

(Core Course VII)

Faculty Name: Associate Professor Anita Gupta

Course: B.A. (Hons) II year, Semester -3rd

Academic Session: July to November 2021

Taught Individually or shared: Individually

Name of the Paper: History of India- IV (c. 1200–1500) (Core Course VII)

No. of classes: (Per Week) 5 Lectures. 2 tutorials

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicised.

Unit I. Survey of sources

[a] Persian Tarikh traditions: Barani and Mushtaqi

[b] Malfuzat and premakhyan; Persian, Sanskrit and Vernacular interactions

[c] Inscriptions and regional identity: Kakatiyas

[d] Architecture: the study of Hampi

This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources.

(Teaching Time: 4 weeks Approx.)

Suggesting Readings-

1. Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", *Indian Historical Review*, vol. 7, pp. 99-115.
2. Alam, Muzaffar. (2004). *The Languages of Political Islam in India*, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
3. Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In *The Emergence of the Delhi Sultanate 1192-1286*, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
4. Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India, Pakistan and Ceylon*, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled *Historians of Medieval India*.)
5. Shaikh RizqUllāhMushtāquī, (1993). *Waqi'at-e-Mushtaqi*, translated and edited by Iqtidar Husain Siddiqui, New Delhi: Indian Council of Historical Research and Northern Book Centre, pp. IX-XXXI (the "Introduction" by the translator which is particularly important).
6. Digby, Simon. (2001). 'The Indo-Persian Historiography of the Lodi Sultans', in F. Grimal, ed., *Les Sources et le temps*, Pondicherry: École Française d'Extrême Orient, pp. 243-61, (pp. 243-251 provide a very rich account of Mushtaqi's *Waqi'at-iMushtaqi*).
7. Anooshahr, Ali. (2012). 'Author of One's Fate: Fatalism and Agency in Indo-Persian Histories', *Indian Economic and Social History Review*, vol. 49, no. 2, pp. 197-224.
8. Ernst, Carl W. (1992). *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*. Albany: State University of New York Press, 1992. The relevant portion is Chapter 4, entitled 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
9. Trivedi, Madhu. (2008). 'Images of Women from the Fourteenth to the Sixteenth century: A Study of Sufi Premakhyaṇs'. In *Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century*, edited by Rajat Datta, Delhi: Aakar Books, pp. 198-221.
10. Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India*, IAS, Shimla, 1997.
11. <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.

Unit II. Political structures

[a] Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas

[b] Articulating political authority: monuments and rituals

[c] Consolidation of identities: Rajputs and other warrior lineages

[d] Political cultures: Vijayanagara and Gujarat

Students will critically interact, in this unit, with the rather uneven historiography on political structures and cultures across different realms of the Rajputs, Delhi Sultanate and Vijayanagara

(Teaching Time: 3weeks Approx.)

Suggesting Readings-

1. Habib, Irfan. (1992). 'Formation of the Sultanate Ruling Class of the Thirteenth Century', in *Medieval India: Researches in the History of India 1200-1750*, vol. I, edited by Irfan Habib, New Delhi: Oxford University Press, pp. 1-21.
2. Kumar, Sunil. (1992). 'When Slaves were Nobles: The ShamsiBandagānin the Early Delhi Sultanate', *Studies in History*, vol. 10, pp. 23-52.
3. Kumar, Sunil. (2009). 'The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanates, 13th – 16th Centuries', *Modern Asian Studies*, vol. 43, no. 1, pp. 45-77.
4. Kumar, Sunil. (2011). 'Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE', in *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, edited by Albrecht Fuess and Jan Peter Hartung, London: Routledge, pp. 123-48.
5. Kumar, Sunil. (2014). 'Bandagi and Naukari: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th Centuries', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 60-108.
6. Ali, Athar. (1981). 'Nobility under Mohammad Tughlaq', *Proceedings of the Indian History Congress*, vol. 42, pp. 197-202.
7. Habib, Irfan. (1982). 'Iqta', in *Cambridge Economic History of India*, vol. 2, edited by TapanRaychaudhuri and Irfan Habib, Cambridge: Cambridge University Press, pp. 68-75. Note that the entire section on agrarian economy (pp. 48-75) should be read for a fuller understanding.
8. Moreland, W.H. (1929). *Agrarian System of Moslem India: A Historical Essay with Appendices*, Allahabad: Central Book Depot. See especially Chapter 2 and Appendix B & C.
9. Hardy, Peter. (1998). 'Growth of Authority over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study', in *Kingship and Authority in South Asia*, edited by J. F. Richards, Delhi: Oxford University Press. (First published, 1978)
10. Kumar, Sunil. (2001). 'Qutb and Modern Memory' in *Partitions of Memory: The Afterlife of the Division of India*, edited by Suvir Kaul. Delhi: Permanent Black, pp. 140-82. (Reprinted in Sunil Kumar's *The Present in Delhi's Pasts*, Delhi: Three Essays Press, 2002, pp. 1-61.)
11. Sreenivasan, Ramya. (2014). 'Warrior Tales at Hinterland Courts in North India, c. 1370-1550', in *After Timur Left*, edited by Francesca Orsini and Samira Sheikh, Delhi: Oxford University Press, pp. 242-72.

Unit III. Society and economy

[a] Ecological context; agricultural production

[b] Technology and changes in society

[c] Monetization; market regulations; urban centres; trade and craft

This unit will apprise students of the economic, ecological and technological changes during this period and explore the interlinkages between them.

(Teaching Time: 3weeks Approx.)

Suggesting Readings-

1. Habib, Muhammad. (1974). 'Introduction' to Elliot and Dowson's History of India vol. II. Reprinted in Politics and Society during the Early Medieval Period: Collected Works of Professor Habib, vol. 1, edited by K.A.Nizami. New Delhi: People's Publishing House, pp. 33-110.
2. Moreland, W.H. (1988 reprint). 'Chapter 2: The Thirteenth and Fourteenth Centuries', in Agrarian System of Moslem India. Delhi: Kanti Publications. Reprint, pp. 21-66.
3. Habib, Irfan. (1991). 'Agricultural Production', in The Cambridge Economic History of India, vol. I, edited by I. Habib and T. Raychaudhuri, 48-53. Delhi: Orient Longman reprint.
4. Habib,Irfan. (1969). 'Technological Changes and Society, Thirteenth and Fourteenth Centuries', Presidential Address, Section II. Proceedings of the Indian History Congress, vol. 31, pp. 139-161.
5. Siddiqui, I.H. (1992). 'Social Mobility in the Delhi Sultanate', in Medieval India1: Researches in the History of India 1200-1750, edited by Irfan Habib. New Delhi: Oxford University Press, pp. 22-48.
6. Habib, Irfan.(1984). 'Price Regulations of Alauddin Khalji – A Defence of Zia Barani', Indian Economic and Social History Review, vol. 21, no. 4, pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, 1994, pp. 85-111.
7. Habib, Irfan. (1978). "Economic History of the Delhi Sultanate – An Essay in Interpretation", Indian Historical Review Vol. 4, pp. 287-303
8. Day, U.N. (1971). 'Chapter 4: Market Regulations of Alaud-din Khalji', in Some Aspects of Medieval Indian History by U.N.Day, New Delhi: Kumar Brothers, pp. 71-87.
9. Sinopli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, pp. 156-294 (Chapters 6-7). Subrahmanyam, Sanjay. (1994). 'Introduction' to Money and the Market in India 1100-1700, edited by Sanjay Subrahmanyam, New Delhi: Oxford University Press, pp. 1-56.

10. Digby, Simon. (1982). Chapter V: 'The Maritime Trade of India', in Cambridge Economic History of India, edited by Irfan Habib & Tapan Raychaudhuri, Hyderabad: Orient Longman, pp. 121-159.

Unit IV. Religion, society and cultures

[a] Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

[b] Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari

[c] Gender roles: women bhaktas and rulers

[d] Terms of Identification: Modern Labels and Contingent Identities

This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions.

(Teaching Time: 4 weeks Approx.)

Suggesting Readings-

1. Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
2. Digby, Simon. (1986). 'The Sufi Shaykh as a Source of Authority in Medieval India', Purusartha, vol. 9, pp. 57-78. Reprinted in India's Islamic Traditions, 711-1750, edited by Richard M. Eaton, New Delhi: Oxford University Press, 2003, pp. 234-62.
3. Digby, Simon. (1990). 'The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India', Iran, vol. 28, pp. 71-81.
4. Kumar, Sunil. (2000). 'Assertions of Authority: A Study of the Discursive Statements of Two Sultans of Delhi', in The Making of Indo-Persian Culture: Indian and French Studies, edited by Muzaffar Alam, N. Delvoye & Marc Gaborieau. Delhi: Manohar, pp. 37-65.
5. Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. Especially useful is 'Chapter I: Towards a New Perspective', pp. 1-38. Kulke, Hermann and Burkhard Schnepel. (2001). Jagannath Revisited, Studying Society, Religion, and State in Orissa, Delhi: Manohar Publishers.
6. Grewal, J.S. (1993). Contesting Interpretations of Sikh Tradition. New Delhi: Manohar.
7. Chattopadhyaya. B.D. (1998). Representing the Other? Sanskrit Sources and the Muslims (eight to fourteenth century). New Delhi: Manohar.

8. Amin, Shahid. (2002). 'On Retelling the Muslim Conquest of North India', in History and the Present, edited by Partha Chatterjee and Anjan Ghosh, Ranikhet: Permanent Black, pp. 24-43.
9. Kumar, Sunil. (2008). 'Politics, the Muslim Community and Hindu-Muslim Relations Reconsidered: North India in the Early Thirteenth Century', in Rethinking A Millennium: Perspectives on Indian History from Eighth to the Eighteenth Century, edited by Rajat Datta, Delhi: Aakar Books, pp. 139-67

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e., being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

DSE-I

Faculty Name: Associate Professor Anita Gupta

Course: B.A. (Hons) III year, Semester Vth

Academic Session: July to November 2021

Taught Individually or shared: Individually

Name of the Paper: History of the USA: Independence to Civil War

No. of classes: (Per Week) 5 Lectures. 2 tutorials

Teaching Learning Process:

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

Unit I: A New World

[a] The Growth of American Colonies: Diverse Demography; Forms of Labour: indigenous tribes, indentured labour, slaves

[b] Revolution: sources, historiography

Student will know the growth of colonies in America, its diverse demography, forms of labour and indigenous tribes. Student will also learn about American Revolution.

(Teaching time: 3 weeks Approx.)

Suggesting Readings-

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.

3. Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company
4. Datar, K. America Ka Itihas. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Grob, G.N. and G.A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. I. New York: TheFree Press.
6. Billias, George A. (2005). The American Revolution, how revolutionary was it. (American Problem Studies). New York: Holt, Rinehart & Winston.
7. Lemisch, Jesse. 'The American Revolution Seen from the Bottom Up'. In Barton Bernstein. ed. (1970). Towards A New Past: Dissenting Essays in American History. New York: Pantheon Books. 1968. Also London: Chatto&Windus.

Unit II: Limits of American democracy

[a] The Federalist Constitution: Structure and its Critique

[b] Jeffersonian Democracy: Its Limitations

[c] Westward Expansion: Jefferson and Jackson; Marginalization, Displacement of the indigenous tribes; case histories of the Shawnee and the Cherokee tribes

This unit will explain limits of American Democracy in its initial phase. It will also examine the westward expansion and its' implications. Unit will also highlight marginalization and displacement of the indigenous tribes.

(Teaching time: 2 weeks Approx.)

Suggesting Readings-

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
3. Bailyn, B., D. Wood, J. L. Thomas et.al. (2000) The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company. •
4. Datar, K. (1997). America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Grob, G.N. and G.A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. I. New York: TheFree Press.
6. Levy, L.W. (1987). Essays on the Making of the American Constitution. New York: Oxford University Press.
7. Beard, C. (1963). 'The Constitution as an Economic Document'. Sheehan, D. The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston.

8. Diggins, J.P. (1981). 'Power and Authority in American History: The Case of Charles Beard and His Critics'. American Historical Review, Vol. 86, October, pp. 701-30.
9. Berkhofer, R. Jr. (1989). 'The White Advance Upon Native Lands'. Paterson, T.G., Major Problems in American Foreign Policy: Documents and Essays. Lexington, Massachusetts: D.C. Heath.
10. Edmunds, R.D. (1983). 'Tecumseh, The Shawnee Prophet and American History'. Western Historical Quarterly, Vol. 14, No. 3, pp.261–276. •
11. Young, M. (1981). 'The Cherokee Nation: Mirror of the Republic'. American Quarterly, Vol. 33, No. 5, Special Issue: American Culture and the American Frontier. pp. 502-24.

Unit III: Early Capitalism and its inequities

[a] Growth of Market Society: Industrial Labour: gender, race, ethnicity

[b] Immigrant Labour: religious, racial, ethnic bias; case history of Irish immigrants This unit will apprise students of the economic, ecological and technological changes during this period and explore the interlinkages between them.

This unit will examine the growth of early Capitalism through study of growth of market society, industrial labour. It will also explore resultant inequities most visible in terms of race, migrant labour.

(Teaching Time: 3weeks Approx.)

Suggesting Readings-

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
3. Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company.
4. Datar, K. (1997). America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Bruchey, Stuart. (1990). 'The Early American Industrial Revolution'. In Stuart Bruchey. Enterprise: The Dynamic Economy of the Free People. Massachusetts: Harvard University Press.
6. Gutman, H. (1977). Work, Culture & Society in Industrializing America. New York: Random House Inc.
7. Foner, Eric. (1981). 'Class, Ethnicity and Radicalism in the Gilded Age: The Land League and Irish America'. In Eric Foner. Politics and Ideology in the Age of the Civil War. New York: Oxford University Press.

Unit IV: U.S. quest for dominance

[a] **Imperialism and Changing Diplomacy:** Manifest Destiny, War of 1812; Monroe Doctrine This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions.

This unit proposes to examine U.S. quest for dominance. US Imperialism and Changing Diplomacy which was manifested in Manifest Destiny and War of 1812 and subsequent enactment of Monroe Doctrine.

(Teaching time: 2 weeks Approx.)

Suggesting Readings-

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
3. Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company.
4. Datar, K. (1997). America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Merk, F. (1995). Manifest Destiny and Mission in American History. Massachusetts: Harvard University Press.
6. Goodman, W. (1963). 'The Origins of the War of 1812: A Survey of Changing Interpretations'. Sheehan, D. (ed.), The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston.
7. Perkins, D. (1963). 'The First Challenge: Monroe Hurls Defiance at Europe'. Sheehan, D. (ed.), The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston.

Unit V: Slavery

[a] The economics of slavery: South vs. North/Debate

[b] Slave life and culture; nature of female slavery; slave resistance (including female slave resistance)

This unit examines the economics of slavery and its diverse often contradictory implications for South and North. It will also examine slave life and culture, and nature of female slavery along with a study of slave resistance (including female slave resistance).

(Teaching time: 3 weeks Approx.)

Suggesting Readings-

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. Massachusetts: Houghton Mifflin Company.
3. Datar, K. America Ka Itihas. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
4. Gerald N. Grob & George A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. I. New York: The Free Press.
5. Genovese, Eugene. (1968). 'Marxian Interpretation of the Slave South'. In Barton Bernstein. ed. Towards A New Past: Dissenting Essays in American History. New York: Pantheon Books, pp. 90-125.
6. Bracey, John H., August Meier, Elliott Rudwick. (Ed.). (1971). American Slavery: The Quest for Emancipation. California: Wadsworth Publishing Co. Inc.
7. Union of Resistance. California: Wadsworth Publishing Co. Inc.

Unit VI: The Civil War

[a] Issues of the War

[b] Interpretations

This unit deals with the history of Civil War in the United States. Various interpretations to explain the issues involved, causes and impact will be explained.

(Teaching time: 2 weeks Approx.)

Suggesting Readings-

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. I. 5th ed. Massachusetts: Houghton Mifflin Company.
3. Bailyn, B., D. Wood, J. L. Thomas et.al. (2000). The Great Republic, A History of the American People. Massachusetts: D.C. Heath & Company.
4. Datar, K. (1997). America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Gerald N. Grob & George A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. I. New York: The Free Press.

6. Foner, E. (1981). 'The Causes of the American Civil War: Recent Interpretations and New Directions'. In Eric Foner. Politics and Ideology in the Age of the Civil War. New York: Oxford University Press.
7. Barrington, M. Jr. (2015). 'The American Civil War: The Last Capitalist Revolution'. In M. Barrington Moore Jr. Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
8. Beale, Howard. (1963). 'What the Historians have said about the Causes of the Civil War'. In Donald Sheehan. ed. The Making of American History: The Emergence of a Nation. Vol. I. New York: Holt, Rinehart & Winston

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e., being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks