**Lesson/ Teaching Plan for the April 2022 to August 2022**

**Department of History**

**SPM College, University of Delhi**

**Name of the Teacher: Dr. Sonu Kumar Gupta**

**Name of the Paper: CC IV-Social Formations and Cultural Patterns of the Ancient and Medieval World-II**

**Course: B.A History (Hons.)**

**Semester: Second**

**Paper Code:**

**Complete/ Sharing: Complete**

**Course Objectives:**

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonization undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments undertaken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European ‘feudal’ society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church played an important role in the confirmation of these ties. The European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal society to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for ‘training’ students to understand long-term historical processes.

**Learning Objective:**

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

* Identify the main historical developments in Ancient Greece and Rome.
* Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
* Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
* Explain the trends in the medieval economy.
* Analyse the rise of Islam and the move towards state formation in West Asia.
* Understand the role of religion and other cultural practices in community organisation.

**Course Content:**

**Unit-I: Ancient Greece and Rome**

**A**. Evolution of the ‘polis’ and changing political formations in ancient Greece:

Athens and Sparta.

**B**. Rome from Republic to Principate (c. 500 BCE- 200 CE)

(i) Conflict of the Orders: Imperial expansion and social tensions in the Republic

(ii) The Augustan experiment – the Principate and the crisis in the Empire.

**C**. Slavery in the Ancient Greek and Roman world (emergence, expansion, role and features in Greek society; its role in Roman economy and society).

**D**. Culture and religion in Ancient Greece and Rome

This Unit will be disaggregated and taught in sequence, first Greece then Rome. In the context of Greece it will provide an understanding of the changing cultural, social, economic and political trends in Ancient Greece. It will then focus on Roman military expansion and its impact on social conflict, institutionalization of slavery, and shaping of Roman law and religion.

**Teaching Duration**: 8 weeks Approx.

**Essential Readings**:

**Prescribed by the Syllabus:**

* Anderson, P. (1988). Passages from Antiquity to Feudalism. London and New York:

Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1,

4 (pp. 18-28 and 53-103).

* Finley, M.I. (1963/1991). The Ancient Greeks, London: Penguin (1991 reprint),

Chapters 1-4, pp.15-94.

* Finley, M.I. (1973). “Masters and Slaves,” in M.I. Finley, The Ancient Economy.

Berkeley and Los Angeles: University of California Press, pp. 62-94.

* Green, P. (1973). A Concise History of Ancient Greece to the close of Classical era,

London: Thames and Hudson ltd., Chapters 1-5, pp. 9-172.

* Scarre, C. and B. Fagan. (2008). Ancient Civilisations. New Jersey: Pearson, (on

Greece) Chapters 9, 10, pp. 223-277; (on Rome) Chapter 11, pp. 278-303.

* Bradley, K. (1994). Slavery and Society at Rome, Cambridge: Cambridge University

Press, Chapter 2, pp. 10-30.

* Brunt, P.A. (1966). “The Roman Mob,” Past and Present, No. 35, Dec. 1966, pp. 3-

27

* Hopkins, K. (1978). Conquerors and Slaves. Cambridge: Cambridge University

Press, 1978, Chapter 2, pp. 99-132.

* Joshel, S. R. (2010). Slavery in the Roman World, Cambridge: Cambridge University

Press, Chapters 1, 2 and 5, pp.18-76 and 161-214.

* फ़ारूकी, अमर. प्राचीन और मध्यकालीन सामाजिक संरचनाए और संस्कृतियाँ, दिल्ली: मानक प्रकाशन, २००३.

**Other important readings:**

* Boardman, J., J. Griffin, O. Murray (Eds.) (2001). The Oxford History of Greece and the Hellenistic World. Oxford: Oxford University Press.
* Brunt, P.A. (1971). Social Conflicts in the Roman Republic. London: Chatty and Windus.
* Ehrenberg, V. (1990). From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th centuries BC, London: Routledge, Chapters1-4, and 6-7, pp. 1-97,

154-265.

* Finley, M.I. (1983). Politics in the Ancient World. Cambridge: Cambridge

University Press.

**ICT-Documentaries**

**Documentary Videos/Movies:**

**Unit-II: Feudal societies in medieval Europe (8th – 14 centuries)**

(A) The emergence of medieval monarchies, aristocracies and nobilities

(B) Growth of seigneurial authority: a dependent peasantry and transitions from Colonate to serfdom.

(C) Early feudal state and the Church

(D) Cultural Patterns in medieval Europe

(E) Transitions in the feudal economy from 11th– 14th centuries

(i) Agriculture: changes in serfdom and seigneurie

(ii) Growth of trade and towns and their impact

(iii) Onset of 'feudal crisis' in 13th and 14th centuries

This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy.

**Teaching Duration**: 4 weeks Approx.

**Essential Readings**

**Prescribed by the Syllabus**

* Anderson, P. (1988). Passages from Antiquity to Feudalism. London and New York:

Verso, (Greece) Part One/I/ Chapters 1, 2, pp. 18-44; (Rome) Part One/I/ Chapters 1,

4 (pp. 18-28 and 53-103).

* Bloch M. (1973). “The Seigneurie down to the crisis of the fourteenth and fifteenth

centuries”, Chapter 3 in Marc Bloch, French Rural History: An Essay on its Basic

Characteristics. Berkeley: University of California, pp. 64-101.

* Cipolla, C. (Ed.) (1972). The Fontana Economic History of Europe Volume I, The

Middle Ages, Collins/Fontana Books, Chapter 2, pp. 71-98; Chapter 4, pp. 143-174;

Chapter 5, pp. 175-220.

* Duby, G. (1978).The Early Growth of the European Economy: Warriors and

Peasants from the Seventh to the Twelfth century, Cornell: Cornell University Press,

1978, Chapter 6, pp. 157-180.

* Georges Duby, (1977). “Lineage, Nobility and Knighthood: the Macconnais in the

twelfth century – a revision”, “Youth in Aristocratic Society”, in Chivalrous

Society, trans. Cynthia Postan. Berkeley: University of California Press, pp. 59-80,

112-122

* Hilton, R.H. (1976). “Introduction” in R.H. Hilton, Peasants, Knights and Heretics:

Studies in Medieval English Social History. Cambridge: Cambridge University

Press, pp. 1-10.

* Le Goff, J. (2000). “Introduction” and “Medieval Western Europe” in History of

Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to

the Sixteenth Century, UNESCO, pp. 207-220.

* Merrington, J. (1978) “Town and Country in the Transition to Capitalism”, in R.H.

Hilton (Ed.), The Transition from Feudalism to Capitalism. London: Verso, 1978,

Aakar, Delhi, 2006.

* फ़ारूकी, अमर. प्राचीन और मध्यकालीन सामाजिक संरचनाए और संस्कृतियाँ, दिल्ली: मानक प्रकाशन, २००३.
* ब्लॉक, M. (2002). ‘सामंती समाज, भाग-1, नईदिल्ली: ग्रंथशिल्पी

**Other Important readings**

* Bloch, M. (1966). “The Rise of Dependent Cultivation and Seigniorial Institutions.” in M.M. Postan (Ed.), The Cambridge Economic History of Europe, Volume 1. Cambridge: Cambridge University Press.
* Dobb, M. (1950) Studies in the Development of Capitalism, London: Routledge and

Kegan Paul.

* Duby, G. (1978). The Early Growth of the European Economy: Warriors and
* Peasants from the Seventh to the Twelfth century. Cornell: Cornell University Press.

**ICT-Documentary Videos/Movies:**

***Feudal System and Castles at War***

<https://www.youtube.com/watch?v=yhltuJ-fgrk>

**Unit-III: Early Islamic Societies in West Asia: Transition from tribe to state**

(A) Pre-Islamic tribal society in Arabia

(B) The Prophet and the Ummah

(C) State formation: The Caliphate – Rashidun, Ummayads and early Abbasids (c.632 CE to c. 800CE)

(D) Cultural transformations: Adab, literature and the urban tradition

This Unit will enable students to engage with the question of emergence and spread of Islam and its impact on the shaping of political authority in West Asia.

**Teaching Duration**: 3 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Berkey, J. (2002). The Formation of Islam. Religion and Society in the Near East,

600–1800. Cambridge: Cambridge University Press, Chapters 5-12, pp.55-123.

* Bosworth, C. E. (2000). “The Formation of Early Islamic Polity and Society: General Characteristics” in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century, UNESCO, pp. 271-273.
* Crone, P. (1999). “The Rise of Islam in the World.” in Francis Robinson and Ira M.

Lapidus (Ed.), The Cambridge Illustrated History of the Islamic World, Cambridge:

Cambridge University Press, pp. 2-31.

* Duri, A.A. (2000). “The Rise of Islam,” in History of Humanity: Scientific and

Cultural Development, Volume IV, From the Seventh to the Sixteenth Century,

UNESCO, pp. 264-267.

* Lapidus, I.M. (1988/2002). A History of Islamic Societies, Cambridge: Cambridge
* University Press (2002edn.), Chapters 1-5, pp. 10-77.
* इंजिनीयर, अ. (2018). इस्लाम का जन्म और विकास. दिल्ली:राजकमल प्रकाशन
* फ़ारूकी, अमर. (२००३)प्राचीन और मध्यकालीन सामाजिक संरचनाए और संस्कृतियाँ, दिल्ली: मानक प्रकाशन.

**Other important readings**

* Donner, F.M. (2010). Muhammad and the Believers at the Origins of Islam.

Harvard: Harvard University Press.

* Hodgson, M.G.S. (1974). The Venture of Islam, Volume 1: The Classical Age of

Islam, Chicago: University of Chicago Press, pp. 101-314; and pp. 444-472.

* Kumar, R. (2018). Ancient and Medieval World: From Evolution of Humans to the

Crisis of Feudalism, New Delhi: Sage.

**ICT-Documentaries Videos/Movies**

The Origins of Islam

<https://www.youtube.com/watch?v=eDQh2nk8ih4>

**Teaching Learning Process**

**Online Teaching**- Offline and Online Mode

**ICT**- Documentaries, Movies, Map, Photos and Image etc

**Research based tutorial activities** (Presentation and write-up in groups or individually)

**Remedial Classes** during tutorial period (as and when required or individual teacher can decide on their own)

**Assessment method/ Evaluation Plan:**

**Internal Assessment**: 25 marks

10 Marks assignment

15 marks test. (Each semester 2 tests will be conducted of which the best marks will be considered)