

SEMESTER 2
CORE COURSE PAPER 4 (101010221104)

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF
THE ANCIENT AND MEDIEVAL WORLD – II

Course Objectives

The course aims to:

This paper traces the changing political formations, economic and social structures in the ancient Greek and Roman empires. It also closely examines the nature of European feudal societies and the medieval economy of Europe during the 8th to 14th centuries. The paper contextualises the development of a crisis within the backdrop of marked changes within the medieval economy, society and polity. It concludes with a detailed overview of Islamic societies that emerged in West Asia.

Course Outcomes

At the end of the course, the students will be able to:

- Identify the key historical features of Classical Greece and Rome.
- Explain the emergence of medieval polities and feudal institutions.
- Explain the trends in the medieval economy and their impact on social, cultural and religious life.
- Analyse the rise of Islam and the transition to state formation in West Asia.
- Discuss the development of various spiritual, literary and broader urban traditions.

COURSE CONTENTS

Unit 1 Ancient Greece

- a) Ancient Greece: Athens and Sparta
- b) Rome from Republic to Empire
- c) Society and Economy: Cultural Trends

Unit 2 Feudal Societies in Medieval Europe (8th–14th Century)

- a) The Emergence of States
- b) Church and State
- c) The Growth of Seigniorial Authority

Unit 3 Feudal Societies and Medieval Economy

- a) Medieval Economy from 11th-14th Cent.
- b) Religion and Culture
- c) Trade and Commerce

Unit 4 Societies in West Asia

- a) Making of Political Authority: from tribe to State
- b) The Sects in Islam
- c) Literature, art, architecture and Tradition

Teaching Methods to include as a part of Experiential Learning

- Assignment
- MCQ Test
- Group Discussion
- Project Work

Essential Readings

- Anderson, P. *Passages from Antiquity to Feudalism*. London and New York: Verso, 1996.
- Berkey, J. *The Formation of Islam, Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, 2002.
- Bloch M. *Feudal Society* Vol. I, Chicago: University of Chicago Press, 1961.

- Bloch, M. “The Rise of Dependent Cultivation and Seignorial Institutions.” In *The Cambridge Economic History of Europe*, Vol. 1: The Agrarian Life of the Middle Ages, edited by M.M. Postan, Cambridge: Cambridge University Press, 1966, pp. 224-77.
- Brown, E.A.R. “The Tyranny of a Construct: Feudalism and Historians of Medieval Europe.” *The American Historical Review*, 79 (1974): 1063-1088.
- Brunt, P.A. *Social Conflicts in the Roman Republic*. London: Chatto and Windus, 1971.
- Cipolla, C.M., ed. *Fontana economic History*, Vol. I: The Middle Ages. New York: Harvester Press/Barnes and Noble, 1976.
- Crone, P. “The Rise of Islam in the World.” In *The Cambridge Illustrated History of the Islamic World*, edited by Francis Robinson and Ira M. Lapidus, Cambridge: Cambridge University Press, 1999, pp. 2-32. 22
- De Jong, M. “Carolingian Monasticism: the power of Prayer.” In *The New Cambridge Medieval History*, Vol. 2: 700-900, edited by R. McKitter, Cambridge: Cambridge University Press, 1995, pp. 563-586.
- Ehrenberg, V. *From Solon to Socrates: Greek History and Civilisation during the 5th and the 6th Centuries BC*. London: Routledge, 1990.
- Hilton, R. *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*. London: Routledge 1973.
- Joshel, P. *Slavery in the Roman World*. Cambridge: Cambridge University Press, 2010.
- Lapidus, I.M. *A History of Islamic Societies*. Cambridge: Cambridge University Press 1988,2002.
- Merrington, J. ‘Town and Country in the Transition to Capitalism’, in *The Transition from Feudalism to Capitalism*, edited by Rodney Hilton. London: Verso, 1978.
- Noble, Thomas F.X. “The Papacy in the 8th and 9th centuries.” In *The New Cambridge Medieval History*, vol. 2: 700-900, edited by R. McKitter, 563-586. Cambridge: Cambridge University Press, 1995.
- Power, D., ed. *The Central Middle Ages: 950-1320*. Oxford: Oxford University Press, 2006.

Suggested Readings

- Brown, P. *The Cult of the Saints: its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press, 1982.
- Scarre, C. and Brian Fagan, *Ancient Civilisations*. New Jersey: Pearson, 2008.
- Crone, P. and M. Hinds. *God’s Caliph*. Cambridge: Cambridge University Press, 2003.
- Crone, P. *Slaves on Horses: The Evolution of the Islamic Polity*. Cambridge: Cambridge University Press, 1980.
- Duby, G. *France in the Middle Ages 987-1460: From Hugh Capet to Joan of Arc*. Oxford: Wiley Blackwell, 2000.
- Duby, G. *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. Ithaca: Cornell University Press, 1974.
- Le Goff, J. *Medieval Civilisation 400-1500*. Trans. Julia Barrow. Reprint Oxford: Blackwell, 1999.
- Finley, M.I. *Ancient Slavery Modern Ideology*. London: Chatto and Windus 1980.

- Finley, M.I. *Politics in the Ancient World*. Cambridge: Cambridge University Press, 1983.
- Potter, D., ed. *Companion to the Roman Empire*. Oxford: Blackwell, 2006.
- Wickham, C. “The Other Transition: from the Ancient World to Feudalism.” *Past and Present* (1984) 103 (1): 3-36.
- Wood, E.M. *Peasant-Citizen and Slave: The Foundations of Athenian Democracy*. London: Verso, 1997.

SEMESTER 1
GENERIC ELECTIVE COURSE PAPER 1 (101010213101)

SCIENCE, TECHNOLOGIES & SOCIETY

Course Objectives

The course aims to:

This course proposes to examine the histories 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 western societies’. Human instinct to understand unknown and need to predict future which often venture into providence has been explored through case study of astronomy and astrology. Paper analyses impact of hegemony of Colonial science on traditional knowledge systems. Paper proposes two case studies to highlight the highly contested heritage of science. The thin line between military and peaceful use of technology in the capitalist economy also constitute important component of paper. A brief discussion on Science and the nation making has been introduced to highlight the role of important figures who shaped the nature of Scientific development in India.

Course Outcomes

After completing the course, the students will be able to:

- 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.
- Understanding the development of Science and Technology in India from ancient to modern times.

COURSE CONTENTS

Unit 1 Inventions during Lithic Age

- a) Palaeolithic and Neolithic
- b) Metal Age – Copper, Bronze, Iron
- c) Writing and Numerals

Unit 2 Indian ‘Scientific’ Heritage

- a) Astronomy and Mathematics
- b) Art and Architecture
- c) Medicine and Biology

Unit 3 Science and Technology in Colonial India

- a) European Initiative – Portuguese and French
- b) Exchange of Indo-European Scientific Practices
- c) Arrival of Botany, Chemistry and Education

Unit 4 Nation in making

- a) India’s Achievements in Science and Technology
- b) Medicine, Botany, Biology
- c) Role of Science in enlightening the citizen

Teaching Methods to include as a part of Experiential Learning

- Assignment
- Project Work
- Quiz
- Viva-Voce

Essential Readings

- A.J. Qaisar, *Indian Response to European Technology and Culture AD 1498-1707*, Oxford University Press, Bombay, 1982.
- D.D. Kosambi, ‘Atomic Energy for India’ in Ram Ramaswamy, ed., D.D. Kosambi: *Adventures into the Unknown*, Three Essays, Gurgaon, 2016, pp. 59-70.
- Eliot Marshal, ‘Is the Friendly Atom Poised for a Comeback?’ in Mahesh Rangarajan, Ed., *Environmental Issues in India: A Reader*, Pearson, Delhi, 2007, pp. 544-49.
- Gunakar Mule, *Bhartiya Itihas men Vigyan*, Delhi, 2005. Hindi. Chapters: Vigyan aur Samaj, Jyotish ka Arambh aur Vikas, Vaidik Ganit ki Sameeksha).
- Irfan Habib. *Technology in Medieval India. c. 650-1750*. New Delhi: Tulika, 2008.
- J.D. Bernel, *Science in History*, Vol-I: The Emergence of Science, Penguin Books, Middlesex, 1969, pp. 27-57.

- O.P Jaggi- History of Science, Technology and Medicine in India
- O.P Jaggi - Scientists of Ancient India and Their Achievements
- Kapil Raj, 'Thinking Without the Scientific Revolution: Global Interactions and the Construction of Knowledge', *Journal of Early Modern History*, Vol. 21, 2017, pp. 445-458
- Zaheer Baber – The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India
- Mayank Kumar, 'Traditional Notions of Monsoon' in Mayank Kumar, *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period*, Manohar, Delhi, 2013, pp. 105-118.
- Meera Nanda, 'Nothing that is: Zero's Fleeting Footsteps', in idem, *Science in Saffron: Sceptical Essays on History of Science*, Three Essays Collective, Delhi, 2016, pp. 49-92.
- Pradip Mazumdar, 'The Generic manoeuvre', *Economic and Political Weekly*, Vol. LII, No. 35, September 2017, pp. 22-26.
- Kalpana Raja Ram- Science and Technology in India
- Bal Ram Singh, Nath Girish and Umesh Kumar Singh- Science and Technology in Ancient Indian Texts
- Ravindra Kumar, 'Composite Culture: Portrayal in Architecture', in B.L. Bhadani, ed., *Medieval India 3: Researches in the History of India*, Manohar, Delhi 2012, pp. 47-75.
- Richard Grove, "Indigenous Knowledge and the Significance of South-West India for Portuguese and Dutch Constructions of Tropical Nature", *Modern Asian Studies*, Vol. 30 No.1, February 1996, pp. 121-143.
- S. Irfan Habib & Dhruv Raina, 'Introduction' in *Social History of Science in Colonial India*, Oxford University Press, 2007, pp. XII-XL. (Revised version published as S. Irfan Habib & Dhruv Raina, 'Introduction' in *Social History of Science in Colonial India*, OUP, 2007, pp. XII-XL.)
- Somaditya Banerjee, *Meghnad Shaha: Physicist and Nationalists*, Physics Today, Vol. 69, No. 8, August 2016, pp. 39-44.
- Spenta R. Wadia, 'Homi Jehangir Bhabha and the Tata Institute of Fundamental Research', *Current Science*, Vol.96, No.5, March 2009, pp. 725-33.
- V.V. Krishna, 'Science, Technology and Innovation Policy 2013: High on Goals, Low on Commitment', *Economic and Political Weekly*, April 20, 2013, pp. 15-19.
- Vijay K. Nagaraj and Nithya V Raman, 'Are we prepared for another Bhopal', in Mahesh Rangarajan, Ed., *Environmental Issues in India: A Reader*, Pearson, Delhi, 2007, pp.530-43.
- Zimmerman F., 'Monsoon in Traditional Culture', in *Monsoon*, eds. Jay S. Fein and Pamela L. Stephens, John Willey & Sons, New York, Chichester, Brisbane, Toronto, Singapore, 1987, pp. 51-76.]

Suggested Readings

- *The Fugitive*: A movie featuring Harrison Ford.
- Nandini Bhattacharya, 'Interrogating the Hegemony of Biomedicine', *Economic and Political Weekly*, Vol. LIII, No. 9, March 2018, pp. 45-47.

- Science, Technology and Innovation Policy 2013, Government of India, India.
 - (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013-English.pdf>)
 - (<http://www.dst.gov.in/sites/default/files/STI%20Policy%202013%20Hindi.pdf>)
 - <https://journals.sagepub.com/home/sts#>
- A Rahman, 'Science and Culture in India: A Socio-Historical Perspective', in *New Technological Civilisation and Indian Society*, B.D. Nag Chaudhuri, Ed., Indian Institute of Advanced Study and Indus Publishing Company, New Delhi, 1979, pp.27-41.
- Santimay Chaterjee, 'Meghnad Shaha: The Scientist and the Institution maker', *Indian Journal of History of Science*, Vol. 29, No.1, 1994, pp. 99-110.

SEMESTER 2
GENERIC ELECTIVE COURSE PAPER 2 (101010223102)

AGES OF RATIONALISM, HUMANISM & RISE OF MODERN WORLD

Course Objectives

The course aims to:

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond Europe. It shall also trace the patterns and outcomes of social and intellectual upheaval from the 14th to the early 20th Century. The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism and causes and consequences of the World Wars in the twentieth century.

Course Outcomes

After completing the course, the students will be able to:

- Develop an understanding of a pragmatic shift from the Dark Ages to the Modern Age
- Develop a rationalistic approach towards development in science and religion
- Comprehend the condition of a masses under changing political scenarios leading to revolts against kingship and colonialization
- Critical analysing the reasons and changes after the World Wars

COURSE CONTENTS

Unit 1 Emergence of Modern Europe

- a) Renaissance
- b) Geographical Discoveries
- c) Reformation

Unit 2 Advent of Nationalism

- a) Rise of Nation States
- b) Nationalism in Italy & Germany
- c) Imperialism in Asia and Africa

Unit 3 Age of Revolutions – 18th to 20th Century

- a) Industrial Revolution
- b) The American Revolution
- c) The French Revolution

Unit 4 World Wars – 20th Century

- a) First World War (1914-1918)
- b) The Russian Revolution
- c) Second World War (1939-1945)

Teaching Methods to include as a part of Experiential Learning

- Assignment
- Group Discussion
- MCQ Test
- Presentation

Essential Readings

- Burke, Peter, *The Renaissance*
- C.J.H. Hayes, *Modern Europe up to 1870*
- C.D. Hazen, *Modern Europe up to 1945*
- Christopher Hill, *From Reformation to Industrial Revolution*
- Elton, G.R., *Reformation Europe, 1517-1559*
- Ferguson, *The Renaissance*
- Gilmore, M.P., *The World of Humanism, 1453-1517*
- Hilton, Rodney, *Transition from Feudalism to Capitalism*
- J.H. Parry, *The Age of Renaissance*

- J.N.L. Baker, *History of Geographical Discoveries and Explorations*
- *The New Cambridge Economic History of Europe*, Vol. I, VII
- V. D. Mahajan, *A History of Modern Europe Since-1789*. 1988

TEACHING METHODOLOGY

- 1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.
- 2) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. If a course so demands, students are also shown a documentary or feature film and encouraged to critically engage with the ideas therein.
- 3) Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Presentations shall focus either on important theme covered in the class lectures, or on specific readings.
- 4) Overall, the Teaching Learning Process shall emphasize the inter-connectedness of themes within the different titles 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 historicized.

KEYWORDS

Sr. No.	Word	Meaning
1	Credit	Hours per Week
2	Theory Credit	Topics Covered in class
3	Practical Credit	Topics Covered through Experiential Learning
4	Core Course	Compulsory Paper for student enrolled in B.A. History
5	Generic Paper	Optional Paper for students from other disciplines
6	Ability Enhancement Course	Papers other than the subjects of History for students enrolled in B.A. History
7	Essential Reading	Important Books where in topics are covered
8	Suggested Reading	Extra Reading Material
9	Programme	After the completion you are awarded with a degree
10	Course	Papers you study within the Programme