- 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, Utsa. (2014) *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press

#### **Suggestive readings**

- Kasbekar, Asha. (2006). *Popular Culture India!: Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO, 2006.
- Chauhan, V. (2019) From Sujata to Kachra: Decoding Dalit representation in popular Hindi cinema. *South Asian Popular Culture*, 17(3), pp.327-336.
- Lichtner, G. and Bandyopadhyay, S. (2008) Indian Cinema and the Presentist Use of History: Conceptions of "Nationhood" in *Earth and Lagaan*. *Asian Survey*, 48(3), pp.431-452.
- Sen, C.T. (2004) *Food culture in India*. Greenwood publishing group.
- Thakurta, T.G. (1991) Women as 'calendar art' icons: Emergence of pictorial stereotype in colonial India. *Economic and Political Weekly*, pp.WS91-W599.
- Vatuk, Ved Prakash. (1979) *Studies in Indian Folk Traditions*. New Delhi: Manohar, 1979.
- कु मार, इला(2015). 'संस्कृत तत्काम बोध', तानाबाना, प्रवेशांक, pp. 102-104.

#### **Suggested weblinks:**

- <http://visionsofindia.blogspot.in/p/history-of-photography-in-india.html>
- <https://lens.blogs.nytimes.com/2015/06/18/indias-earliest-photographers/>
- [http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs- ever-taken-in-india/](http://www.bjp-online.com/2015/06/the-new-medium-exhibiting-the-first-photographs-ever-taken-in-india/)
- <http://ccrtindia.gov.in/performingart.php>

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