COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered By Department Of History
Category-IV

> ### GENERIC ELECTIVES (GE-1): Delhi Through the Ages: The making of its early Modern History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Delhi Through the Ages: The making of its early Modern History	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

Upon completion of this course the student shall be able to:
- To acquaint students with the history of Delhi till the early modern period.
- Analyse the processes of urbanization as shaped by political, economic and social changes

SYLLABUS OF GE-1

Unit I: Ancient Delhi and adjoining sites: **(12 hours)**
1. Indraprastha- Hastinapur, Panipat, Tilpat
2. Ashokan Edicts
3. Mehrauli Iron Pillar
4. Lalkot

Unit II: From Settlements to Cityscape - Understanding the 10th and 14th Century Cities of Delhi. Case Study Any Two: **(16 hours)**

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

Unit III: 16th to 17th Century Delhi: **(16 hours)**
      1.   Humayun's Garden Tomb
      2.   Morphology of Shahjahanabad

Unit IV: 18th Century Delhi - Understanding political and social changes **(16 hours)**

Essential/recommended readings
Unit 1: This unit will introduce students to the early history of Delhi, focusing on Indraprastha, ancient edicts and pillars and the Tomar and Chauhan constructions. (Teaching Time: 12 hours)
- Richard J. Cohen, "An Early Attestation of the Toponym Ḍhillī", Journal of the American Oriental Society, Vol. 109 (1989), pp. 513-519.
- Singh, Upinder. (2006). Ancient Delhi, Delhi: Oxford University Press
- Mani, B.R. (1997). Delhi: Threshold of the Orient; (Studies in Archaeological Investigations), Aryan Books International

Unit 2: This unit will study the cities of Sultanate Delhi in the 10th to 14th centuries. It will discuss the various reasons for the shift of capitals and the changing character of the city. Case studies of any two of these cities will be undertaken. Students will be encouraged to plan field trips related to the themes and readings. (Teaching Time: 16 hours)
- B.R.Mani 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.
- Ali, Athar. (1985). "Capital of the Sultans: Delhi through the 13th and 14th Centuries", in
- R.E. Frykenberg, ed., Delhi Through the Age: Essays in Urban History, Culture and Society, Delhi: Oxford University Press, pp. 34-44
- Kumar, Sunil. (2019) "The Tyranny of Meta-Narratives; Re-reading a History of Sultanate Delhi", in Kumkum Roy and Naina Dayal. (Ed.). Questioning Paradigms, Constructing Histories: A Festschrift for Romila Thapar, Aleph Book Company, pp 222-235.
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE" in Albrecht Fuess and Jan Peter Hartung. (eds.). Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, London: Routledge, pp. 123-148
- Kumar, Sunil. (2009) 'Qutb in Modern Memory'. In: Kaul, Suvir, (ed.), Partitions of Memory. Delhi: Permanent Black, pp. 140-182.
- Jackson, Peter. (1986). 'Delhi: The Problem of a Vast Military Encampment', in: R.E. Frykenberg (ed.). Delhi Through the Ages: Essays in Urban History, Culture, and Society, New Delhi: Oxford University Press, 1986), pp.18-33.

- Haidar, Najaf. (2014). 'Persian Histories and a Lost City of Delhi', Studies in People's History, vol. 1, pp. 163–171
- Aquil, R. (2008). "Hazrat-i-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam." South Asia Research 28: 23–48.
- Welch, Anthony and Howard Crane. (1983). "The Tughluqs: Master Builders of the Delhi Sultanate ": Muqarnas, vol. 1 pp. 123-166.
- Welch, Anthony. (1993). Architectural Patronage and the Past: The Tughluq Sultans of India: Muqarnas, Vol. 10, Essays in Honor of Oleg Graber, pp. 311-322, Published by Brill. https://www.jstore.org/stable/1523196

Unit 3: This unit will explore the structure and meanings of Humayun's Garden Tomb and morphology of the imperial city of Shahjahanabad, in the 16th and 17th centuries (Teaching time: 16 hours)

- Chandra, Satish. (1991). "Cultural and Political Role of Delhi, 1675-1725", in R.E. Frykenberg, Delhi through the Ages: Essays in Urban History, Culture and Society, Delhi: Oxford University Press, pp. 106-116.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, Delhi Through the Ages: Essays in Urban History, Culture and Society, Oxford University Press, pp. 66-99.
- Hasan, Nurul, S. (1991). "The Morphology of a Medieval Indian City: A Case Study of Shahjahanabad", In Indu Banga (ed.). The City in Indian History, Delhi: Manohar, pp. 87-98.
- Gupta. Narayani. (1993). "The Indomitable City," in Eckart Ehlers and Thomas Krafft, eds., Shahjahanabad / Old Delhi: Tradition and Change. Delhi: Manohar, pp. 29-44.
- Koch, Ebba. (1994). "Diwan-i'Amm and Chihil Sutun: The Audience Halls of Shah Jahan". Muqarnas, vol. 11, pp. 143-165.
- Lowry, Glenn D. (1987). Humayun's Tomb: Form Function, and Meaning in Early Mughal Architecture. Muqarnas, Vol. 4, pp. 133-148
- Dickie, James (Zaki, Yakub), (1985). The Mughal Garden: Gateway to Paradise, Muqarnas, Vol. 3, pp. 128-137.
- Koch, Ebba. (1997). 'Mughal Palace Gardens from Babur to Shahjahan (1526-1648), Muqarnas, pp. 143-165.
- Rezavi, Syed Ali Nadeem, (2010). "The Mighty Defensive Fort': Red Fort at Delhi Under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris." Proceedings of the Indian History Congress 71, pp. 1108–1121.

Unit 4: This unit will discuss the developments in Shahjahanabad in the 18th century. The 'decline' in the authority meant turbulence in the city, but it also empowered new groups of people and created a cultural and social dynamism that was embraced by some and seen as a challenge by others. (Teaching Time: 16 hours)

- Alam, Muzaffar. (2013) "Introduction to the second edition: Revisiting the Mughal Eighteenth Century" in The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748, Delhi: Oxford University Press, pp. xiii-lxiv
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: the cityscape of a pre-Modern sovereign city" Proceedings of the Indian History Congress, vol. 67 pp. 1042-1057.

- Chenoy, Shama Mitra. (1998). Shahjahanabad, a City of Delhi, 1638-1857. New Delhi: Munshiram Manohar Lal Publishers.
- Raziuddin Aquil, (2017) "Violating Norms of Conduct" in The Muslim Question: understanding Islam and Indian History, Delhi: Penguin Random House, pp. 133-156.

Suggested readings

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

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

- Anand Taneja, 'Saintly Visions: Other histories and history's others in the medieval ruins of Delhi' IESHR, 49 (2012).
- Pinto, Desiderios. J. (1989). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims", in Christian W. Troll, ed., Muslim Shrines in India, Delhi: Oxford University Press, pp. 112-124.

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

> ## GENERIC ELECTIVES (GE-2): Science, Technologies and Humans: Contested Histories

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Science, Technologies and Humans: Contested Histories	4	3	1	0	12th Pass	NIL

Learning Objectives

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

Learning outcomes

The Learning Outcomes of this course are as follows:
- Critique the prevalent dominant understanding of science and technology.
- Discuss the complex relations between science, technology and society.
- Examine the role of politics associated with scientific and technological developments and its economics in the capitalist economy
- Examine the character of 'dual use' technologies.
- Define various initiatives taken by the government for promotion of science and technology.

SYLLABUS OF GE-2

Unit 1: Science, Technology and Society   **(12 hours)**
1. Revisiting 'Scientific Revolution'
2. Colonialism and Science

Unit 2: Science: Contestation and Exchanges   **(16 hours)**
1. Decimal and Zero
2. Hegemony of documentation

Unit 3: Economics of Technologies: Questions of Ethics **(16 hours)**
1. Generic Medicines
2. Industrial Disasters

Unit 4: Science and nation making (16 hours)
1. Atomic Power
2. Policies and Institutions
3. Homi Jehangir Bhabha, Meghnad Shaha, E. K. Janaki Ammal

Practical component (if any) - NIL

Essential/recommended readings
Unit-1: Science and technology have a very complex relationship with society. Populatanding of 'Science' and 'Technology' will be unpacked to convey the role of colonial power in establishing the hegemony of western knowledge systems. (Teaching Time: 16 hours Approx.)
- Pati, Biswamoy & Harrison, Mark. (2001). Introduction in Biswamoy Pati & Mark Harrison,eds., Health, Medicine and Empire: Perspectives on Colonial India. New Delhi: Ori-ent Longman. pp. 1-24/36.
- मले, गुणाकर. (२००५). भारतीयईतिहासमेंर् वज्ञान. र् ि॒ल्ली:यात्रीप्रकाशन. (अध्याय:र् वज्ञानऔरसमाज; पष्ठ ११-29, ज्योर् तषकाआरम्भऔररवकास; पष्ठ ४१-49, वैर् ि॒किर्गणितकीसमीक्षा; पष्ठ ५०--66).
- Bernal, J D. (1969). Science in History Vol, I: The Emergence of Science. Middlesex: Penguin Books, pp. 27-57.
- Raj, Kapil. (2017). 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge'. Journal of Early Modern History, Vol. 21 (No.5), pp. 445-458.
- Habib, S Irfan and Raina, Dhruv. (2007). 'Introduction', in S Irfan Habib & Dhruv Raina.(Eds.). Social History of Science in Colonial India. Delhi: Oxford University Press. pp. XII-XL.
- (Revised version published as S Irfan Habib & Dhruv Raina, 'Introduction' in Social History of Science in Colonial India, New Delhi: Oxford University Press, 2007, pp. XII- XL.)
- Kumar, Deepak, Science and the Raj, OUP, 1998 (Introduction).

Unit-2: Students will understand the politics associated with appropriation of 'Scientific' her-itage through the case study of the decimal and zero. It will also teach them about the politics of

documentation and its importance during early modern times. (Teaching Time: 16 hours Approx.)

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

Unit-3: This unit will make an attempt to convey that science and technology need to be care-fully historicized in the context of the prevalent political-economy. It will also problematise associated questions of ethics in science. (Teaching Time: 12 hours Approx.)

- Mazumdar, Pradip. (2017). 'The Generic manoeuvre'. Economic and Political Week-ly, Vol. LII (No.35), pp. 22-26.
- Nagaraj, Vijay K. and Raman, Nithya V. (2007). 'Are we prepared for another Bhopal?' in Mahesh Rangarajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson. pp.
- 530-43. (Also available in Hindi)
- Banerjee, Madhulika, Power, Knowledge, Medicine: Ayurvedic Pharmaceuticals at Home and in the World', Hyderabad: Orient Blackswan, 2009 (Introduction).

Unit-4: This unit will highlight the role of science in 'nation-making'. It will also examine the role of a few scientists and women; associated institutions and their contribution in nation mak-ing. (Teaching Time: 12 hours Approx.)

- Kosambi, D. D. (2016). 'Atomic Energy for India', in Ram Ramaswamy, ed.,
- D.D.Kosambi:Adventures into the unknown: Gurgaon: Three Essays Collective. pp. 59-70.
- Marshal, Eliot. (2007). 'Is the Friendly Atom Poised for a Comeback?' in Mahesh Ranga-rajan, ed., Environmental Issues in India: A Reader. Delhi: Pearson. pp.544-49. (Also available in Hindi)
- Banerjee, Somaditya. (2016). 'Meghnad Shaha: Physicist and Nationalists'. Physics To-day, Vol.69 (No.8), pp. 39-44.
- Wadia, Spenta R. (2009). 'Homi Jehangir Bhaba and the Tata Institute of Fundamental Research'. Current Science, Vol.96 (No.5), pp. 725-33.
- Krishna, V.V. (2013). 'Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment'. Economic and Political Weekly, Vol. 48 (No.16), pp. 15-19.
- Damodaran, Vinita. (2013). 'Gender, Race and Science in Twentieth-Century India: E.K. Janaki Ammal and the History of Science.' History of Science, Vol. 51 (No. 3), pp. 283- 307.
- Chattopadhyay, Anjana. (2018). 'Janaki Ammal, Edavaleth Kakkat (1897-1984)', in Women Scientists in India: Lives, Struggles and Achievements, New Delhi: National Book Trust, pp. 170-172.

Suggestive readings -
- Bhattacharya, Nandini. (2018). Interrogating the Hegemony of Biomedicine. Economic and Political Weekly, Vol. LIII (No.9), pp. 45-47.
- Chaterjee, Santimay. (1994). 'Meghnad Shaha: The Scientist and the Institution maker.' Indian Journal of History of Science, Vol.29 (No.1), pp. 99-110.

- Habib, Irfan. (2008). Technology in Medieval India. c. 650-1750. New Delhi: Tulika (Also available in Hindi).
- Qaisar, A J. (1982). Indian Response to European Technology and Culture AD 1498-1707, Bombay: Oxford University Press.
- Rahman, Abdur. (1984). Science and Technology in Indian Culture: A Historical Perspective. Delhi: National Institute of Science, Technology & Development Studies Science, Technology and Innovation Policy 2013, Government of India, India. (http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf) Available in Hindi Al-so
  :(http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf).
- Zimmerman, F. (1987). 'Monsoon in Traditional Culture', in Jay S. Fein and Pamela L. Stephens, eds., Monsoon. New York, Chichester, Brisbane, Toronto, Singapore: John Willey & Sons. pp. 51-76.

FILMS:
- The Fugitive A movie featuring Harrison Ford.
- The Effects of the Atomic Bomb on Hiroshima and Nagasaki (https://www.youtube.com/watch?v=3wxWNAM8Cso and https://www.youtube.com/watch?v=n7fT6Mur6Gg&list=PLD7F1A06CE1780AD5&index=5)

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

GENERIC ELECTIVES (GE-3): Culture and Everyday Life in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course
		Lecture	Tutorial	Practical/ Practice		
Culture and Everyday Life India	4	3	1	0	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
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 workplace, 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 sorts of everyday experiences. At the same time, however, different people across the world have different sorts of every-day lives that are defined by their society. Further, the 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 everyday life 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, recreational outings or seeking guidance for well-being. 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 circumstances.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Identify some of the basic components of culture that determine our everyday existence
- The complex nature of the relationship between everyday life and society in urban India.
- Appreciate that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized.
- Appreciate an interdisciplinary approach that is indispensable for reading culture in any given society.
- Analyse cultural behaviour through multiple frames of reference.

SYLLABUS OF GE-3

Unit I: Culture and everyday life **(12 hours)**
Unit II: Sustenance and beyond: Chai, Coffee & Paan **(16 hours)**
Unit III: Religion everyday - at the threshold, shrine, and online **(16 hours)**
Unit IV: The everyday global in g/local: Metro, malls, and pilgrimage online **(16 hours)**

Practical component (if any) - NIL

Essential/recommended readings
Unit I: This Unit tries to initiate discussion about the emergence of culture as a specific field of sociological analysis and draw attention to the relationship between 'culture' and 'everyday life'. Further, these readings discuss if there is something peculiar about Indian culture. (Teaching time: 12 hours)
- David Inglis, "Introduction" in Culture and Everyday Life, London & New York: Routledge, Taylor & Francis Group, 2005, pp. 1-14.
- S. Radhakrishnan, "Culture of India" in The Annals of the American Academy of Political and Social Science, Vol. 233, India Speaking (May 1944), pp. 18-21.
- K. Ramanujan, "Is There an Indian Way of Thinking? An Informal Essay" in Vinay Dharwarkar ed., The Collected Essays of A.K. Ramanujan, New Delhi: OUP, 1999, pp. 34-51.
- Kathryn Hansen, "Who wants to be a cosmopolitan? Readings from the composite culture", The Indian Economic and Social History Review, Vol. 47, No. 3 (2010), pp. 291–308.

Unit II: In the opinion of some scholars India, traditionally, most discourses on food have cen-tered on social and religious rituals. The following articles discuss how historical circumstances has redefined culinary patterns in India by introducing new foods and beverages like tea and cof-fee. (Teaching time: 12 hours)

- Ashis Nandy, "The Changing Popular Culture of Indian Food: Preliminary Notes", South Asia Research, Vol. 24, No. 1 (May 2004), pp. 9–19
- Philip Lutgendorf, "Making tea in India: Chai, capitalism, culture", Thesis Eleven, vol. 113(1), pp. 11-31
- R. Venkatachalapathy, "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu", The Indian Economic & Social History Review, vol. 39 (2–3), pp. 301–316.
- M. Gowda, "The Story of Pan Chewing in India", Botanical Museum Leaflets, Harvard Uni-versity, Vol. 14, No. 8 (January 15, 1951), pp. 181-214.

Unit III. Religion is a significant aspect of everyday life. Rituals define the boundary between the private and public lives. Ritual observance in the public sphere invites community participa-tion and defines religiosity in a wider cultural context. (Teaching time: 12 hours)

- Jyotsna S. Kilambi, "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad", RES: Anthropology and Aesthetics, No. 10 (Autumn, 1985), pp. 71-102.
- Harjot Singh Oberoi, "The Worship of Pir Sakhi Sarvar: Illness, Healing and Popular Culture in the Punjab", Studies in History, vol. 3/1 (February 1987), pp. 29–55.
- Heinz Scheifinger, "The Jagannath Temple and Online Darshan", Journal of Contemporary Religion, vol. 24:3, pp. 277-290.

Unit IV: Life in a metropolitan is largely regulated by means of commutation, access to utilities and convenience of rendering the everyday business of living. This theme identifies cinema, modern holy cum entertaining urban spaces as significant for creating leisure in city life. The four essays discuss our changing response to everyday existence in a globalized world. (Teaching time: 8 hours approx.)

- Rashmi Sadana, "On the Delhi Metro: An Ethnographic View", Economic and Political Week-ly, Vol. 45, No. 46 (November 13-19, 2010), pp. 77-83.
- Malcolm Voyce, "Shopping Malls in India: New Social 'Dividing Practices'", Economic and Political Weekly, Vol. 42, No. 22 (Jun. 2-8, 2007), pp. 2055-2062.
- Philip Lutgendorf, "Is There an Indian Way of Filmmaking?", International Journal of Hindu Studies, Vol. 10, No. 3 (December 2006), pp. 227-256.
- Joanne Punzo Waghorne, "Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living" in Gurus of Modern Yoga, eds., Mark Singleton & Ellen Goldberg, New York: OUP (2014), pp. 283-307.

Suggestive readings

- David Inglis, Culture and Everyday Life, London & New York: Routledge, Taylor & Francis Group, 2005.
- Maya Warrier, "Online Bhakti in a Modern Guru Organization", Chapter 14 in Gurus in Mod-ern Yoga, eds., Mark Singleton and Ellen Goldberg, New York: OUP, 2013, pp. 308-327.

- K.N. Panikkar, "Culture as a Site of Struggle", in Social Scientist, Vol. 37, No. 5/6 (May-June 2009), pp. 21-37.
- Pushpesh Pant, "INDIA: Food and the Making of the Nation", in India International Centre Quarterly, Vol. 40, No. 2 (AUTUMN 2013), pp. 1-34.
- R. S. Khare, "Anna", in Sushil Mittal and Gene Thursby, eds., The Hindu World, New York: Routledge, 2004
- Samta P. Pandya, "'Guru' Culture in South Asia: The Case of Chinmaya Mission in India", in Society and Culture in South Asia, 2016, Vol. 2(2), pp. 204–232.
- Darshana Sreedhar Mini, "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 (2016), pp. 63-73.
- Yousuf Saeed, "Jannat ki Rail: Images of Paradise in India's Muslim Popular Culture", in Mumtaz Currim (ed.), Jannat: Paradise in Islamic Art, Mumbai: Marg Foundation, 2012.
- Sanjay Srivastava, "Shop Talk: Shopping Malls and Their Publics", in Consumer Culture, Modernity and Identity, edited by Nita Mathur, Sage, 2014, pp. 45-70.
- Sanjay Srivastava, "Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi," Economic and Political Weekly, Vol. 44, No. 26/27 (June 27 - Jul. 10, 2009), pp. 338-345.

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

GENERIC ELECTIVES (GE-4): Understanding History

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:
This course aims to familiarize students with what it means to historicize human activities, and to think historically. It seeks to equip students with an understanding of what historians do, i.e., explore causation; contingency; explain factors that influence individuals and human society; and how historians build on generalizations to construct consistent narratives from historical facts and credible sources. It also familiarizes students with broad kinds of histories written, and the relationship shared between history and other disciplines.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Outline / illustrate the need for historical perspective.

- Explain the historical nature of all human activities and social sphere.
- Distinguish essential features of historical inquiry.
- Identify the essential skills of a historian, and explain the key aspects of the historian's work.
- Delineate sources that can be used to describe and interpret a social issue, an event, a given time period, or a wider social development.
- Differentiate between various kinds of histories.
- Situate history among other disciplines and distinguish the key aspects of their interface.

SYLLABUS OF GE-3

Unit I: What History Can Tell Us **(12 hours)**
Unit II: The Historian at Work **(16 hours)**
Unit III: Issues in History Writing **(16 hours)**
Unit IV: History and Other Disciplines **(16 hours)**

Practical component (if any) - NIL

Essential/recommended readings
Unit-1: This Unit shall explore the meaning of history and historical thinking. The students will be equipped to distinguish the historical perspective from other ways of understanding our individual and collective pasts. (Teaching time: 12 hours approx.)
- Schlabach, Gerald. A Sense of History: Some Components http://www.geraldschlabach.net/about/relationships/benedictine/courses/handout s/sense-of-history/
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.1 and Ch. 2).
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (pp. 14-25 - "The Necessity of History" and "Stories and Dialogues").
- Daniels, Robert V. (1981). Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall, pp.11-13 and 25-39.
- Hobsbawm, Eric J. (1998). On History, UK: Abacus (Ch.2, "A Sense of the Past", and Ch.3, "What Can History Tell Us About Contemporary Society").
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाि)

Unit-2: This Unit shall explore how the historian establishes historical facts, traces historical contexts from the facts, and how the historian evaluates and uses different kinds of sources for history writing. It will familiarize the students with different varieties and frameworks in history writing (social, economic, local, global, etc.). (Teaching time: 16 hours approx.)
- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.1, "The Historian and His Facts").
- Marwick, Arthur. (1989). The Nature of History. Third edition, Hampshire and London: MacMillan (Ch. 5, The Historian at Work: Historical Facts and Historical Sources).
- Daniels, Robert V. (1981), Studying History: How and Why, third edition, Englewood Cliffs, N.J.: Prentice-Hall (pp. 47-61).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch. 3, "Mapping the Field", Ch. 4, "The Raw Materials" and Ch. 5, "Using the Sources").

- अशोक चक्रधर (अनुवादक), इततहास क्या है – ई.एच. कार। Macmillan, 2000. (Chapter-1)
- आथार मारतवक, इततहास का स्वरूप । ग्रंथ तशल्पी, 2008 (अनुवाद) (Chapter-5)

Unit-3: This Unit will familiarise the students about how historians understand, describe and explain the past. The student will be introduced to some of key aspects of history writing, i.e., cau-sation, narrative building, explanation and generalization. (Teaching time: 16 hours approx.)
- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.4, "Causation in History").
- Marwick, Arthur. (1989) The Nature of History. Third edition, Hampshire and London: Mac-Millan (Ch. 6, pp. 242-255).
- Tosh, J. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Long-man (Ch.6, "Writing and Interpretation").
- अशोक चक्रधर (अनुवादक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.
- एररक हॉब्सबॉम, इततहासकार की तचंता । ग्रंथ तशल्पी, 2007 (अनुवाद) ।

Unit-4: This Unit will familiarize the students with the relationship between history and other disci-plines, and how the interface enriches history writing, as well as their understanding of other disci-plines. (Teaching time: 12 hours approx.)
- Carr, E.H. (1991). What is History. Penguin. Reprint. (Ch.3, "History, Science and Morali-ty").
- Jordonova, Ludmilla. (2000). History in Practice, London/New York: Arnold and Oxford Uni-versity Press Inc. (Ch. 3, "History and Other Disciplines").
- Sreedharan, E. (2007). A Manual of Historical Research Methodology. Centre for South Indi-an Studies: Trivandrum [Ch.2-Part II: History and Social Science; Ch.2-Part III: History and the Humanities; Ch.5; Ch.7]. [Also available in Hindi].
- अशोक चक्रधर (अनुवादक), इततहास क्या है – ई.एच. कार। Macmillan, 2000.

Suggestive readings
- Ambedkar, B.R. (1948). 'Preface' in The Untouchables: Who were They and Why did They Become Untouchables?. Reproduced in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 7, New Delhi: Ministry of Social Justice and Empowerment, 1990, pp. 239-245.
- Arnold, J.H. (2000). History: A Very Short Introduction. Oxford: Oxford University Press (Ch.3. & Ch.7)
- Becker, Carl. (1931). American Historical Review 37 (January), pp. 221-36, reprinted in Ad-am Budd (Ed.). (2009). The Modern Historiography Reader. London and N.Y: Routledge ("Everyman His Own Historian", Presidential Address).
- Bloch, Marc. (1992). The Historian's Craft, Manchester: Manchester University Press, re-print, pp. 190-197; 60-69 and 138-144.
- Budd, Adam. (Ed.). (2009). The Modern Historiography Reader: Western Sources. London and N.Y: Routledge, pp. 70-79, 81-87, 89-91 ("What is a Historian?").
- Hobsbawm, Eric J. (1998). On History. UK: Abacus (Ch. 21, "Identity History is Not Enough").

- Jordonova, Ludmilla. (2000). History in Practice. London/New York: Arnold and Oxford Uni-versity Press Inc., pp. 163-171 and 173-183 (Ch.6, "Public History" and "Ch.7, "Historians' Skills").
- Smith, Bonnie G. (1998). The Gender of History: Men, Women and Historical Practice. Cam-bridge, M.A.: Harvard University Press. (Relevant chapters).
- Tosh, John. (2002). In Pursuit of History. Revised third edition. London, N.Y., New Delhi: Longman (Ch.5, "The Themes of Mainstream History").
- लाल बहादुर वर्मा, इततहास के बारे में । 1984
- मार्क ब्लॉक, इततहासकार का तशल्प । मेधा पम्भब्लतशंग हाउस, 2013 (अनुवाि)

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

REGISTRAR